STANDARDS AND QUALITY REPORT
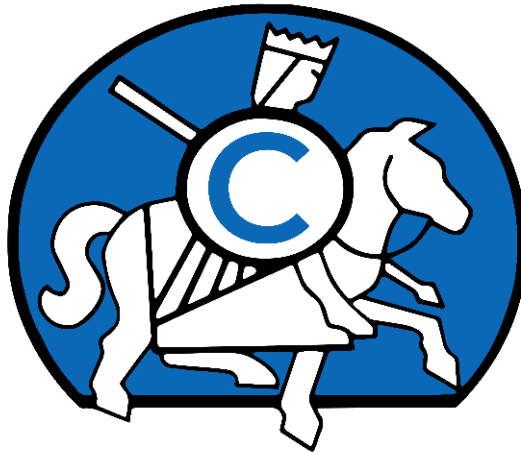# AITHISG INBHEAN IS CÀILEACHD

2024-25

Charleston Academy
Achieving success Together

TEAMWORK – RESPECT – AMBITION - KINDNESS

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.

Charleston Academy is a thriving six-year comprehensive secondary school situated in the west of Inverness. We serve a diverse urban and rural catchment area, committed to supporting and challenging young people to foster a lifelong love of learning. Our school ethos is built on our recently refreshed core values: Teamwork, Respect, Ambition and Kindness.

The Senior Leadership Team consists of the Head Teacher and four Depute Head Teachers. Each member of SLT are linked to one of our four Houses: Kishorn, Laggan, Sheil or Torridon. The extended Leadership Team has seven curricular Principal Teachers and six Principal Teachers with Pastoral/ASN responsibility.

The school offers a broad and balanced curriculum. From S1, pupils follow a programme of study that reflects the principles of Curriculum for Excellence. We continue to review and develop the experiences of young people in the Broad General Education (S1-3) drawing on experiences and outcomes from a range of curricular areas. Option choices are taken annually from the end of S2. Pupils in S3 study 11 subjects, 7 of which are chosen from across the curricular areas. In S4 pupils narrow to a maximum of 7 certificated subjects.

We have a strong and high-profile Parent Council who provide an effective and supportive vehicle for partnerships with parents and carers. We have a strong group of partners who support the school community part-time.

We have a school roll of over 700 young people, with projections indicating continued growth in pupil numbers. We are culturally rich, our young people come from varied backgrounds, with 17 main home languages spoken across the school. Our pupils represent the full range of the Scottish Index of Multiple Deprivation (SIMD 1-10), with 16.4% from SIMD Q1 and 20.7% from SIMD Q2.   Over 50% of our learners have some form of additional support need.

We have approximately 100 staff, including over 50 teachers operating within a faculty system. Staffing, in line with the national context, continued to present challenges throughout session. The school has had to adapt to a variety of long-term absences which have impacted on our overall provision. However, are pleased with our summer recruitment, and anticipate a solid staffing base for 2025-26. Significant investment in summer 2024 has led to refreshed décor and furniture in two floors of classrooms, along with the installation of 30 new interactive screens, addressing previous concerns about aging resources.

Our commitment to continuous improvement is evident through various self-evaluation activities. We have undergone several collaborative improvement visits, focusing on the quality learning and teaching. The results of which are a steadily improving classroom experience for our young people. The school was inspected in March 2025, however, at the time of writing the report had not been published. We recognise that statistical data alone does not fully measure our effectiveness, and we utilise a range of sources to understand our performance.

The attendance for the school in session 2024-25 was 88%, the National average was 89%. In academic session 2024-25, 8 temporary exclusions were issued, lower than the previous session.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
740	88%	8	53.1

(Roll data based on census Sept 2024)

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
127	143	150	129	115	76

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
6.1%	17.0%	35.4%	29.1%	12.4%	0%

Overall ASN	Free School Meal	EAL	Glossary:
48.8%	9.5%	11.1%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education

Level 3 2024-25 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3
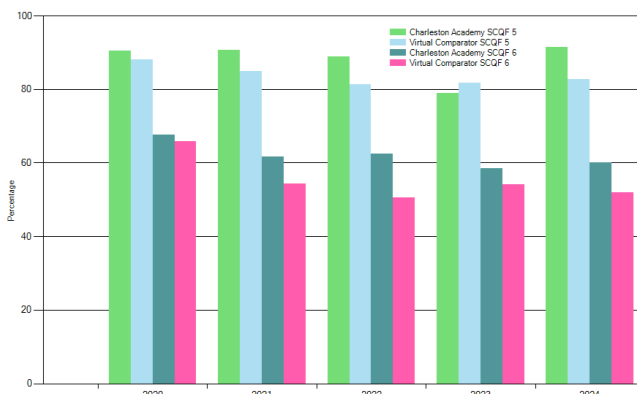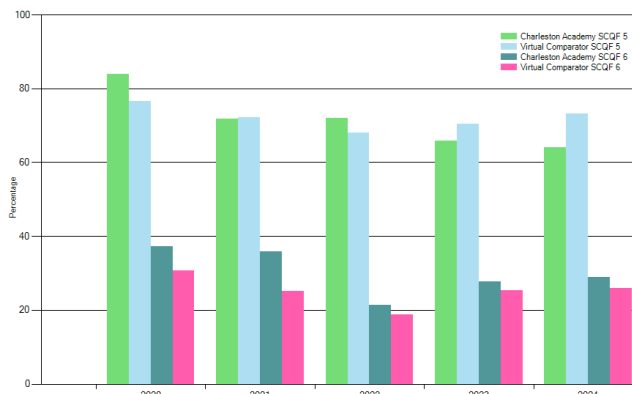
Reading	Writing	Listening and talking	Numeracy
89%	89%	89%	95%

Level 4

Reading	Writing	Listening and talking	Numeracy
69%	69%	74%	62%

TEAMWORK – RESPECT – AMBITION - KINDNESS

Literacy/Numeracy in S4, S5 and S6 – Senior Phase

Attainment in Literacy Levels 5 & 6 2023-24:
Level 5 above VC in 4/5 years, highest level in 2023-24.
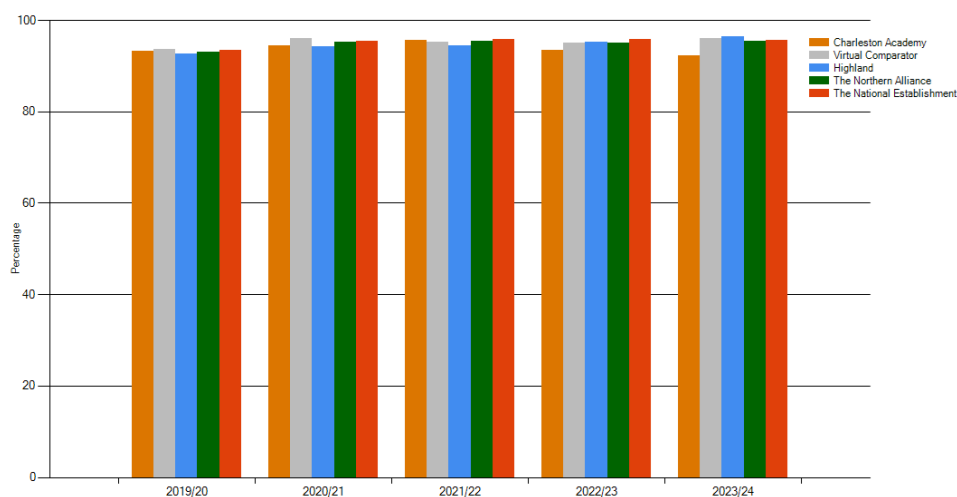Level 6 consistently above VC over 5 years.

Attainment in Numeracy Level 5 & 6 2023-24:
Level 5 showing a downward trend and at lowest in 5 years.
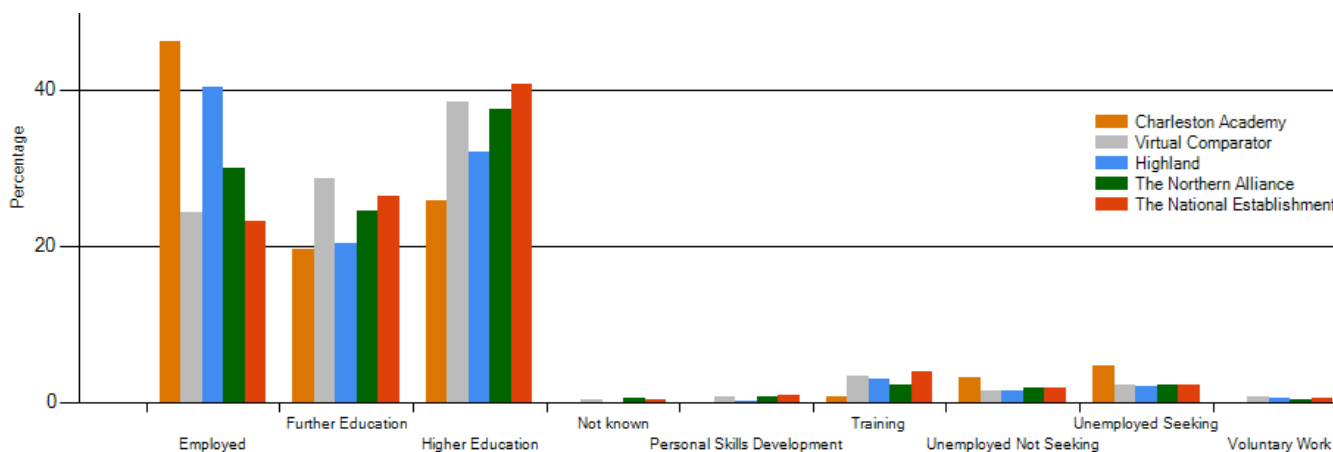Level 6 above VC over 5 years and improving trend 2022-2024.

Destinations of School Leavers

Percentage of Leavers in a Positive Destination 2024:
Below comparators in last two years following a previous improving trend.

Destinations:
A higher number of pupils than normal left across S4-6 to gain employment in 2023.

TEAMWORK – RESPECT – AMBITION - KINDNESS

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile

We have a welcoming ethos built on our core values. There is a strong sense of shared responsibility amongst pupils and staff and we have an active, engaged and supportive Parent Council.

During session we refreshed our core values, involving all pupils, parents, partners and staff.

Charleston Academy values are important for the school. These are:

TEAMWORK • RESPECT • AMBITION • KINDNESS

Charleston Academy must be a positive learning environment for all. We aim for togetherness across our school. We aspire for all young people to be happy, achieving and attaining. We want to support and develop our staff team and value all members of our school community.

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.

School Improvement Plan Priority 1: Raising Attainment & Achievement	
Summary of impact	Next steps
Improved tracking and earlier interventions have impacted positively on attainment in the BGE and Senior Phase. Audit and refresh of BGE courses is underway. Tightened presentation policy and wider curriculum choices have improved outcomes in the senior phase. BGE Attainment: • 3rd Level Literacy: Reading 89%, Writing 89%, Listening & Talking 89%. Our literacy measures are now broadly in line with Highland and slightly below but much closer to National. • 3rd Level Numeracy: 95%. Our Numeracy remains slightly above both Highland and National as has been the case over the last three years. • 4th Level Literacy: Reading 69%, Writing 69%, Listening & Talking 74%. Our literacy measures are now significantly above both Highland and National. • 4th Level Numeracy: 62%. Decrease from an outlier last year and although now slightly below Highland and National look like part of a more realistic improving trend both in Highland and Nationally post covid. Senior Phase Attainment: Impact of improvement actions for Senior Phase attainment will not be fully known until September 2025 Insight release. • S4 pupils achieving 1+ L5 is greater than 85%; 5+ L5 is greater than 40%. • S5 pupils achieving 1+ L6 is greater than 60%; 3+ L6 is greater than 37%. • 96% of leavers reach a positive destination in year 1, 100% by year 3.	• Address declining attainment trends, especially in numeracy and the senior phase. • Strengthen staff confidence and accuracy in BGE level judgments. • Use data more systematically to track attainment and target interventions. • Close attainment gaps in literacy and numeracy, particularly at SCQF Level 5 & 6. • Improve breadth and depth of qualifications at S4–S6, with a focus on higher quality passes. • Support young people who may leave without qualifications in literacy/numeracy. • Develop systems to track and recognise wider achievement. • Ensure curriculum pathways are aspirational and aligned with learner needs and abilities.

School Improvement Plan Priority 2: Learning, Teaching & Assessment	
Summary of impact	Next steps
• In almost all lessons, teachers are clearly implementing the shared Learning and Teaching Standard. • The majority of teachers have continued to engage with Teaching Sprints to improve pedagogy. • Most lessons are well-structured, and the majority of teachers provide helpful explanations and clear instructions. Various learning activities, including group and pair work, are used to encourage student engagement. • In most classes, learning intentions and success criteria are provided to help students understand lesson objectives. Questioning is extensively used to advance learning and assess understanding. Mini whiteboards are effective for real-time assessment and active participation. Teachers circulate well and deliver positive feedback in most lessons. • In most lessons, staff use digital technology to engage and support young people with their learning. Some staff are exploiting AI tools in planning and delivery of lessons. • Explore innovative use of AI to support planning and delivery of lessons. • Almost all departments are working with external moderation partners to improve confidence with judgment of a level in the BGE.	• Reduce overly teacher-led lessons; increase opportunities for pupil-led learning. • Improve pace, challenge and quality of questioning in lessons to better engage all learners. • Embed and consistently apply the school's new learning and teaching standard. • Link learning intentions more effectively with success criteria and use plenaries to reflect on learning. • Improve quality and consistency of feedback across departments. • Develop a rigorous whole-school system for recording and sharing support strategies for ASN pupils.

School Improvement Plan Priority 3: Wellbeing & Ethos	
Summary of impact	Next steps
- Pupil behaviour and relationships with teachers are consistently very good. Most students find staff approachable and supportive, and staff generally know their pupils well, using praise and encouragement effectively. The school exhibits a clear positive ethos. - All pupils and staff are aware of our refreshed school values - Values and positive messages have a high profile at weekly year group assemblies. - Guidance hub redesigned - All our pupils have at least one member of staff/partner that they feel confident to talk to about their wellbeing. - Implementation of our wellbeing tracker has been hampered by software development issues, it is hoped to be in place for 2025-26. - We have increased the opportunities to involve our young people in making decisions about their school experience but this needs to be more visible so that all pupils are aware of the different avenues they can give their voice. - A minority of our young people feel that their voice is heard. - Pupil representatives attend the majority of Parent Council Meetings. - Introduction of our wellbeing choir provides a safe nurturing activity for some of our more vulnerable pupils. - Continued provision of a universal breakfast free to all. - Selected staff working with Ed Psych on trauma informed practices with a view to roll out across the whole staff. - We have continued to review our response to absence, attendance thresholds and follow-up procedures. We implemented early intervention strategies based on data. - Average whole school attendance was 88% at the end of the session, just above Highland average. - Most pupils (78%) are achieving over 85% attendance. - Average lateness to school reduced by 4% - We have reduced lesson time missed through lateness. 10% reduction in referrals from 2023-24. Exclusions further reduced	- Embed wellbeing indicators in classroom practice - Fully implement Wellbeing Tracker - Enhance pupil voice - Increase Pupil Engagement - Finalise and lunch key policies - Inclusion & Equity - Promote equalities & diversity - Enhance Rights Education - Staff refreshers on trauma informed practice - Continuously monitor and strategically improve whole-school attendance

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

Overall impact of PEF projects in 2024-25 was limited due to long term staff absence of PEF PT, Equity Lead in place as a solution after Christmas.

Family Engagement to improve FSM Uptake:

Impact was limited due to absence of PEF PT, Equity Lead (KD) was able to begin the process of enhanced communication with parents around this, however this remains and aspirational target for PEF plan 2025-26.

FMS Attendance vs Whole School Attendance
Target eliminate the gap between whole school and FSM Attendance:
The gap was not eliminated but has narrowed significantly when compared to 2023-24.

Disengaged, at risk S4 Cohort formed a targeted group:

- ✓ All targeted students to achieve at least level 4 Numeracy

- ✓ Level 4 Numeracy, most students met or exceeded our aims by gaining level 4 or 5 Numeracy.

- ✓ All targeted students to achieve at least level 4 Literacy

- ✓ Almost all students met or exceeded our aims by gaining level 4 or 5 Literacy.

- ✓ All targeted students to exit S4 to a Positive Destination.

- ✓ All students achieved the target.

- ✓ All targeted students to achieve at least 1 level 4 National Qualification

- ✓ Almost all Students achieved this target.

- ✓ Average attendance for targeted group to increase over school year 2024-25

- ✓ Average attendance for the targeted PEF cohort has increased by 6.79% between the tracking points at the end of S3 and the end of S4, therefore this target has been successful.

Wider achievements
Coileanaidhean nas fharsainge

Just a wee sample, please check out our socials for more!

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Pupils

- ✓ The best thing about Charleston are the teachers, as they create a relationship which supports the students.
- ✓ Big improvement in the school in the last year or so and has been really well managed in that time.
- ✓ I really like that there lots of clubs and activities to take part in.
- ✓ I like that there is a lot of variation in activities in pe
- ✓ There is a lot of charm about the school and there is a good community between teachers and students.
- ✓ I like that teachers know everyone as the school is small.
- ✓ The school is a lot calmer now and it has a friendly atmosphere.
- ✓ The teachers try hard to make you do well.
- ✓ The brownies in the complex! :)

Parents

- ✓ Well done to everyone at Charleston with special mention to the Creative Faculty for the newsletters and regular updates of pupils' progress. PE dept 5 stars.
- ✓ Hope school building improvement continues. Positives - lots of feedback on pupil progress. Lots of super extra-curricular activities. Thank you for all the hard-working staff.
- ✓ An amazing school with fantastic teaching staff.
- ✓ I feel that Charleston has improved a huge amount with the new management in recent years. My daughter is very happy and thriving in school. Thank you.
- ✓ I wanted to express my gratitude to the Charleston staff team and the school it's the incredible support and encouragement they have given my children.
- ✓ I know the building is falling down and funding is lacking but the school and its staff create a welcoming, inclusive and encouraging environment. Thank you for everything you do.
- ✓ It is good to get a chance to speak to the Head Teacher at drop-in sessions.
- ✓ In general, I do feel that there has been improvement this year.

Partners

- ✓ I really enjoy working with the pupils and staff in Charleston. The communication is excellent, and I feel very included and part of the team.
- ✓ Very welcoming school and I am very supported by all of the Guidance and Senior Leadership Team to do my job effectively.
- ✓ Staff and pupils very helpful.
- ✓ Regular meetings to discuss pupils next steps – school have a good handle on their young people.
- ✓ Very welcoming school and I am very supported by Guidance and the Senior Leadership Team to do my job effectively.
- ✓ Always made to feel welcome in school from the reception staff to the SLT.

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:

	2024-2025
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Weak

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Raising Attainment & Achievement
2. Learning, Teaching & Assessment
3. Wellbeing & Ethos

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 or by contacting the school office

TEAMWORK – RESPECT – AMBITION - KINDNESS

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions
QI 1.3 Leadership of change

How well are you doing? What's working well for your learners? **Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**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?**
Theme 1: Develop a shared vision, values and aims Almost all staff show commitment to shared educational values and professional standards. Senior leaders are beginning to develop a refreshed aspirational vision which underpins our continuous improvement. The majority of the school community are beginning to gain ownership of our vision, values and aims as we undertake a refresh	• Staff feedback, staff meetings, learning walks • Increased engagement with GTCS Standards and Self-Evaluation tools during PRD process and collegiate sessions. • School policies being updated to clearly link to vision, values & aims • Assemblies	Provide quality collegiate programme and CLPL. Complete our re-engagement and refresh process for our vision, values and aims across the school community and ensure that they underpin our ethos and learning and teaching in all classrooms	
Theme 2: Strategic Planning for continuous improvement Senior leaders are beginning to create conditions where most staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Senior leaders are beginning to effectively guide and manage the strategic direction and pace of change. We protect time for professional dialogue, collegiate learning and self-evaluation, so that the majority of members of our school community can contribute to our plans for continuous improvement	• Feedback from staff meetings/briefings • Collegiate programme • Working groups • Clear understanding of school priorities among teaching and support staff • Working Time Agreement • Parental feedback	Ensure our rationale, priorities and action plans are clear and communicated effectively to all stakeholders. Increase the involvement of all stakeholders beyond school staff: pupils, parents and partners. Continue to provide adequate time and resources are made available to allow teachers to meet in groups to help drive forward priorities for improvement.	Satisfactory
Theme 3: Implementing improvement and change Staff at all levels are beginning to take responsibility for implementing change. The majority of practitioners reflect on and develop practice taking account of self-evaluation and our vision for continuous improvement. Some staff engage regularly in critical and creative thinking. We are beginning to put in place effective strategies to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.	• Working groups include non-teaching staff and most groups are led by non-promoted teachers • PRD process • Professional dialogue sessions • Sharing practice events • Self-evaluation calendar • Dept. minutes	Increase the number of non-teaching staff involved in working groups/school improvement activities. Pupil groups will be setup to mirror/join staff improvement groups and more fully embed the use of How Good Is OUR School 4. Re-engage with practitioner enquiry and evidence-based approaches through Teaching Sprints. Involve all staff in self-evaluation of outcomes for learners. Implement an annual VSE process	

TEAMWORK – RESPECT – AMBITION - KINDNESS

QI 2.3 Learning, teaching and assessment

How well are you doing? What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	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?

Theme 1: Learning and engagement
Across the school, relationships between staff and young people are positive and respectful. Peer relationships in most classes are underpinned by the school values of kindness and teamwork.
 	
In most lessons there is a calm and supportive learning environment where pupils are motivated to learn. Our young people engage fully when they are provided with a variety of teaching approaches, including collaboration with others and active learning.
 	
In a majority of lessons, learning is overly teacher led. This results in a few young people being passive in their learning and not meaningfully engaged. In a few lessons in the senior phase, young people lead their own and the learning of others confidently.
	• Data/documentation
	  ○ Our Learning & Teaching Standard
	  ○ Highland Council Promoting Positive Relationships Framework and Guidance
	  ○ Minutes/actions from Learning & Teaching working Groups
	  ○ Compiled analysis from learning walks/class visits – May 2023, Dec 2023 & Nov 2024
	  ○ Faculty Standards & Quality Reports
	  ○ Faculty Improvement Plans
	  ○ Subject/Guidance discussion of progress and targets
	  ○ SEEMiS TMR and data exports
	  ○ Departmental trackers
	  ○ Assessment advice re BGE
	  ○ BGE Moderation Audit – May 2024
	  ○ Moderation meetings records/ senior phase verification minutes
		We will continue to embed the recently refreshed school values in everyday practice across the school, with a particular focus on ambition for all learners.
		
		We will create more opportunities for young people to lead learning.	

Theme 2: Quality of teaching
The senior leadership team's clear vision for improving learning and teaching was developed and implemented collaboratively with staff through a new learning and teaching standard. This framework provides a consistent structure for almost all lessons, guiding classroom routines and delivery.
 	
Teachers generally provide clear explanations and instructions, and while the purpose of learning is shared in almost all lessons, its quality varies. In some lessons, the link between intended learning and success criteria is weak, with an overemphasis on task completion, though a few lessons effectively reference these throughout.
 	
Digital technology is used in most lessons to engage and support students. However, the pace of learning is often too slow in a majority of lessons, with activities set for the whole class.
 	
While questioning is generally used well to check understanding in most lessons, a few departments use it very effectively to challenge and extend learning.
 	
A few teachers adapt aspects of learning to take place in environments other than the classroom.
	• Observation
	  ○ Classroom observations
	  ○ Peer observations (Trios/Sprints)
	  ○ Learning walks/class visits
	  ○ Learning Visits – May 2023, Dec 2023, Nov 2024
	
	• Feedback
	  ○ Visitor feedback
	  ○ Parental feedback, inc. parent learning walk
	  ○ Pupil survey on learners' experience
	  ○ Feedback from young people via focus groups/surveys
	  ○ Feedback from senior phase learners on appropriateness of curriculum
	  ○ Staff feedback on professional learning
	  ○ Teachers sharing practice
	  ○ Feedback from SQA/other assessment providers
	  ○ Collaborative Lead Officer feedback
	  ○ HMIe visit – March 2025
		We will work further with staff to develop the quality of learning and teaching outlined in the agreed standard.
		
		We will improve the effectiveness of plenaries to allow young people to better reflect on their learning.
		
		We will identify strategies to improve pace and challenge, to provide more stimulating and engaging learning experiences for all young people.
		
		Teaching Sprints will focus on improvement in consistency of experience for pupils in terms of questioning, pace and challenge.
		
		We will continue to promote discussion on learning and teaching through dept. meetings, professional dialogue sessions and professional reading.
		
		All staff are continuing to develop digital skills to support effective use of digital technologies in learning, teaching and assessment.
			Satisfactory

Theme 3: Effective use of assessment		The extended leadership team will develop a systematic overview of the approach and quality of feedback provided by departments, to ensure that feedback is used consistently across all departments.	
A majority of departments are beginning to use self-assessment and peer assessment to support young people to reflect on their learning.			
Young people receive verbal feedback in most faculties. A few departments have formalised approaches to feedback, using a variety of methods which support young people to make progress in their learning.		Develop strategies to encourage learners to reflect on their learning.	
Theme 4: Planning, Tracking and Monitoring		We will review our departmental tracking approaches to ensure that all teachers can monitor young people's progress over time effectively.	
Assessment is integral to the planning of learning and teaching in most departments.			
All faculties use Curriculum for Excellence (CfE) experiences and outcomes to plan learning in the BGE. The quality of this planning is inconsistent across faculties.		Faculties will increase their range of moderation activities with other schools. to ensure assessments are robust and teachers have a better understanding of national standards and expectations.	
All departments have individual approaches to gathering information about young people's progress. The quality of these tracking approaches is variable. In a few departments teachers track and monitor the progress of young people well and use the information to suitably adapt tasks and activities to meet the needs of learners.		Senior leaders will ensure that all departments have a systematic approach to moderation within and out with the school for both the BGE and the senior phase. This will support teachers' confidence in determining achievement of a level, particularly within the BGE.	
A few departments are increasing their confidence in using a range of assessment approaches to provide helpful feedback to learners and parents.		We will continue with plans to review our BGE courses to ensure that learning and assessment is aligned with benchmarks and progression frameworks.	
Teachers engage in moderation activities with colleagues from within their own departments.		We will support teachers to make more reliable judgements of a level and will support young people in the BGE understand what level they are working at.	

QI 3.1 Ensuring wellbeing, equality and inclusion

How well are you doing? What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	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?
Theme 1: Wellbeing Staff and pupils are developing a shared understanding of wellbeing; the wellbeing indicators have become an increasingly integral part of school life. We know and can demonstrate that most of our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. The majority staff feel valued and supported. Relationships across the school community are very positive and supportive. Almost all staff actively promote positive relationships in the classroom and around the school. We are developing nurturing approaches and more restorative practices across the school. We consider each child and young person as an individual with his/her own needs, risks and rights.	• Pupil wellbeing (SHANARRI) surveys three times per year. • Parental survey • Pastoral interviews • Annual staff wellbeing survey • Actions from Support team meetings leading to improved circumstances for pupils and increased awareness of individual circumstances. • Strategies are in place to track, monitor and intervene with wellbeing, attainment and attendance concerns.	Embed use of the wellbeing indicators (SHANARRI) more explicitly in classroom and pastoral practices. Fully implement the wellbeing tracker and used in all year groups by September 2025. Make the pupil voice structure more visible and accessible to all learners: Almost all pupils aware of how to share their views by June 2026. Increase in pupil survey responses indicating the majority feel heard.	
Theme 2: Fulfilment of statutory duties We comply and actively engage with statutory requirements and codes of practice. We are reviewing and updating our policies and procedures, e.g. attendance, equalities, positive relationships. Most staff know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.	• Staff are suitably trained in Child Protection. • Staff engage in professional learning to further increase their knowledge of wellbeing, equality and inclusion. • Child Protection and Safeguarding data.	Finalise and launch updated policies on attendance, equalities and positive relationships, ensuring accessibility and clarity for all pupils and staff. All key policies reviewed and published by December 2025. Ensure all staff have a thorough and up-to-date understanding of reviewed and updated policies and procedures related to statutory duties.	Satisfactory
Theme 3: Inclusion and equality We have an inclusive culture and value pupils as individuals. Inclusion is increased through elaborated curricula which included a range of courses and awards across the senior school. The majority of learners are included, engaged and involved in the life of the school. Almost all pupils feel very well supported to do their best. The majority of learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. We are fully committed to equality and diversity. Most pupils understand their rights and responsibilities. We have targeted support and strategies in place to improve attainment for groups and individuals facing barriers to learning, including poverty and inequity.	• Individualised timetables • Pupil wellbeing (SHANARRI) surveys three times per year. • Parental survey • Pastoral interviews • Assemblies and whole school events • Attendance tracker and interventions • Behaviour statistics	Further promote equity using data to tailor interventions for pupils impacted by poverty or other barriers. Enhance visibility and engagement with equalities and diversity themes through curriculum and school events. Enhance rights education through curriculum and assemblies. Achieve RSSA Silver by December 2025. All staff are using the ASN spreadsheet to collate info to plan and meet needs appropriately. Continue to monitor and strategically improve whole-school attendance. Increase the average whole school attendance to 90% by the end of the 2025-26 academic year. Increase the percentage of pupils achieving over 85% attendance from 78% to 85% by the end of 2025-26.	

QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	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?
Theme 1: Attainment in Literacy and Numeracy **BGE** Most young people achieved CfE third level in literacy and just over half of the cohort have achieved CfE fourth level literacy by the end of S3 in 2023/24. Performance at CfE third level literacy shows a fluctuating pattern, increasing in 2023/24. This increase is the result of improved moderation. Almost all young people achieved CfE third level in numeracy in 2023/24. Performance in third level numeracy shows a three-year pattern of improvement. Most young people achieved CfE fourth level numeracy by the end of S3 in 2023/24. This has shown a substantial increase on previous session's levels. This data shows significant variance and is not fully reliable. **Senior phase** **Leavers** Most young people leaving school have achieved Scottish Credit and Qualifications Framework (SCQF) level 5 or better in literacy between 2018/19 and 2022/23. A majority of young people who left school between 2018/19 and 2022/23 achieved SCQF level 6 or better in literacy. Although performance is in line with the Virtual Comparator (VC), attainment at SCQF level 5 is showing a pattern of decline with key measures 2022/23. A majority of young people who left school between 2019/20 and 2022/23, achieved SCQF level 5 or better in numeracy, in line with the VC. The percentage of young people who achieve SCQF level 5 or better is following a clear pattern of decline from 2019/20 until 2022/23. Between 2018/19 and 2022/23, a minority of young people achieved SCQF level 6 numeracy on leaving school. Although performance fluctuates at this level, it is generally stable and in line with the VC. Attainment of leavers who require additional support with their learning is in line with the VC. There is an inconsistent pattern of improvement with key measures declining in 2022/23. **Cohorts** **Literacy Attainment** In S4 literacy, most young people achieved SCQF Level 5 or better in 2023/24, a significant improvement from previous years and now much higher than the virtual campus (VC). However, in S5, only a minority achieved SCQF Level 6 or better, and after being significantly higher than the VC from 2020/21 to 2022/23, performance in 2023/24 aligned with the VC. By S6, a majority achieved SCQF Level 6 or better, and for the past two years, performance has been significantly higher than the VC.	**BGE Attainment:** • **3rd Level Literacy**: Reading 89%, Writing 89%, Listening & Talking 89%. Literacy measures are now broadly in line with Highland and much closer to National. • **3rd Level Numeracy**: 95%. Our Numeracy remains slightly above both Highland and National as has been the case over the last three years. • **4th Level Literacy**: Reading 69%, Writing 69%, Listening & Talking 74%. Our literacy measures are now significantly above both Highland and National. • **4th Level Numeracy**: 62%. Decrease from an outlier last year and although now slightly below Highland and National look like part of a more realistic improving trend both in Highland and Nationally post covid. **Senior Phase** **Literacy (Leavers)** • Level 3 Literacy performed better than VC in 2023, overall rising trend. • Level 4 Literacy performed better than VC in 3 out of last 5 years, also overall rising trend. • Level 5 Literacy above VC in 4/5 years but dropped below VC in 2023. The majority of leavers achieved SCQF Level 5 over the last four years. • Level 6 literacy has been consistently above the VC but showing a slight downward trend. • On average, 63% of pupils left school with Literacy Level 6 over the last four years. **Literacy (cohorts)** **S4** • Level 3 performance has varied and is behind VC in 2024 but above in 3 out of 5 years. • Level 4 Literacy above VC in 4 out of 5 years, including last two years. • Level 5 improved significantly, 90% of S4 achieved level. • ASN performance follows a similar pattern, where4as, our FSM pupils performed less well overall. **S5** • Almost all achieve level 4 which has been an overall rising trend.	**Literacy & Numeracy (BGE)** Provide professional learning and support to enhance staff confidence in making accurate judgments about young people's achievement of BGE literacy and numeracy levels. As a priority, staff should strengthen their understanding of BGE levels and make robust judgments of young people's achievement of a level. Ensure clear articulation between BGE levels achieved and how this translates to senior phase outcomes for literacy and numeracy. Continue with existing plans to improve young people's literacy and numeracy attainment. **Literacy & Numeracy (Senior Phase - Cohorts)** Address the acknowledged gap in literacy attainment at National 5. Develop approaches to support all young people in achieving a literacy and numeracy qualification, especially identifying those at risk of leaving without one. **National Qualifications (English & Mathematics)** Closely monitor and address the few declining measures in National Qualifications in English and mathematics.	Weak

Numeracy Attainment
For S4 numeracy, attainment at SCQF Level 5 or better was in line with the VC from 2019/20 to 2022/23. In 2023/24, this dropped to just under half, making it significantly lower than the VC and the lowest in five years. In **S5**, just over half achieved SCQF Level 5 or better, with performance significantly lower than the VC in 2022/23 and 2023/24. A minority achieved SCQF Level 6 or better, generally in line with the VC but with inconsistent improvement. By **S6**, a minority achieved SCQF Level 6 or better, showing an inconsistent pattern of improvement, and declining from being significantly higher than the VC in 2019/20 and 2020/21.

English and Mathematics National Qualifications
There's a significant difference between young people achieving literacy and numeracy awards versus full course qualifications in English and mathematics.
Overall, attainment in National Qualifications (NQs) for English and mathematics is generally in line with national levels, though some measures have declined between 2020 and 2024. N5 English entries are consistent with national levels, but attainment decreased in 2023/24. Higher English entries are declining, with attainment generally consistent with national levels. N5 Applications of Mathematics entries are above national levels with comparable pass rates. N5 Mathematics entries and passes are comparable to national levels but show signs of decline. Higher Mathematics entries are declining, with fluctuating attainment. In 2024, Higher Applications of Maths was introduced, with entries and attainment above national levels.

- Level 5 had been on a slight downward trend but is up in 2024 but still behind the VC. Above VC in 3/5 years.
- Level 6 has been above VC 2020-2023 but dipped below in 2024 and is lowest in 5 years.
- ASN and FSM follow a similar trend.

S6
- Almost all S6 learners achieve Literacy level 5. Performance has been consistent over 5 years, averaging 94%. Level 6 has also been generally on a par year to year but a slight increase in 2024 – 82%.
- S6 ASN Level 5 has been below VC over five years but improved and closed the gap in 2024 to les than 2%. Level 6 has improved steadily, above VC in 4 out of 5 years with the biggest positive gap in 2024.
- S6 FSM cohort Level 5 & 6 performance has been variable over 5 years. 100% Level 5 has been achieved 3 times including last two years. Level 6 above VC in 2024.

Numeracy (leavers)
- S4 Level 3 Numeracy slightly varied over five years, broadly in line in 2023 and above VC in 3/5 years.
- Level 4 Numeracy 2% behind VC in 2023 and displaying a slight downward trend.
- Level 5 Numeracy is on a downward trend and below VC.
- Level 6 consistently above VC but a downward trend.
- Numeracy attainment is generally lower than our attainment in Literacy.

Numeracy (cohorts)
S4
- Level 3 Numeracy has been above VC 2020-2023 but dipped slightly below in 2024 and lowest in 5 years: 91%.
- Level 4 has been above VC in 3 out of 5 years and above in 2024. Slight rising trend with a 5% gain over 5 years.
- Level 5 is on a clear downward trend and at its lowest in 5 years, significantly behind the VC.
- ASN cohort follows similar patterns. FSM pupils are not achieving as well in numeracy as our other pupils.

S5
- Almost all achieve numeracy level 4 but there is a falling trend at level 5.
- Level 6 improved in 2024 and above VC.
- ASN and FSM follow similar patterns.

S6
- The majority of pupils are achieving level 5. Level 5 & 6 are behind VC in 4 out of 5 years.

Theme 2: Attainment over time

BGE attainment over time
Senior leaders are beginning to capture young people's overall attainment of CfE levels across all curricular areas. Senior leaders are collating an overview from existing data across subject areas to develop a whole school overview of young people's attainment over time. We are aware that this data from subject areas shows significant variance, is not wholly reliable, shows under performance and generally does not articulate well with performance in the senior phase.

Senior phase
Senior leaders and staff are beginning to use data about young people's progress more consistently to identify young people who are not on track to attain appropriately in line with their level of ability.

Leavers
Attainment for the lowest attaining 20%, the middle attaining 60% and highest attaining 20% of young people, when using complementary tariff scores, has been in line with the VC from 2018/19 until 2022/23. There is no consistent pattern of improvement.

The attainment of leavers who require additional support with their learning is similar to the VC. The performance of the lowest attaining 20% and middle attaining 60% of young people who require additional support is showing a three-year pattern of decline.

Cohorts
At S4, by S5 and S6 based on the S4 roll, attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people has been in line with the VC between 2019/20 and 2023/24. This is with the exception of the highest attaining 20% of young people in S6, based on the S4 roll, where there is a pattern of decline from 2020/21 and is now significantly lower than the VC in 2023/24.

In S4 the performance of the lowest attaining 20% of young people increased in 2023/24 as a result of a targeted and improved course choice offer. By S5, based on the S4 roll, performance of the lowest attaining 20% and middle attaining 60% of young people is showing clear patterns of decline from 2021/22 to 2023/24. By S6, the attainment is generally declining with attainment at its lowest level in five years.

S4 Pupils
- 1@5 and 3@5 are better than VC. This is an improvement on last session.
- 5@5 is slightly less than 2023 but is closer to the VC.
- Complementary Tariff points gained by lowest 20% improved since 2023. 2023-24 cohort outperforming other comparators. The middle 60% have improved in 2024 and are above VC. The Highest 20% have remained broadly the same over 5 years and just behind VC.
- ASN pupils are also doing well compared with VC for the lowest 20% and middle 60%. There is an improving trend for the lowest 20%.
- FSM pupils tend to be performing less well though there is an improving trend for the middle 60%.
- Pupils living in the most deprived areas are outperforming VC for the middle 60% and highest 20%.

S5 Pupils
- Attainment in S5 in all Breadth and Depth measures is below the VC with downward trend to 2022-23. Key measures of 1@6, 3@6 and 5@6 all improved in 2024, although still behind the VC.
- Lowest 20% average of 5 points indicates pupils (7) leaving with no qualifications. Performance lag in middle 60% and highest 20% broadly equivalent to a Higher course award or two N5's.
- S5 performance is better than 2023 but is still behind VC for all measures. A higher number of pupils left school at the end of S4 to gain apprenticeships which has been higher than in previous sessions. (30%)
- ASN pupils have performed broadly the same as last session, but the highest attaining cohort have achieved the best performance in the past 4 years.

S6 Pupils
- Lowest 20% and middle 60% is on average an N5 award below VC. Performance has varied over 5 years, always below VC although potential rising trend for lowest 20%.
- Highest 20% has consistently performed better than VC over last 4 years.
- S6 performance is lower than VC, impact of pupils who left during the year. (34% of the year group)
- The difference in performance is equivalent to a Higher for the middle 60% and highest 20%.
- Performance has been variable over the last 5 years but the lowest 20% saw a slight rising trend with the highest 20% showing a dip in 2024.
- Considering highest SCQF level 7 pupils outperform VC for all measures.

Improving Attainment for All
Continue to develop approaches for measuring all young people's attainment over time, moving beyond existing variable and unreliable subject data.

We will develop a BGE tracking system that will capture attainment overtime more effectively and in conjunction with moderated unit planning will enable teachers to make more confident judgements about pupils' progress and achievement of a level.

Introduce regular ELT Intervention meetings to identify and support young people not making appropriate progress across all subjects. Use attainment information to monitor young people's attainment across curriculum areas and ensure appropriate progression through the BGE to aspirational senior phase qualifications.

Proceed with plans to ensure young people receive impactful interventions to make the best progress through the senior phase.

Address the need for young people in S6 to undertake a greater level of demand and challenge in their curriculum.

Breadth and Depth
Middle leaders need to take steps to improve young people's attainment across faculties, including increasing pass rates and high-quality passes at National 5, Higher, and other qualifications.

Continually review the curriculum offer to provide the most progressive and aspirational courses at the correct level, in line with young people's needs and abilities.

Ensure young people in S6 follow the most aspirational pathways through the senior phase.

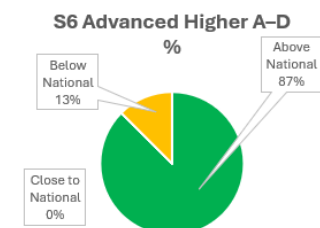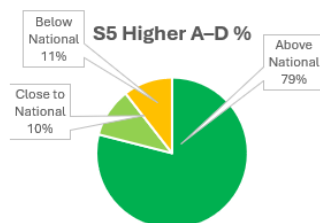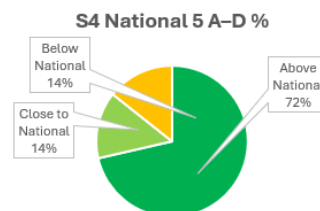|		
Theme 3: Overall quality of learners' achievement Young people demonstrate a broad range of skills, including confidence and resilience through engagement in a variety of achievement activities. This includes, for example, 'Be the Change' choir, debating club, climbing club and a range of school trips. Young people have enhanced their skills further in Physical Education through achieving the Gold school sport award. A minority of young people are benefiting from leadership activities and achieving recognition through initiatives such as Highlife Highland Leadership programme and the University of the Highlands and Islands (UHI). This is supporting these young people to demonstrate employability skills and confidence. Young people's achievements are enhanced through collaborative working with partners, such as Inverness College and the school-based Youth Development Officer. Young people demonstrate skills and knowledge in customer service and skills for work within the school café, through the Hospitality- and Barista Skills for work provision. Senior pupils gain accreditation and demonstrate leadership skills through success achieving National Progression Awards in football coaching and the Mentors in Violence Prevention (MVP) programme. A minority of young people are demonstrating resilience and problem-solving skills through experiences such as the Duke of Edinburgh award. All young people in S2 take part in the Youth Philanthropy Initiative (YPI) which develops their sense of community and responsibility. Young people value existing reward and recognition initiatives, such as praise postcards, 'Pupil of the Block,' and 'Star of the Week.' These approaches are viewed as motivational and contribute positively to the school's ethos. Senior leaders should continue with their plans to increase opportunities for acknowledging achievement more widely. Existing examples of effective practice, such as the Creative Faculty Awards evening, should be built upon to embed a culture of recognition and aspiration further. A few young people receive accreditation for their achievement. Staff should explore further opportunities for a greater number of young people to receive accreditation.	• A-D% vs National is positive. Most subjects above National average in 2023-24. (S4 N5, S5 Higher, S6 AH) **S4 National 5 A–D %** Below National 14% Close to National 14% Above National 72% **S5 Higher A–D %** Below National 11% Close to National 10% Above National 79% **S6 Advanced Higher A–D %** Below National 13% Close to National 0% Above National 87% • Breadth and depth measures in S4 and S5 show improvement. • We are increasing the range of alternative opportunities for young people to achieve and succeed, for example: YPI, Sports Leaders. • We have a wide range of well attended extra-curricular groups and activities. • We have increased opportunities for participation and achievement, not limited to: "Bee the change" choir – a diverse group from S1 to S6 with many pupils who are reluctant to participate elsewhere; Debating teams restarted after many years of absence; Barista qualification. • Our pupil councils and S6 teams have been fully immersed in refreshing our school values; we are at the beginning of our journey to embed the Learner Participation Model.	Continue plans to increase opportunities for acknowledging achievement more widely, building on existing effective practices. Explore further opportunities for a greater number of young people to receive accreditation for their achievements. Develop a system for capturing and tracking young people's achievements to recognise participation and identify those not engaging for support. Raising Attainment working group support school/ faculties to implement best practice. Increase number of supported study sessions available to pupils; increase rigour around homework and support for home learning. More targeted use of after school study and homework club – direct parental interventions by appropriate member of ELT. Study Skills to be taught explicitly in subjects – working group to develop resources.	

Theme 4: Equity for all learners

Staff are beginning to use data to identify and support young people, where poverty may be a barrier to learning. Senior leaders have used Pupil Equity Funding (PEF) to provide nurture, support and resources for a targeted group of young people. All of the young people in this group achieved their literacy, numeracy and attainment targets, improved their attendance and accessed a positive destination on leaving school.

There is strong collaboration with partners who support young people to attain and achieve. This includes a local football club, the 'Growing2Gether' charity, the council's 'Home to Highland' programme and other local organisations who provide helpful support for different groups of young people. These group activities and individual mentoring support is leading to improved attendance and engagement for a few young people, including those who are care experienced.

The attainment of young people, who require additional support, is in line with virtual comparator over the past four years. The complementary tariff points for this group, however, shows patterns of decline since 2019/20.

In 2022/23, young people in Decile 3 of the Scottish Index of Multiple Deprivation (SIMD) who may face socio- economic disadvantage, attain much lower than national levels. Young people living in deciles 2 attain above national levels.

Almost all young people left school in 2022/23 to a positive destination, in line with the VC. The number of young people going into further and higher education on leaving school, is lower than national and virtual comparators. The proportion of young people going into employment is much higher than national and virtual comparators but in line with local authority averages. Young people are supported well to undertake Foundation Apprenticeships. This has enabled development of employability skills and supports positive destinations.

S4 Attainment vs Deprivation
- The attainment in SIMD 2 has generally been positive whilst SIMD 1, 9 and 10 usually fluctuates – likely due to the small numbers in these ranges.
- SIMD 5 and 6 perform less well than VC. This group had 68% ASN and 19% had attendance issues due to mental health difficulties.
- The remaining deciles perform broadly in line with VC.

S5 Attainment vs Deprivation
- S5 pupils are performing lower than national in most SIMD bands except 2 and 6. They are lower by approximately 100 points - equivalent of 1 Nat 5 A qualification.
- 28% of the pupils in SIMD 3, 4 5 and 8 left school part way through the session.
- 14% of the year group left during the session and before completing courses.

S6 Attainment vs Deprivation
- Across all deciles pupils have performed below VC, the difference is approximately equivalent to one higher.

Attendance
- Our attendance rate is 3% higher than the same point in 2023-24, equal to the Highland average and 1% below national at 88%.
- Our leaver destinations data has had a positive trend, although dipped in 2022-23.

PEF Intervention:
- All targeted caseload achieved L4 Numeracy in S4.
- 2 Achieved L5 Numeracy by end of S4.
- All of PEF cohort achieved L5 Literacy by end of S4.
- All of targeted caseload accessed a positive destination or return to study in S5 at the end of S4.
- 93.3% of targeted cohort achieved at least 1 N4.
- Average attendance among the targeted PEF group has increased by 4.1% over the year.

Attendance
Attendance for the targeted group was 3.9% lower than whole school attendance in August 2023 (86.9%)
Attendance for the targeted group was 8% higher than whole school attendance in August 2024 (88.3%)

Continue to review the targets for currently supported groups receiving Pupil Equity Funding (PEF) to ensure the level of challenge meets their needs.

Interventions around and monitoring of school refusers and those attending the Bridge/HVA to be tightened up.

Extend PEF caseloads to S5. Outreach interventions in place.

Work with partners to develop coherent systems to track and monitor the impact of collaborative support for young people, especially those facing poverty or who are care experienced.

Continue to closely monitor the attainment of young people who require additional support.

Develop/source resources and strategies to support family/home learning.

Develop approaches to capture progress and evidence that poverty-related attainment gaps are closing for young people in line with national expectations, especially for those in Decile 3 of SIMD.

QI 2.2 Curriculum: theme 3 Learning pathways

How well are you doing? What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	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?
The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.	Subject uptake data Pupil/parent feedback Attainment data	We need to develop and expand involvement of partners in helping to broaden and enrich our curriculum. We will undertake a review of our current curriculum structure and also research curricula in schools with similar rolls and profiles. Increase high quality Interdisciplinary Learning opportunities that would allow pupils to develop skills that cut across subject boundaries. We will interrogate trends in S6 attainment to determine what our S6 pupils are returning for and whether we have a curriculum that meets their needs.	Satisfactory

QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)

How well are you doing? What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	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?
Through effective partnership working we have improved our learning provision and secured positive impacts for children, young people and families in our community. Our partnerships have increased parental engagement in their children's learning. As a result of our effective partnerships all our learners have access to an expanding range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.	Event attendance data Parent feedback 100% of parents contactable by email Options and Change of Subject/Level process ASN profiles Child's Plans Parent Council minutes Interventions delivered in partnership with third Sector organisations. Partner engagement 3rd sector feedback	We will continue to work closely with the existing Parent Council to increase representation of parents from across the whole catchment to sit on the parent council. We will aim to increase parental engagement around supporting pupil progress through innovative approaches and evidence-based best practice. We will increase partner involvement in the life of the school and in the support of our work with young people.	Satisfactory

TEAMWORK – RESPECT – AMBITION - KINDNESS