

STANDARDS AND QUALITY REPORT

AITHISG INBHEAN IS CÀILEACHD

2024/25



Culloden Academy

HIGHLAND COUNCIL | KEPPOCH ROAD, CULLODEN. IV27JZ

School Profile

Pròfil 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.

We are set on the outskirts of Inverness and our catchment area covers 6 primary schools- Ardersier, Balloch, Cradlehall, Croy, Duncan Forbes and Smithton. We also receive a small number of placing requests each session. There are currently 1127 children on the school roll. A programme of extensive house building in the area sees pupils joining us in a steady trickle throughout the year.

The headteacher is supported by 4 DHTs, 12 curriculum PTs, 6 PTs Guidance and one PT of Additional Support for Learning. Staff work hard to deliver a comprehensive curriculum offer to our young people- culminating in the Senior Phase when pupils entering S4 have a total of 89 options and pupils entering S5 and 6 have a total of 73 options.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. By the end of the BGE phase 71.5% were at Level 4 literacy (up approximately 7% on last year and 63.5% were at Level 4 Numeracy- up 10% on last session. It should be noted that the S3 cohort has a very broad ability range- evidenced by Level 3 performance dropping in all literacy measures. Numeracy, however, increased by 8.5% at Level 3.

Looking at Literacy in the Senior Phase the S4 performance was disappointing though expected. In S5 Level 5 and 6 Literacy was above VC Level with Level 5 on a 5 year upward trajectory. Level 5 and 6 Literacy for ASN pupils was also above VC. In S6, Literacy improved on almost all measures and is close to VC level. Looking at Numeracy, S4 Level 3 performance has improved for five years and is 3% above VC. Level 4 and 5 are also on an upward trend though have not yet reached VC levels. S5 and S6 saw improvements at Levels 3-6 as the impact of introducing N5 Apps becomes apparent.

This session, we have had 28 Exclusions, down from 40 last session as our behaviour and relationships policy continues to impact on the learner experience. Further statistics about the socio-economic composition of the school are available on the next page.

Data relating to our context

Pupil Numbers	Attendance	Teacher Numbers			
1127	86.7%	85			
S1 187	S2 206	S3 213	S4 198	S5 188	S6 135
SIMD Q1 2.1%	SIMD Q2 14.87%	SIMD Q3 23.54%	SIMD Q4 37.59%	SIMD Q5 21.62%	Unknown 0.46%
ASN 43.08%	FSM 8.67%	EAL 6.23%	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprived 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

Reading	Writing	Listening and talking	Numeracy
84.1%	82.7%	83.6%	92.5%

Level 4

Reading	Writing	Listening and talking	Numeracy
71.5%	71.5%	71.5%	63.5%

Senior Phase

Breadth and Depth

S4

The S4 cohort performed broadly as expected and were not able to sustain the levels of attainment from the previous cohort. Evidence of this is:

5 @1 (71.5% pre-Pandemic) was 76.82% for the 23-24 exam diet with a VC of 88.05% last session. This is a drop of 11% from the previous cohort.

6 @1 (46.99% pre-Pandemic) and 67.27% for the 23-24 exam diet with a VC of 79.64% last session. This is a drop of 12% from the previous cohort.

Looking at the measures most often used to evaluate school performance,

1+@5 was at 84.09% with a VC of 88.05%

3+@5 was at 69.09% with a VC of 73.95%

5+@5 was at 52.73% with a VC of 60.86%

Analysis of the data through an ASN filter provides clarity around where the first focus should be for this session with this cohort.

1@5 for pupils with ASN was 9.4% below VC. For non-ASN pupils it was 0.7% above VC (96.64%)

3@5 for pupils with ASN was 11.8% below VC. For non-ASN pupils it was 0.9% above VC (89.08%)

5@5 for pupils with ASN was 11.3% below VC. For non-ASN pupils it was 5.4% below VC (71.43%)

S5

1+ @6 is 75.39% which is better than our performance in 2022 or 2023 and is less than 1% behind the VC figure.

3@6 47.12% is 6% behind VC

5@6 20.94% is 8% behind VC

As distinct from S4, however, S5 ASN pupil data does not point to an obvious issue as for most measures the data is the best in the last three years.

S6

2-6@5 are all above VC as is 1@6. Thereafter we fall behind our VC to the extent that by 5@6 we are 11.7% behind VC. This we believe is strongly connected to the messages available in our Positive Destinations data- these young people have the qualifications that they need for the places they plan to move on to and are in school because it is a safe place, their friends are here and they enjoy the wider aspects of personal development that S6 offers.

Literacy and Numeracy

Literacy

S4

S4 Literacy mirrors all the other S4 metrics in being a decrease- albeit not a surprising decrease- on last session. Literacy at Levels 3-5 is the fourth lowest in the last 5 years and Level 5 is 13% down on last session- though only 3% below VC.

S5

S5 Level 5 and 6 Literacy data is above the VC data with Level 5 Literacy on a 5 year upward trajectory which has seen it rise above 90% this session. ASN Literacy at Level 5 and 6 are also ahead of VC.

S6

S6 Literacy improved on almost all measures though remains below VC on all measures. As with S5, females are 25% ahead of males at Level 6- (87% v 62%).

Numeracy

S4

S4 Level 3 Numeracy has improved for 5 consecutive years and at 97.27% is 3% above VC. Level 4 Numeracy is the second best in the last 5 years at 89.09% and Level 5 Numeracy is the best in the last 5 sessions- though still 11% behind VC.

S5

S5 results this session improved on last year at Levels 3-6 for S5 in part due to a significant shift in pupils who previously were resitting National 5 Maths but are now trying National 5 Applications of Maths.

S6

Results this session improved on last year at Levels 3-6 although they remain behind VC data.

Senior Phase Leavers

There is a clear good news story for which the Guidance team deserve considerable credit: 98.04% of our 204 leavers ended the year in a positive destination- we had never previously reached 97% and this is 2.45% above VC and 1.54% above Highland.

Based on this, whatever other parts of our approach to leavers we need to review, securing positive destinations is not one of them. The increased use of specialist training – including referrals to Calman Trust, New Start and the Highland Council Employability Service have clearly made a difference here for which recognition must be given to MFMS.

S4 leavers

It is cheering to see that only one pupil was not in a positive destination (female). As with previous years, we have a higher number that our VC (by 14% this session) going into employment and a lower number (by 13% this session) going into further education.

The distinction between our male and female leavers emerges again here with 58% of females going to college, compared to 13% of males but 33% of females going into employment, compared to 56% of males.

S5 Leavers

Of our 59 S5 leavers, 57 are in a positive destination (the 2 not in a positive destination are males). As per S4 we have more pupils going into employment (44%) than our VC (33%) but less going into Further Education (34% v 40%) and Higher Education (8% v 14%). The quality and pathways within the employment defines how happy we should be with that outcome.

The gender split replicates the S4 experience- 45% of females go to college versus 25% of males but 48% of males go to employment versus 37% of females.

Summary

There is a significant tension when analysing our data between the individual performance of pupils and departments and the too often disappointing whole school measures- particularly in S4. There is a lot of good work being done in classrooms across the school and pupils and departments are experiencing significant success as a result of their endeavours. There is always room for improvement- it is one of the inspiring challenges of teaching and education leadership and we have good staff, well supported and working hard to deliver success for our learners. We are in the third and final year of our Raising Attainment Strategy and will continue to develop or capacity across the six areas covered in the strategy and the last three SIPs- curriculum and assessment, pedagogy, ethos, parents and partnerships, teacher professionalism and performance information.

This does not really help if the pupil in question does not attend school or some classes. We know that internal truancy, emotionally based school avoidance (EBSA) and reduced faith in the value of education are societal challenges exacerbated by the Pandemic. But they are also our challenges and the thing that we have been doing differently is trying to put more of an emphasis on engaging these families and on communicating different messages since the previous ones are clearly not working. Simultaneously we have been asking more and different of our partners- be that HTS, The Bridge, MFMS, PMHW, Social Work and staff at HQ. Internally, there has been a strong focus on chasing these pupils who have been disengaging- phoning home and getting them into school or a nearby Church Hall we rent just to complete assessments that will allow them to evidence their ability. This system is being formalised to start earlier next session as we do not believe that this challenge is going away.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ambition, Community, Kindness and Respect

in all that we do and all that we are.

Curriculum Rationale for Culloden Academy

The core principles of the Scottish curriculum were established in *Building the Curriculum 3*¹ and remain unchanged: pace and challenge in all learning experiences, coherence, opportunities to develop the four capacities and opportunities to develop skills for learning, life and work. These principles need to be delivered across the “totality of all that is planned for children and young people throughout their education” and as a school we need to consider

- The ethos and life of the school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement

After a series of national reviews and seismic socio-economic events, it is clear that we are entering another period of significant change in Scottish education and that a static curriculum will not be fit for purpose. The aforementioned design principles remain, but how we deliver these is changing and whilst navigating these changes, we need to retain a focus on the experience of the learners in our school now.

Two quotes from the recent “National Discussion” summary paper offer clarity and direction about the nature of a school curriculum.

Firstly,

“The most powerful message emanating from the National Discussion in Scotland is the need to educate all learners in Scotland for an uncertain and unpredictable future.”²

And secondly

“A regular curriculum review process should be established to ensure that the curriculum remains fit for purpose, reflects contemporary learner needs, and can be effectively delivered in ways to ensure that all learners in Scotland have high quality curricular linked learning experiences.”³

Our curriculum rationale therefore is simply this: we will continue to review and develop the curricular offering we make to our young people based on

- 1) Delivering our values for all learners
- 2) Understanding their strengths, needs and aspirations
and by
- 3) Considering the working world that we are preparing them for.

Our recent School Improvement Plans have explicitly referenced using our analysis of Pupil Voice, pupil choice and Insight data to support discussions about the viability of certain courses and the need for curricular change in BGE or Senior Phase. This has allowed us to introduce new courses that meet the needs of our learners.

PRINCIPLE 1: if courses are not popular with pupils, or not successful for pupils then they will at the appropriate moment be removed from our curriculum and the lead department invited to introduce alternative courses of study.

¹ See Appendix 1 for details.

² All Learners in Scotland Matter: The National Discussion on Education. 2023. Pg 19

³ All Learners in Scotland Matter. Pg 65

Beyond responding to messages from Insight data, as a staff we have been reviewing and amending our curriculum for several years now, since the launch of the refreshed narrative by Education Scotland. The OECD report on senior phase curriculum further challenged us to look again at what we do to support learning. This ongoing review of our curriculum offer is also directed by departments making use of all relevant data to evolve our curricular offer and put relevant and interesting course options to our learners.

PRINCIPLE 2: *We will engage with research, data and innovative practice in other schools to continue to evolve our curriculum offer to best meet the needs of our learners.*

Pupil Voice

Students are key stakeholders in the school's curriculum and they have an active role to play in the evolution of our curricular offer. Departments meet with pupils- either individually or in focus groups- to review the learner experience and part of this involves a discussion of the appropriateness of the curriculum and where appropriate discussion of other experiences or courses that they would like to see us offer going forwards.

PRINCIPLE 3: *All decisions about reviewing departmental courses will include a demonstrable element of pupil voice and/or pupil uptake data. It is entirely appropriate to withdraw a course one year if it is not relevant for the incoming cohort and reintroduce it at a future point when a different cohort with different needs reaches that stage.*

Guidance teachers discuss the curriculum with pupils ahead in PSE and individually ahead of Choice of Course. Guidance are responsible for liaising with SMT when they have information about omissions in the curricular offer or about how the Choice of Course Form is not supporting learner pathways.

Senior Managers meet with Year Group representatives and in the third term (January-March) will have a focused discussion about how the current curriculum has worked for the learners and areas that they would like to see further development of or more time given to.

PRINCIPLE 4: *Guidance teachers and SMT gather and share information to enhance the relevance and coherence of the curricular offer.*

Data driven decisions.

Decisions about which aspect of the curriculum to nurture or amend need to consider some or all of the following datasets:

Demographic Data: SIMD, ASL and Labour Market Intelligence predictions

Achievement Data: Tracking, CfE Levels, Insight, self-evaluation and leaver destinations

Programme Data: Courses, pupil evaluations, learner pathways, assessment and progression policy

Perceptual Data: Learner, parent and teacher feedback, observation data and survey feedback

PRINCIPLE FIVE: *Staff will engage with as many of these datasets as appropriate when making decisions about changing the course.*

National developments

This document started with reference to the National Discussion and ends with reference to the Independent Review of Qualifications. In all significant changes to our curricular offer it is essential that the slow evolution of Scottish education towards the Scottish Diploma of Achievement is considered- are we developing courses which align with the principles and practices underpinning the 'Hayward' review.

PRINCIPLE SIX: *All planned curricular innovations have to be evaluated against the changes happening on the national stage to ensure that we develop courses and training that will align with the expectations of the Scottish Diploma of Achievement.*

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

Ath-sgrùdadh air adhartas airson an t-seisein

School Improvement Plan Priority 1: Identity and Culture at all levels	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ There has been clear progress at both departmental and whole school level in embedding the values of the school and the four capacities in the life of the school. ✓ The school achieved Silver Level as a Rights' Respecting School in December and work is already underway to pursue certification at Gold Level. ✓ All staff have completed Stage 1 individual <i>Time for Inclusive Education</i> training and Stage 2 group training. This learning will be taken forward by an Equalities group next session. ✓ A Staff wellbeing policy is embedded in the life of the school and is shared with new staff. ✓ Pupil feedback from the termly SHANARRI survey and updates from the Risk Matrix are regularly shared with staff to increase awareness of the level of need amongst our pupils. ✓ We have worked with Pupil Councils to reach an agreed definition of bullying and an anti-bullying policy. We are now awaiting some Highland and National messages to complete this process. ✓ One of our Guidance staff has taken on the additional responsibility of being champion for Young Carers and LAC pupils and regularly updates staff. Young carer statements are available for all staff to read to understand the pressures. <p>Overall, very good progress has been made this session against this Action Plan.</p>	<ul style="list-style-type: none"> ➤ What needs to happen next in this area will be picked up under the “umbrella” that pursuing Gold Level RRS gives to the school.

School Improvement Plan Priority 2: Desired outcomes for all learners	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ We have embedded the Senior Phase Tracker in the systems and processes of the school so that each reporting window is followed by whole school, departmental and individual pupil data analysis leading to interventions. ✓ We have taken Education Scotland guidance and designed a set of principles that all BGE departmental trackers will adhere to and sets of data that they must be able to generate. Work is ongoing on the technical build of these systems. ✓ We have created cohort datasets of all available attainment and achievement data to support a better understanding of progress over time for pupils. ✓ In the recent pupil learning and teaching survey 83.8% of pupils confirmed that learning in class was helping them develop skills for later life ✓ In the same survey, 87.72% of pupils agreed that feedback they received helped them identify where they are in their learning and what they need to do to improve. ✓ The rollout of the Unifrog package to support skills development, profiling and recognising achievement has been very well received by pupils. ✓ A Learning for Sustainability policy has been created and a working group is in place to support the Learning for Sustainability agenda next session. <p>Overall, very good progress has been made this session against this Action Plan.</p>	<ul style="list-style-type: none"> ➤ The development of departmental BGE trackers to allow timely interventions and ensure pace, challenge and differentiation for all S1-3 courses will be a major priority next session. ➤ The full roll-out of Unifrog will make a significant difference to the school's capacity to profile skills and recognise achievement. ➤ The roll-out of the Learning for Sustainability plan will involve three elements- curriculum and learning approach, school operations and environment & pupil and community engagement

School Improvement Plan Priority 3: Structures and Practices to support success	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ An EMT meeting in May reiterated the principles of our agreed Curriculum rationale which all departments will use when evolving their curricular offer. ✓ At the same meeting a checklist to support consistent articulation with the school's assessment and progression policy was also discussed and given to PTs. ✓ A comprehensive Quality Assurance system has been piloted this session which has generated a wealth of data that SMT have used to intervene and improve outcomes. ✓ Whilst some aspects of the learning and teaching year planner will be amended for next session, it has had a positive effect on staff engagement and reflection about the quality of their teaching. ✓ This session's work to support Pupils at Risk of disengaging has been more comprehensive and impactful than before due to the extensive involvement of one of the DHTs and one of our part-time PEF staff. ✓ 92.2% of pupils confirm that their teachers share Learning Intentions and 89.5% agree that teachers share Success Criteria both of which support independent and successful learners ✓ 90.4% of pupils agree that their work and assessments are at the right level of difficulty for them. <p>Overall, very good progress has been made this session against this Action Plan.</p>	<ul style="list-style-type: none"> ➤ The "Pupils at Risk" system will be launched with staff by October and thereafter will be the responsibility of one of the DHTs to lead. ➤ Learning Walks, Teaching Sprints and observations will remain part of the school calendar of events for next session. ➤ The pilot QA system has been refined and will be fully implemented next session via a QA Calendar.

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

FSM attainment in the BGE shows a significant gap between pupils with FSM and those not in receipt of FSM by the end of S3. The answer to this is to get FSM pupils into class more often, their strengths and needs known to staff and well supported from S1. That is why this was a transition year for our PEF programme as we moved away from a focus on Senior Phase to a focus on BGE pupils who needed interventions to support engagement. The data we have generated and processes by which we reached this point are a benchmark against which we need to measure improvement next session. Details appended to the School Improvement Plan.

Wider achievements

Coileanaidhean nas fharsainge

- **Silver Accreditation as a Right Respecting School.** UNICEF is the world's leading organisation working for children and their rights. The Rights Respecting Schools Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children, and young people to respect the rights of others in school. We achieved our Silver Award in December 2024.
- Accreditation as a Silver Reading School – The Scottish Book Trust are a national charity that believes books, reading and writing have the power to change lives. The Reading Schools Award is granted to schools that show a commitment to building and sustaining a reading culture in the school. Following on from our Core accreditation in March 2024, we built on our foundational work by providing additional opportunities to broaden our learners' experiences with reading both in and outside of the classroom and achieved our Silver accreditation in March 2025.
- **Duke of Edinburgh.** Bronze - Every year we put 28 students through Bronze. We are now on the third cohort since Covid. Silver - 23/24 we had 18 in Silver, this year, 24/25 we have 14. Gold - This will be the first year we do Gold. We have 12 doing Gold, we did have 14 but 2 students left school.
- UK Maths Trust – **Team Maths Challenge Regional Winners.** A team of two S1s and two S2s won the regional event in Kingussie. They then travelled to London to compete in the National Finals.
- **S6 Young Enterprise** – A group of S6 pupils set up and ran a small company- gaining lots of employability skills as they went. The group won the Sustainability Award and the Pioneering Award at the Highland Finals.
- **Mock COP 29**- 6 pupils took part on behalf of the school in November.
- **Climate Smarter – Celebration of STEM** – 8 pupils represented the school at the celebration of STEM presenting the model school and taking part in problem solving activities provided by different STEM industries e.g. building a trebuchet
- Eva Simpson was awarded runner up in the St Andrews University Scotland-wide S2 Writing competition: Science: Fiction: Make: Believe. The competition involves writing a 750 word creative piece about any Scottish scientist (Science, Technology, Engineering and Mathematics) alive or dead, or the impact of their discoveries or inventions in a creative way.
- Jamie Cuthbertson won a place at the **Scottish Space School** run by Strathclyde University. It is a week-long eclectic mix of space-themed lectures, labs and workshops, delivered by leading academics and researchers from the University, and supported by NASA astronauts and engineers who travel to the University to spend the week with the attendees.
- **Young STEM leaders.** Awarded for supporting and running a range of initiatives throughout the year relating to Science, Technology and Maths. Eight pupils achieved level 4 and 10 achieved level 5.
- In the **Scottish Maths Challenge**, an S1 pupil was awarded a Gold level certificate. Another S1 pupil and an S2 pupil were awarded Silver. This competition consists of two rounds of extremely demanding maths problem solving tasks.
- **Global Underwater Hub: STEM Event participation** – 6 pupils represented the school at GUH STEM challenge, designing and building an ROV using Lego Mindstorms and creating a marketing pitch, which was presented to their fellow competitors and the judges. Throughout the project, our team of S2 pupils consistently demonstrated dedication, perseverance, and a remarkable willingness to step far outside of their comfort zone. One of the most impressive moments was when they stood in front of an audience of over 100 strangers to confidently present their ideas.
- Eva Simpson won a place on the **WEIR-WISE girls in Engineering program**. This is a University run program supported by the Weir engineering group. The university selected only 200 girls from across Scotland to take part in person.
- Sophie Jones won a place on the **Mission Aviation Fellowship Scheme**. This is a program run during the summer to encourage UK Engineering talent.
- The library has nine S2 pupils that are working on their HLH Leadership Awards alongside the Saltire Awards. Seven of them have received their navy hoodies for 25 hours of volunteering and four of them have received their purple hoodies for 50 hours. They are a huge asset to the library and HLH featured them as, inspiring young women in their International Women's Day celebrations.

- Over the course of the year many pupils participated in the **Maths Brainteasers** puzzles. Every third week there were 6 new tricky questions.
- Culloden Academy **won the Rotary Club quiz** for the second year in a row. The General Knowledge quiz required a team made up from the range of year groups in secondary school.
- Two S3 pupils were selected into the **Engineering the Future for Girls** programme at Strathclyde University
- **Lessons from Auschwitz** – Two S6 pupils took part in the Lessons from Auschwitz project with other pupils from around Scotland, they heard live testimony from a survivor and visited the memorial museum in Poland.
- Pupils performed in the **Highland Young Musicians Concert Festival** in March
- Pupils have rehearsed at lunchtime each week in the String Group and the Windband. They showcased their talents at both the **Christmas and Spring Concerts**, alongside the Percussion Group, Culloden Pipers, Singing Group and pupils who auditioned in order to perform. This hard work raised money for the School Fund.
- The Music and Home Economics department worked together to entertain slightly older members of our community with **music and refreshments at Christmas**.
- Five pupils from Culloden Academy will be joining the **Highland Schools Wind Orchestra** on their tour to Inverness' twin town in Bavaria, Augsburg. They will be performing four concerts with various German High School bands as well as visiting Dachau and attending a concert of the Munich Philharmonic.
- **School Musical** – 37 pupils will be performing on stage – acting/singing, working the puppets and playing the band. Pupils have been rehearsing all year in order to put on four shows to the school community.

SPORTS

Football

- Will MacGregor, Lewis Mackay & Oliver Lamont represented the North of Scotland Schools football select and Oliver went on to win the Scottish Schools Cup with his age group.
- S1 boys reached the final of the North of Scotland Schools Cup.
- U15 girls have reached the National finals stage of the Spars Cup.

Basketball:

- Boys S1 played in the Scottish Cup group stages but didn't get to the knockout stages
- U15 Boys Reached the Semi-Final of the Scottish Cup
- S1 Girls Won the Scottish Cup
- U15 Girls Won the Scottish Cup
- Senior Girls Reached in the Semi-Final of the Scottish Cup
- Scotland Caps Charlotte Alexander, Grace Alexander, Isla Devlin, Jessica Gibson and Emily Hill.

Cross Country:

- U15 girls won the North of Scotland Cross-Country Championships

Highland Disability Sporting Achievements

- Students won 4 Gold Medals, 4 Silver Medals and 2 Bronze

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

"I personally really enjoyed Girls do STEM as it helped me realise that not everything will go the way you want it to and that you don't always need to have a perfect score in exams since you can get there another way and your interests will change. I definitely recommend for people to go as it's a once in a lifetime experience and bring great memories and friendships!"

In May, Music and Drama staff discussed the key aspects of SHANNARI with their classes. Pupils said that they "felt 100% safe to try new pieces and to play in group performances" and "encouraged to work on more difficult pieces" in music. Pupils discussed the fact that they found Music classes "soothing, you can just focus on the music you are playing". Pupils said that they "felt safe to try new scary things" in Drama. They liked having freedom to move around the room and work with other pupils – "it helped me mature and be ready to succeed next year."

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	Very good
QI 2.3 Learning, Teaching and Assessment	Very good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Good
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Due to a change in the timings, this information for session 25-26 is not currently available.

Improvement Priority Title
1.
2.
3.

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 www.culodenacademy.com 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			
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?
<p>Theme 1: Develop a shared vision, values and aims</p> <p>Our values are increasingly embedded in the life of the school. They shape our House Points system through “The Culloden Way” posters that are displayed in every classroom, they inform our positive relationships system and the restorative conversations that are the lynchpin of it and they are evident in the language of support and challenge within the classroom. Mid-session we held a staff meeting when staff worked collaboratively to identify ways to combine our values and the four capacities in their course delivery. QA reports suggest that this has already had a positive impact in some departments.</p> <p>An ambitious curriculum rationale- designed around the idea of a constantly evolving curriculum that responds to need and opportunity- supports ambition for all learners. This aspiration is at the heart of our vision for Culloden Academy. We have made very good progress in embedding a shared understanding of what high quality learning experiences are through a series of Teaching Sprints, Learning Walks and Learning Lunches which collectively kept pedagogy and the Culloden Classroom Climate (CCC) at the forefront of people’s thinking.</p> <p>This session we have been rigorous about sharing Risk Matrix information, Young Carers’ statements and regular reminders about our LAC and FSM pupils with staff to allow them to provide the extra assistance that many of our young people require.</p> <p>This session we introduced Activities Days so that all pupils have the opportunity to try new experiences and</p>	<p>Music and Drama have been successfully reviewing their engagement with the four capacities to better support development. Art and Design have run a project to create visual displays of school values with their BGE classes- the result is evident to all learners and staff.</p> <p>Physics have used the four capacities and the school values as design principles in their S3 course. (ie Ambition linked to career opportunities that Physics can offer.)</p> <p>PE operate with the mantra that we should “never stop learning, because life never stops teaching” to reaffirm their desire to deliver the most ambitious interpretation of the CCC.</p> <p>We are sharing more information in an easily accessible format. Staff are better informed to support learning. Physics notes specific interventions arising from this enhanced detail.</p> <p>EMT Minutes 28052025</p>	<p>Evolve the learner observation system.</p>	Very good

demonstrate skills and abilities in a variety of ways and, fundamentally, to develop our core values of community and kindness.			
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<p>Theme 2: Strategic Planning for continuous improvement</p> <p>This session we delivered the final year of a three-year plan focused on Raising Attainment. Progress to date has been excellent and the plan is evolving into a new workstream that could dictate the School Improvement Plan for the next two sessions.</p> <p>Within the School Improvement Plan and all Departmental Improvement Plans, HGIOS4 challenge questions are identified at the start of the session and responded to each term to monitor progress against targets and course correct in good time as required. PTs and the HT discuss these evaluations on an ongoing basis across the year.</p> <p>This session saw the launch of a new and comprehensive Quality Assurance system within which SMT evaluate all key datasets and the appropriate stages and then plan and deliver interventions which support continuous improvement.</p> <p>The evolving nature of the curriculum and the criteria outlined in the rationale support informed change on behalf of continuous improvement.</p> <p>This session at EMT we have agreed a set of design principles for departmental BGE tracking systems which ensure that each one is fit for purpose in identifying necessary interventions for pupils or groups at risk of underachieving.</p> <p>Also this session we revisited our assessment and progression policy and PTs committed to adhere to these principles when reviewing BGE course content.</p> <p>The decision to pursue Gold in Rights Respecting Schools was driven by recognition of the strategic direction this can bring to all our work on wellbeing, rights and participation.</p> <p>Our attainment review system remains rigorous and robust with departments engaging with raw data and then with Insight interpreted data to ensure that development work is targeted on where we are likely to bring about improvement.</p>	<p>Completed SIP and DIP analysis available.</p> <p>Completed SIP and DIP analysis documents evidence impact.</p> <p>SMT QA Data and Analysis folder.</p> <p>Fortnightly and minutes of fortnightly Strategic SMT minutesmeeting.</p> <p>EMT Minutes- 30th April 2025 folder</p> <p>EMT Minutes- 30th April 2025 folder</p> <p>English department supported the core messages and gave pupils a forum to contribute.</p> <p>CLO feedback from Attainment Review Board meeting was that the analysis had been rigorous and persuasive.</p>	<p>System refined into a calendar that will be shared with staff. Lessons have been learned about some of the datasets that we attempted to gather and scrutinise this session</p> <p>Check in with PTs January 26</p> <p>Check in with PTs January 26</p> <p>System refined into a calendar that will be shared with staff.</p>	
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<p>Theme 3: Implementing improvement and change</p> <p>We regularly revisit change initiatives at SMT to ensure that they are still on track and delivering as designed. Almost all PTs are similarly robust in their departmental improvement work as evidenced in their DIP QA activity.</p> <p>Further new courses were introduced this session- most notably Higher Applications of Maths and further changes to the curriculum are planned for session 25-26.</p> <p>We have introduced a new system of lesson observations which are light on bureaucracy yet deliver meaningful feedback to teachers and support consistency across the school. We believe this approach will make them a better model to sustain as we move forwards.</p> <p>We have piloted the authority's attendance tracker which has allowed us to review attendance patterns on a fortnightly basis. At this stage we can see the potential of this system but have not yet built a comprehensive system around it.</p>	<p>Evidence available in SMT Minutes and DIP QA summaries.</p> <p>Art and Design are optimistic about the potential impact of their Level 5/6 Creative Thinking course in terms of developing skills and broadening perspectives.</p> <p>Departmental feedback on Learning and Teaching Year Planner</p> <p>The tracker has been available to all Pastoral staff and SMT since February</p>	<p>Trial and evolve the system for maximum impact and minimum bureaucracy.</p> <p>Formalise the use of the data on a fortnightly basis. It is already part of the QA system but needs to be used more regularly.</p>	
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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?
<p>Theme 1: Learning and engagement</p> <p>Led by one of our Guidance Team, the school has secured Silver status as a Rights' Respecting School and the work was commended as moving us well along the road to Gold status which we are now actively pursuing.</p> <p>Our evolving Promoting Positive Relationships policy remains focused on relationships and rights and the addition this session of "The Culloden Way" initiative marries our expectations and our values in a visual and pupil friendly way that has helped in classroom management situations.</p> <p>Having aligned House Points with our values, it is now easier for staff to promote the school's core values as part of teaching and learning and pupils have a better understanding of expectations of them.</p>	<p>Chemistry have been focused on lessons from last session's DBI staff training event with their "Meet and greet" and "First attention to desired behaviour" focused developments.</p> <p>Most pupils (89.5%) believe that they learn in a supportive environment as their teacher creates a nurturing atmosphere. Most pupils (83.6%) believe that pace and variety of activity keeps learning engaging.</p> <p>95% of Biology/Science pupils agreed that teacher use of Learning Intentions meant that they knew how to succeed. Maths have had increased use of Show-Me Boards as a development priority this session to improve feedback and engagement.</p>	<p>Monitor House Points engagement through the QA system.</p>	
<p>Theme 2: Quality of teaching</p> <p>We are benefitting from the CCC being well known to all staff now and we are seeing greater consistency of standard across the school. "Teaching Sprints", learning walks, and opportunities to share interesting practice over lunch are helping keep pedagogy a high improvement priority for staff. We continue to add to our Professional Learning library as staff recommend new books. We have booked a day with Bruce Robertson in September to consolidate the messages from <i>The Teaching Delusion</i> books that departments have been making use of.</p> <p>One piece of learning for the staff this session has been that in terms of satisfaction levels in the pupil survey returns, the extent to which Chromebooks keep lessons varied and engaging was one of the lowest (81%).</p>	<p>PE have prioritised skills development in their BGE courses and are confident that they have embedded it in their courses.</p> <p>Social subjects have been promoting the development of meta-skills in their BGE courses.</p> <p>All departments have engaged purposefully with the expectations and standards of the CCC.</p>	<p>Low uptake at the later learning lunches means that we will move to allocating some time at all in-service days and staff meetings to pedagogy.</p> <p>Reviewing the use of Chromebooks will be a school improvement activity for next session.</p>	Very good

<p>Theme 3: Effective use of assessment</p> <p>Our Assessment and Progression policy is unequivocal about when, why and how we assess and about using varying approaches to allow pupils to demonstrate their learning. Departmental returns confirm that staff are also carrying out verification on the appropriateness of BGE assessment instruments prior to using them- having adopted a near identical approach to that used in the Senior Phase.</p> <p>At four points in the Senior Phase and two in the BGE, assessment information is used to generate reliable evidence of progress. Departmental quality assurance of this data is well established and robust.</p> <p>At EMT this session, a checklist of key actions arising from the Assessment and Progression policy was shared with PTs to support the embedding of these expectations.</p>	<p>Science have already implemented a new BGE assessment system featuring rubrics and level specific investigation sheets that incorporates KU, Scientific Literacy and Investigation Skills. This system meets the expectations and is leading to improved progression.</p> <p>Most pupils (84.5%) believe that they are given opportunities to control how they demonstrate what they know.</p>	<p>We will revisit the implementation of the Assessment and Progression policy in January 2026</p>	
<p>Theme 4: Planning, Tracking and Monitoring</p> <p>Departments all have a bespoke BGE tracking system designed against a set of agreed principles. One DHT has worked with every PT to ensure that systems are useful for staff and effective for allowing us to analyse the differing BGE benchmark priorities of each curricular area.</p> <p>Central to the Senior Phase tracking tool- and one of the key principles in the design of departmental BGE tracking tools- is the ability to identify and evaluate the performance of LAC and FSM pupils. Young Carers are also actively supported by one of our Guidance teachers who uses whole school data to monitor progress.</p> <p>A video demonstration of the Senior Phase tracking tool was shared with all staff to help them understand the functionality and quality of data now readily available to them. All Principal Teachers will have completed an Education Scotland module called <i>Using Data to Lead Change</i> which allows for future</p>	<p>DHT confirms that the outcome of his dialogue with departments gives reassurance that core principles are in place.</p> <p>Social subjects have made better use of tracking and monitoring to inform interventions a priority and report that they believe this objective has been achieved with a BGE tracking and monitoring framework and with moderation formalised at DMs.</p> <p>Art and Design also confirm that tracking and monitoring processes are in place and are supporting interventions. Chemistry also note that they are making increased use of tracking data to inform planning.</p> <p>This session PE have reviewed their tracking and monitoring approaches to ensure impact. They have designed and implemented a detailed assessment and moderation plan.</p>	<p>Quality Assurance of BGE tracking system across departments measured against agreed principles and datasets.</p>	

attainment and assessment discussions to be more robust and purposeful.			
QI 3.1 Ensuring wellbeing, equality and inclusion			
<p>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)</p> <p>Theme 1: Wellbeing All staff in Culloden are aware of their responsibilities to promote and protect the wellbeing of our young learners. Data received in August- based on a comprehensive pupil survey- highlighted that almost all pupils believe that safe, healthy, achieving and responsible aspirations are being delivered and most (generally 80%) believe that they are active, nurtured respected and included. Guidance and Pupil Support have worked with the messages that this survey generated and we look forward to repeating the survey in June and seeing the results in August. At this point we can evaluate progress that will inform improvement planning for next session. Staff are confident about their understanding of SHANARRI and almost all believe that they liaise appropriately with Pastoral staff. We will continue to provide appropriate training as required. We have a variety of initiatives in place to support pupil wellbeing. This session we have started working with Distressed Brief Intervention (mental health and EBSA), MCR Pathways (confidence and mentoring) and Day One Mentoring in addition to our established work with MikeysLine, our Children Services Worker and a Counselling Service to provide a comprehensive suite of support to our young people. We are also planning to re-launch a pastoral chaplaincy service in August. We have achieved Silver and are working towards Gold Level as a Rights' Respecting School and believe</p>	<p>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?</p> <p>Music and Drama have focused on creating a nurturing ethos and there is clear evidence that they have achieved this with 94% of their pupils believing that they learn in a nurturing environment. Detailed- highly persuasive- pupil feedback is available in the QA section of their DIP.</p> <p>Termly Guidance wellbeing survey- with every concern followed up via a one-to-one conversation ensures timely interventions.</p> <p>DHT and lead PTG have established a system to monitor pupil engagement.</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p> <p>Analyse SHANARRI 25 results in September to evaluate progress and identify development priorities.</p> <p>At the end of each term there needs to be a meeting with partners to evaluate engagement and impact.</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p> <p>Good</p>

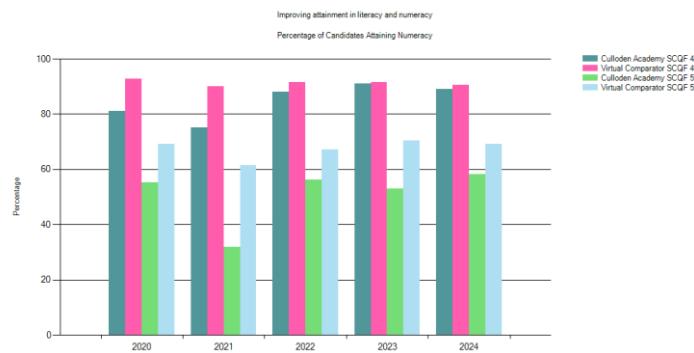
<p>that pupil wellbeing and participation are the main beneficiaries of this work.</p> <p>We continue to deliver the Mentors in Violence Prevention programme and are broadening it out next session to train up more mentors. Pupils report that it is increasing their confidence to challenge unacceptable behaviours and attitudes.</p> <p>We are in our second year of working with the Equally Safe at School initiative to challenge gender-based violence and discrimination in the school and community. The second pupil survey confirmed that there had been some progress from the position in the school that the first survey identified though much remains to be done.</p> <p>Our approach to Promoting Positive Relationships is leading to respectful positive relationships across the school between almost all staff and pupils. We work in a nurturing manner with young people who are struggling with this ethos and continue to see a reduction in the number of pupils being referred under the system.</p> <p>We have engaged young people in a review of our anti-bullying policy in light of the Scottish Government advice last August. Pupil Voice features clearly in the draft version which is awaiting some clarification from Highland Council and one further document from the Scottish Government's work in this area.</p>	<p>ESAS survey results available on request.</p> <p>Seen on QA referrals and demerits QA data- after a staff reset in February.</p> <p>The draft policy is stored in SharePoint</p>	<p>We plan to train both S5 and S6 Mentors next session.</p>	
<p>Theme 2: Fulfilment of statutory duties</p> <p>Staff complete all mandatory Council training courses and almost all go above and beyond the GTCS expected hours for professional learning. This year almost all staff have engaged with Stage 1 and 2 of <i>Time for Inclusive Education</i> training and had Child Protection training- delivered by our own Guidance staff.</p>		<p>Staff will continue to comply with our corporate training programme, with Child Protection training and other training as required.</p>	
<p>Theme 3: Inclusion and equality</p> <p>Pupils at risk of being marginalised by external pressures- be that Care Experienced young people,</p>			

<p>Free School Meals entitled pupils or Young Carers have a champion in the staff who ensures that all staff are aware of the challenges and support needs of these young people. We are working to achieve the status of being a Young Carer positive School and will be the first in Highland Council to achieve this. Young carer statements- when they have been happy to author them- have been shared with staff who are now better placed to deliver the principles of equity for these young people.</p> <p>Our PEF budget remains focused on delivering equity for Free School Meals pupils. This year we have sought to prioritise S1-3 pupils and attempting to embed good habits around attendance and engagement where there is clear evidence of an emerging problem.</p> <p>With TIE training completed, we are able to move more confidently next session in promoting the Equalities agenda and a staff working group will be set up for that purpose.</p> <p>As a result of an authority wide initiative, we now have access to much better data, generated live, to support interventions in attendance. The same initiative will ensure that audit tools and policies are in place to plan and deliver purposeful interventions next session.</p>	<p>Art and Design are working on creating an inclusive and supportive learning environment with a particular focus on cultural diversity amongst the artists used.</p> <p>PE have ensured that there has been a strong representation from Culloden Academy at Disability Sports and ASL Swimming.</p> <p><u>S1</u> FSM pupil absence rate: 13.66% <u>S1</u> non-FSM pupil absence rate: 8.95% <u>S2</u> FSM pupil absence rate: 21.77% <u>S2</u> non-FSM pupil absence rate: 10.8% <u>S3</u> FSM pupil absence rate: 27.9% <u>S3</u> non-FSM pupil absence rate: 13.1%</p>	<p>Our PEF plan will be increasingly focused on S1-3 attendance and engagement with reviews every 8 weeks to monitor impact.</p>	<p>As mentioned above we will improve our systems to monitor and respond to the key messages from the fortnightly data.</p>
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QI 3.2 Raising attainment and achievement																																																																					
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<p>Theme 1: Attainment in Literacy and Numeracy</p> <p>Whereas last session there was a trend of rising attainment in Literacy across the Senior Phase, that does not appear to be the case this year- with S4 at least. Rather, Literacy mirrors all the other S4 metrics in being a decrease- albeit not a surprising decrease-on last session.</p> <p>S5 Literacy is a very different picture: S5 Level 5 and 6 Literacy data is above the VC data with Level 5 Literacy on a 5 year upward trajectory which has seen it rise above 90% this session. ASN Literacy at Level 5 and 6 are also ahead of VC. At Level 6 there is a 25% gap between female attainment (74%) and male attainment (49%).</p> <p>S6 Literacy improved on almost all measures though remains below VC on all measures. As with S5, females are 25% ahead of males at Level 6- (87% v 62%)</p> <p>S4 Level 3 Numeracy has improved for 5 consecutive years and at 97.27% is 3% above VC. Level 4 Numeracy is the second best in the last 5 years at 89.09% and Level 5 Numeracy is the best in the last 5 sessions- though still 11% behind VC. As the Maths department continue to finesse their use of Applications of Maths, so we anticipate a consolidation of these levels in coming years.</p> <p>S5 results this session improved on last year at Levels 3-6 for S5 in part due to a significant shift in pupils who previously were resitting National 5 Maths but are now trying National 5 Applications of Maths.</p> <p>Results this session improved on last year at Levels 3-6 although they remain behind VC data. We believe that Higher Applications of Maths will help with this.</p>	<p>S4 Literacy</p> <table border="1"> <caption>Estimated data for S4 Literacy chart</caption> <thead> <tr> <th>Year</th> <th>Culloden Academy SCQF 4</th> <th>Culloden Academy SCQF 5</th> <th>Culloden Academy SCQF 6</th> <th>Virtual Comparator SCQF 4</th> <th>Virtual Comparator SCQF 5</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>98</td> <td>80</td> <td>95</td> <td>85</td> <td>98</td> </tr> <tr> <td>2021</td> <td>92</td> <td>70</td> <td>93</td> <td>78</td> <td>95</td> </tr> <tr> <td>2022</td> <td>95</td> <td>82</td> <td>92</td> <td>80</td> <td>96</td> </tr> <tr> <td>2023</td> <td>93</td> <td>88</td> <td>90</td> <td>85</td> <td>97</td> </tr> <tr> <td>2024</td> <td>90</td> <td>78</td> <td>88</td> <td>82</td> <td>94</td> </tr> </tbody> </table> <p>S5 Literacy</p> <table border="1"> <caption>Estimated data for S5 Literacy chart</caption> <thead> <tr> <th>Year</th> <th>Culloden Academy SCQF 5</th> <th>Culloden Academy SCQF 6</th> <th>Virtual Comparator SCQF 5</th> <th>Virtual Comparator SCQF 6</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>85</td> <td>55</td> <td>92</td> <td>65</td> </tr> <tr> <td>2021</td> <td>88</td> <td>68</td> <td>95</td> <td>70</td> </tr> <tr> <td>2022</td> <td>90</td> <td>58</td> <td>93</td> <td>62</td> </tr> <tr> <td>2023</td> <td>92</td> <td>58</td> <td>91</td> <td>60</td> </tr> <tr> <td>2024</td> <td>93</td> <td>60</td> <td>92</td> <td>58</td> </tr> </tbody> </table> <p>The School Attainment Review Document (October) contains detailed analysis at cohort, department and individual pupil level.</p> <p>The School Attainment Review document contains detailed analysis at cohort, department and individual pupil level.</p>	Year	Culloden Academy SCQF 4	Culloden Academy SCQF 5	Culloden Academy SCQF 6	Virtual Comparator SCQF 4	Virtual Comparator SCQF 5	2020	98	80	95	85	98	2021	92	70	93	78	95	2022	95	82	92	80	96	2023	93	88	90	85	97	2024	90	78	88	82	94	Year	Culloden Academy SCQF 5	Culloden Academy SCQF 6	Virtual Comparator SCQF 5	Virtual Comparator SCQF 6	2020	85	55	92	65	2021	88	68	95	70	2022	90	58	93	62	2023	92	58	91	60	2024	93	60	92	58	<p>The departmental review process is being changed to allow for a better focus on the departmental contribution to whole school attainment outcomes.</p> <p>The Departmental Attainment Review process is being changed to better review the impact of departmental performance on whole school attainment.</p> <p>The 'Pupils at Risk' process in 2025-26 will increase the focus and staff time allocated to ensuring literacy and numeracy for all.</p>	Good
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Females are though 28% behind males at Level 6 numeracy (53.3 v 25.7). I have no immediate answer for how the same group of females can have 87% success at Level 6 literacy and 25% success at Level 6 numeracy.

S4 Numeracy



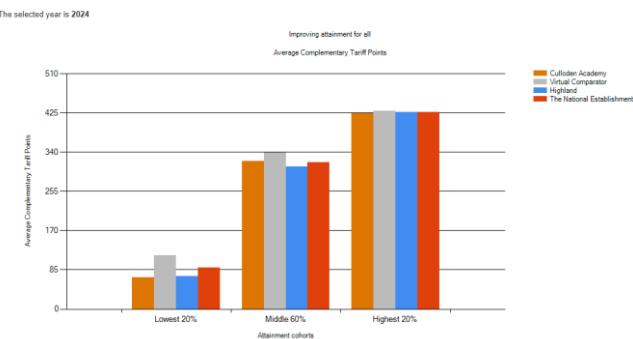
S5 Numeracy



Theme 2: Attainment over time

It is disappointing to see the attainment of our lowest 20% of S4 as the lowest in the last three years but it is not a surprise given the messages above. Looking at the build of this group, the lowest 20% males have fallen much further than females (males from 149 last session to 61, females from 116 to 80). ASN pupils in the bottom 20% were almost entirely made up of young people who have disengaged which explains the fall from 73 to 21 tariff points. There is a clear decline nationally and across Highland which may

S4 Attainment for All



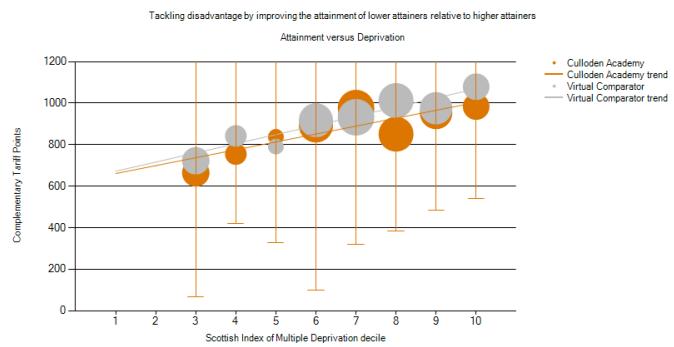
There will be further analysis after the release of their September 2025 Insight data as to whether or not NPAs are having a negative impact on the overall attainment of the top 20%.

<p>pertain to this being the group who had no transition to secondary school and spent key BGE moments wearing masks and isolating.</p> <p>Despite the significant number of S5 who left in the year, our lowest 20% attained higher than in either of the two previous years and much closer to VC expectations. This pattern is directly replicated with the middle 60%. Performance in the top 20% is an entirely different story and is the poorest in the last three years. A drop of 28 tariff points for the average attainment of our top 20% is accompanied by a 4-point increase in Grade Neutral data. We interpret this as meaning that pupils are passing approximately the same number of courses but at a lower level. What we need to be vigilant of is creating 'soft options' for our most able learners- do we have pupils in NPAs who could have been attaining at Grade B or A in Higher? We were asked to prioritise improvement in S6 attainment and have delivered improvement. The lowest 20% have improved significantly on last session. There has also been significant improvement with the middle 60% though the highest 20% have fallen 85 points from last session. This is fuelled by a lower AH pass rate (not unrelated to the return of assignments and portfolios that had been withdrawn for several years meaning that these pupils were engaging with a new skill/expectation for the first time in Level 7 work). Also, an unintended consequence of NPAs is that more S6 who might previously have taken a crash Higher are now taking NPAs and therefore at best attaining at C Grade.</p>	<p>S5 Attainment for All</p> <p>The selected year is 2024</p> <p>Improving attainment for all</p> <p>Average Complementary Tariff Points</p> <table border="1"> <thead> <tr> <th>Attainment cohort</th> <th>Culloden Academy</th> <th>Virtual Comparator</th> <th>Highland</th> <th>The National Establishment</th> </tr> </thead> <tbody> <tr> <td>Lowest 20%</td> <td>~20</td> <td>~25</td> <td>~20</td> <td>~15</td> </tr> <tr> <td>Middle 60%</td> <td>~420</td> <td>~450</td> <td>~400</td> <td>~430</td> </tr> <tr> <td>Highest 20%</td> <td>~950</td> <td>~980</td> <td>~950</td> <td>~980</td> </tr> </tbody> </table> <p>S6 Attainment for All</p> <p>The selected year is 2024</p> <p>Improving attainment for all</p> <p>Average Complementary Tariff Points</p> <table border="1"> <thead> <tr> <th>Attainment cohort</th> <th>Culloden Academy</th> <th>Virtual Comparator</th> <th>Highland</th> <th>The National Establishment</th> </tr> </thead> <tbody> <tr> <td>Lowest 20%</td> <td>~300</td> <td>~350</td> <td>~250</td> <td>~280</td> </tr> <tr> <td>Middle 60%</td> <td>~850</td> <td>~900</td> <td>~800</td> <td>~850</td> </tr> <tr> <td>Highest 20%</td> <td>~1400</td> <td>~1450</td> <td>~1400</td> <td>~1450</td> </tr> </tbody> </table> <p>Please see the October Attainment Review document for details of departmental strengths and achievements.</p>	Attainment cohort	Culloden Academy	Virtual Comparator	Highland	The National Establishment	Lowest 20%	~20	~25	~20	~15	Middle 60%	~420	~450	~400	~430	Highest 20%	~950	~980	~950	~980	Attainment cohort	Culloden Academy	Virtual Comparator	Highland	The National Establishment	Lowest 20%	~300	~350	~250	~280	Middle 60%	~850	~900	~800	~850	Highest 20%	~1400	~1450	~1400	~1450	
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<p>Theme 3: Overall quality of learners' achievement</p> <p>As evidenced in the Wider Achievement section above, our learners experience success in a wide variety of settings, have opportunities to develop their confidence, to take responsibility and to contribute to the life of the school.</p>	<p>Our Activities Days and our School Musical are two of the clearest examples of Culloden Academy's commitment to developing the four capacities for all learners. Anecdotal feedback from both events included many references to increased confidence and a surprise at what they could achieve. The new approach taken to the S6 Prefect group saw much</p>	<p>The school has already committed to run Activities Days again, has established a working group and is considering how to maximise the impact of the event.</p>																																								

	better engagement and participation in the life of the school from senior prefects.																																																																			
Theme 4: Equity for all learners We have continued to meet the expectations of the Cost of the School day initiative even though all the money has been withdrawn. At S4 only SIMD 4 and 7 are above VC- involving 25% of the cohort. Whilst there is not the single trajectory of attainment linked to SIMD, it is the case that all SIMD 6-10 average tariff points (77.72% of cohort) are higher than any of the SIMD 1-5 tariff points (22.28% of cohort). What starts to emerge from further analysis is the fact that our VC data is below the national data for all SIMD except 6 and 10 (23.3% of the cohort). What this means is that pupils with the same socio-economic profile as ours perform below the national average for that SIMD.	<p>S4 The selected year is 2023/24</p> <p>Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers</p> <p>Attainment versus Deprivation</p> <table border="1"> <caption>Estimated data for S4 scatter plot</caption> <thead> <tr> <th>Decile</th> <th>Culloden Academy (Att Points)</th> <th>Virtual Comparator (Att Points)</th> </tr> </thead> <tbody> <tr><td>1</td><td>50</td><td>170</td></tr> <tr><td>2</td><td>90</td><td>250</td></tr> <tr><td>3</td><td>210</td><td>270</td></tr> <tr><td>4</td><td>240</td><td>260</td></tr> <tr><td>5</td><td>230</td><td>300</td></tr> <tr><td>6</td><td>280</td><td>320</td></tr> <tr><td>7</td><td>330</td><td>310</td></tr> <tr><td>8</td><td>290</td><td>340</td></tr> <tr><td>9</td><td>310</td><td>350</td></tr> <tr><td>10</td><td>320</td><td>370</td></tr> </tbody> </table> <p>S5 Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers</p> <p>Attainment versus Deprivation</p> <table border="1"> <caption>Estimated data for S5 scatter plot</caption> <thead> <tr> <th>Decile</th> <th>Culloden Academy (Att Points)</th> <th>Virtual Comparator (Att Points)</th> </tr> </thead> <tbody> <tr><td>1</td><td>400</td><td>550</td></tr> <tr><td>2</td><td>380</td><td>580</td></tr> <tr><td>3</td><td>400</td><td>500</td></tr> <tr><td>4</td><td>750</td><td>600</td></tr> <tr><td>5</td><td>550</td><td>500</td></tr> <tr><td>6</td><td>580</td><td>550</td></tr> <tr><td>7</td><td>600</td><td>650</td></tr> <tr><td>8</td><td>650</td><td>620</td></tr> <tr><td>9</td><td>700</td><td>750</td></tr> <tr><td>10</td><td>650</td><td>800</td></tr> </tbody> </table> <p>S6</p>	Decile	Culloden Academy (Att Points)	Virtual Comparator (Att Points)	1	50	170	2	90	250	3	210	270	4	240	260	5	230	300	6	280	320	7	330	310	8	290	340	9	310	350	10	320	370	Decile	Culloden Academy (Att Points)	Virtual Comparator (Att Points)	1	400	550	2	380	580	3	400	500	4	750	600	5	550	500	6	580	550	7	600	650	8	650	620	9	700	750	10	650	800	Click here to insert text
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In S5 the generally strong attainment in S5 is demonstrated in the fact that SIMD 4,5,6,8 and 9 are above VC, reflecting the attainment of approximately 51% of the cohort. Whilst SIMD 4 is the highest attaining one, the next 5 highest are found in SIMD 6-10.																																																																				
With S6, the five highest performing SIMD being 6-10 again confirms that we are broadly in line with the national link between socio-economic background and attainment. The fact that every SIMD represented had pupils at the top of the graph is																																																																				

reassuring that socio-economic background is not a barrier to attainment, even if it remains an indicator of likely attainment.

At a departmental level, considerable planning and effort has been invested in delivering an inclusive experience.



Biology have steadily developed a suite of AAR support resources to allow ASL pupils to attain robustly in their department.

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?
<p>All departments have been reviewing their BGE curriculum to ensure that there are progression routes for all pupils. The curriculum rationale that we have agreed is included above and evidences the focus and ambition in our planning. Departments are revisiting the design principles in light of recent and planned changes to Scottish education to ensure their offer remains relevant and ambitious. Furthermore, the diversification of our senior phase offer and the recognition that Higher Education is the destination for the minority of our learners has led to departments revisiting the S1-3 learner experience to better align it with the knowledge, skills and capabilities required for the Senior Phase.</p> <p>Despite the ambiguous status of the expectation that all pupils experience all curricular areas until the end of S3, we have maintained the principle of no binding choices until the end of S3, though increasingly specialisation in S2 and S3. Bespoke curricular packages have been agreed depending in individual pupil needs.</p> <p>We believe that we have a very strong curricular offer in the Senior Phase which includes National 3-5, Higher, Advanced Higher, Level 4-6 NPAs, Level 4-5 Skills for Work qualifications, HC Level 7, Foundation Apprenticeships and we have secured approval for the first half of a HNC course in the PE department.</p>	<p>Departmental examples include:</p> <p>Science have introduced a range of NPA and Skills for Work courses to offer progression to pupils not motivated by the highly academic nature of their Highers.</p> <p>Art and Design, alongside offering Costume Design and Photography to broaden their learner pathways believe that their L5/6 Creative Thinking course will be transformational for some young learners.</p> <p>Business Education have noted that the increased use of practical and active tasks is leading to better pupil engagement and interest in some of the new learner pathways that they now offer.</p>	<p>Review the curricular offer of each department as part of their annual attainment review meeting.</p>	

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?
The school has a large number of active partnerships supporting the curriculum and the wellbeing of young people.	Guidance report impactful partnerships with over twenty organisations- including DYW, SDS, Mikeys Line, Ross County, DBI, CrossReach, MCR, CALA, Day 1 Karting and Planet Youth. All curricular areas report meaningful partnerships though some find it easier than others with English highlighting this area as a development priority for next session.	The review of partnerships that we started in May 25 will continue into next session as PTs look for the partnerships that allow them to deliver the learning experiences that they would want for our young people.	