



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Culloden Academy



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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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.

Culloden Academy is located to the West of Inverness serving the local community of Culloden, Balloch, Ardersier, Smithton and Cradlehall and Croy. We have 6 associated primary schools.

There are currently 1185 children and young people on the school roll. The headteacher is supported by 5 deputy headteachers, 12 curriculum faculty heads, 6 principal teachers pupil support and 1 Principal Teacher Support for Learning.

More than 30% of pupils use school transport. Of our current pupils, approximately 40% have recognised additional support needs and 8% are registered for free school meals.

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

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

Data relating to our context:

Pupil Numbers 1185	Attendance 86%	Teacher Numbers 82			
S1 228	S2 215	S3 216	S4 206	S5 182	S6 138
SIMD Q1 2%	SIMD Q2 16%	SIMD Q3 25%	SIMD Q4 35%	SIMD Q5 21%	Unknown 1%
ASN 40%	FSM 8%	EAL 6%	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language		

Attainment

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

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

Level 3

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority
Choose an item.	Choose an item.	Choose an item.	

Senior Phase

Culloden Academy SQA Senior Phase Attainment 2024-25 - Local Measures

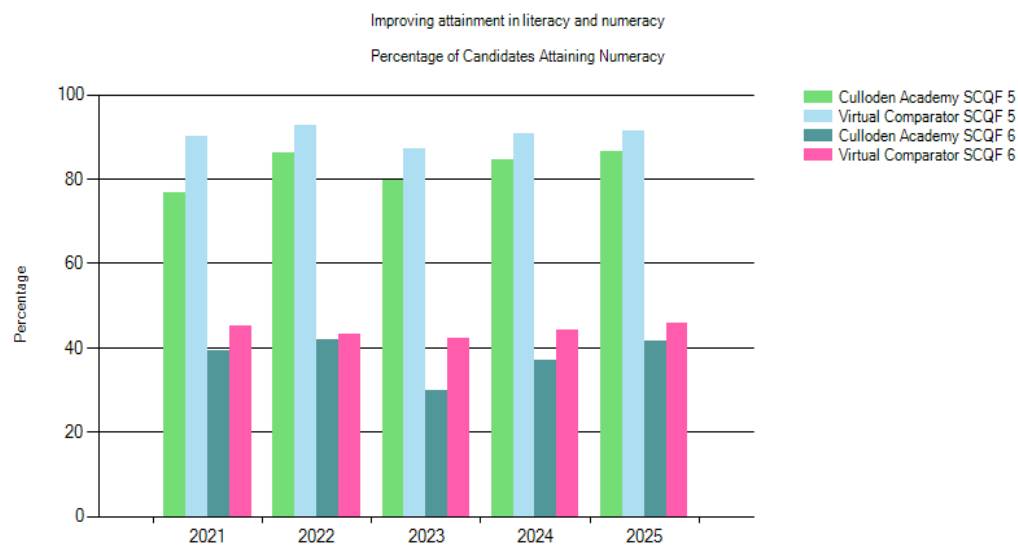
1 Improving Attainment in Literacy and Numeracy

Please provide an overview of literacy and numeracy attainment in the senior phase for the following measures:

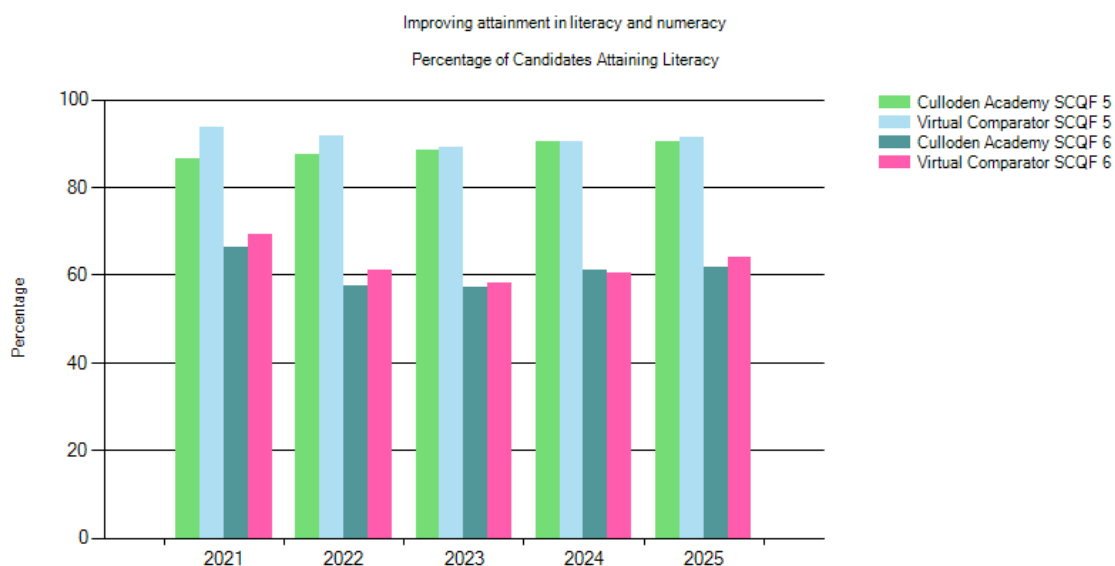
• **Attainment at SCQF Level 6 Literacy in S6**



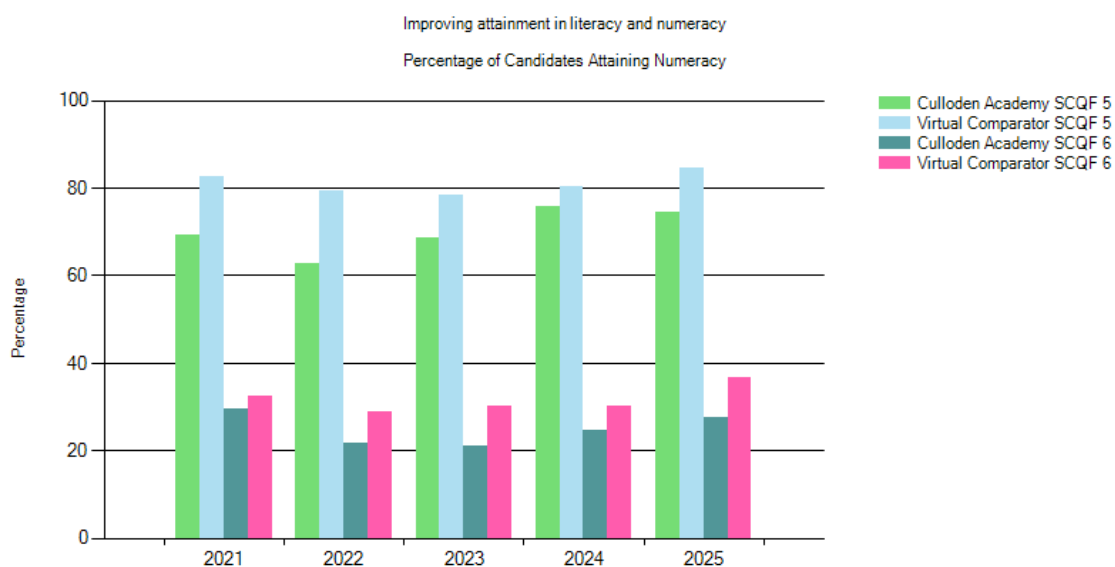
• **Attainment at SCQF Level 6 Numeracy in S6**



• **Attainment at SCQF Level 6 Literacy in S5**



Attainment at SCQF Level 6 Numeracy in S5



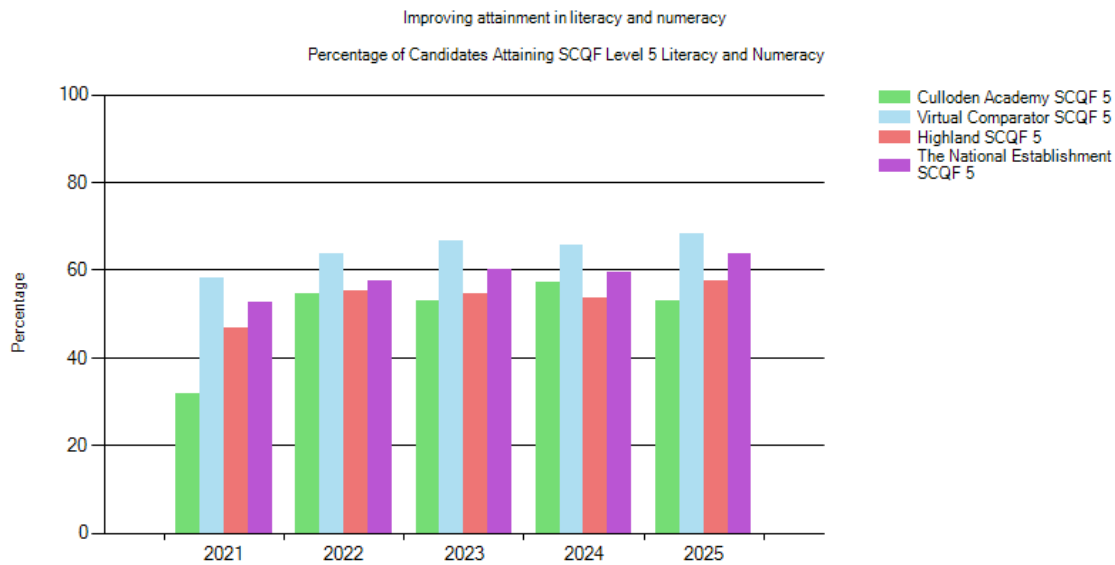
Attainment at SCQF Level 5 Literacy in S4



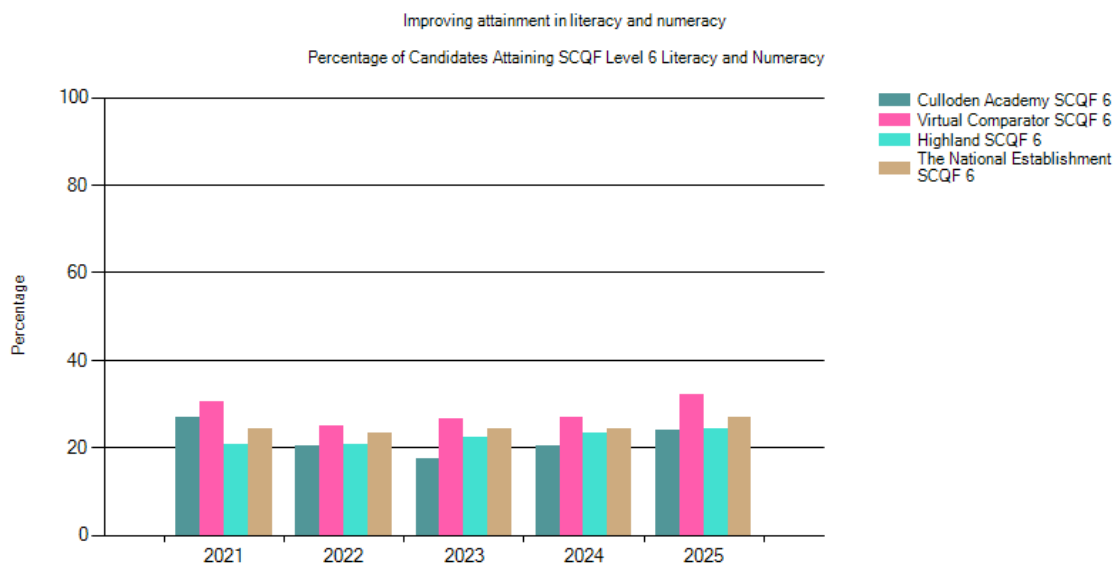
Attainment at SCQF Level 5 Numeracy in S4



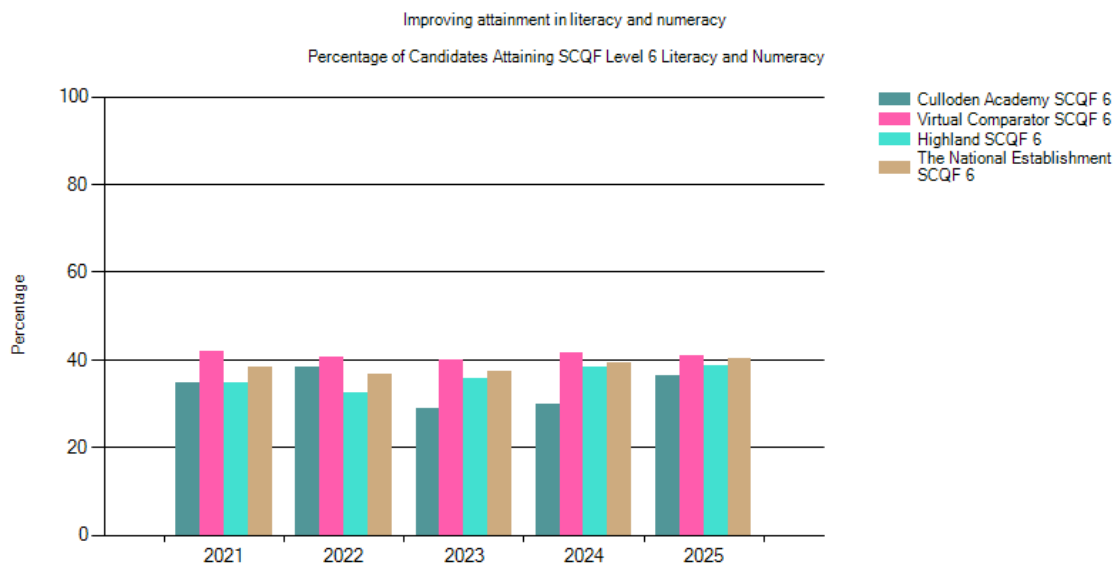
Comparison of Literacy and Numeracy Attainment with VC, Highland and National S4



Comparison of Literacy and Numeracy Attainment with VC, Highland and National S5



Comparison of Literacy and Numeracy Attainment with VC, Highland and National S6



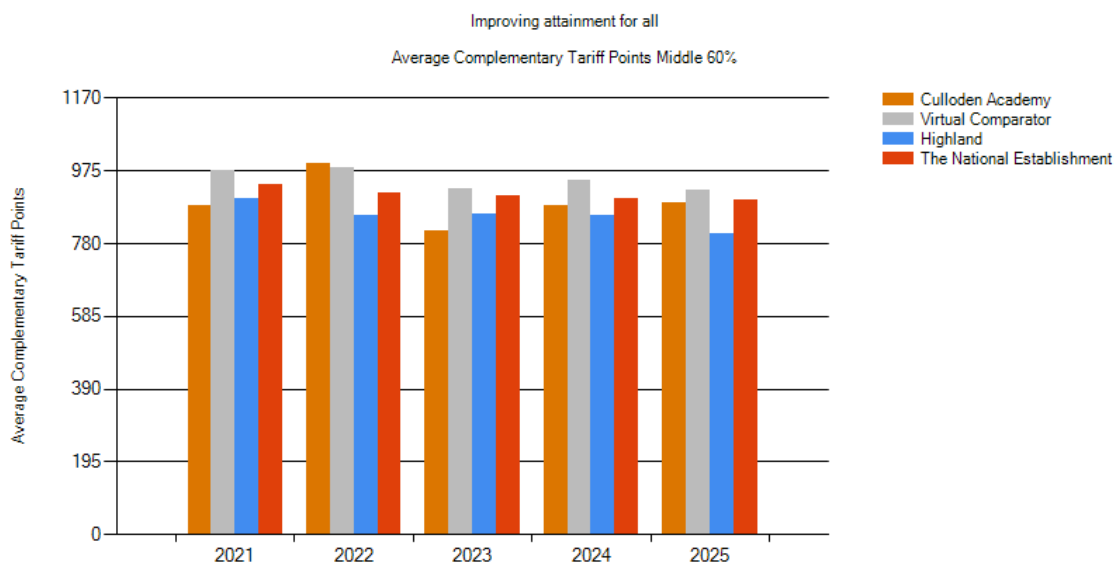
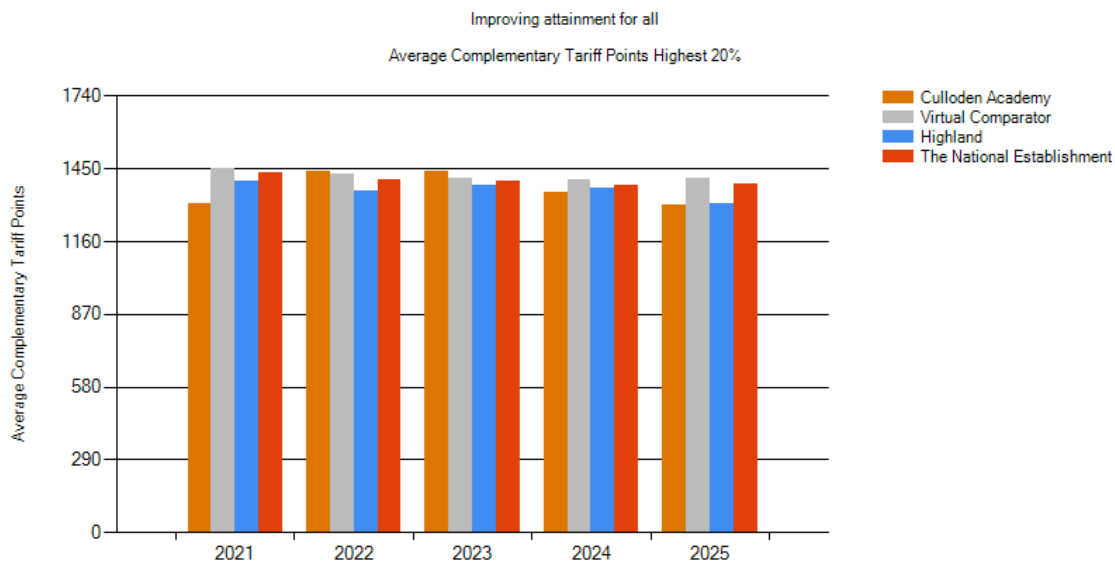
Comments:

- Although Culloden shows a generally upwards trend in all categories, there is clearly some way to go to meet the figures of our virtual comparator.
- It should be noted that the ASN data submitted by Culloden in the past has been inaccurate which has adversely affected our VC comparison.
- Taken together, there is a closer correlation between Highland and National level of Literacy and Numeracy at each stage and the attainment at Culloden but there is still a clear need to improve.

2 Improving attainment for all

For the following measures please include attainment for all for the Lowest 20%, Middle 60% and Highest 20% against the VC and National showing 5 year trends 2021 to 2025:

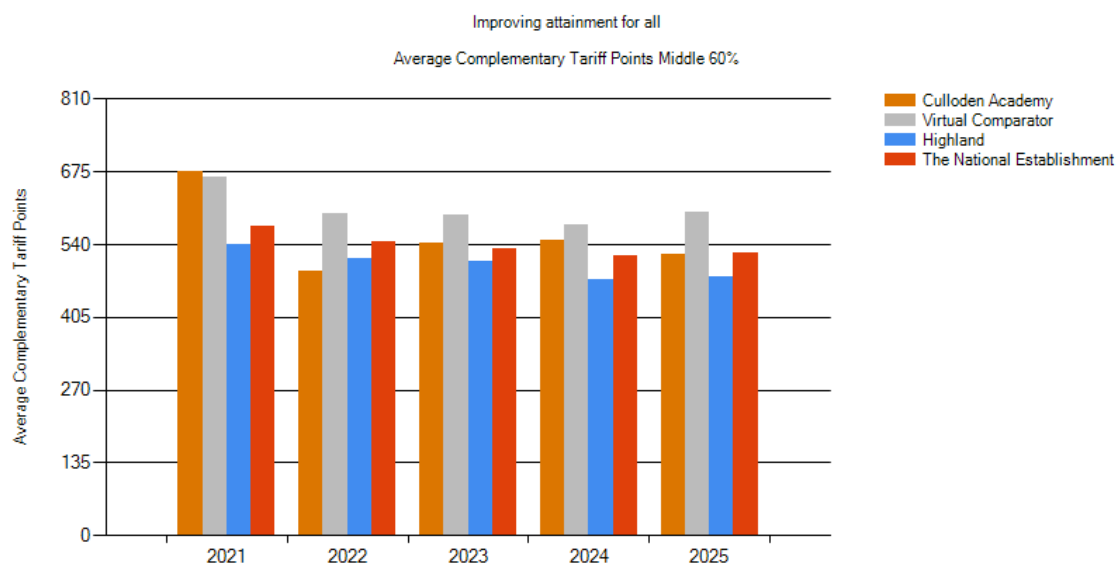
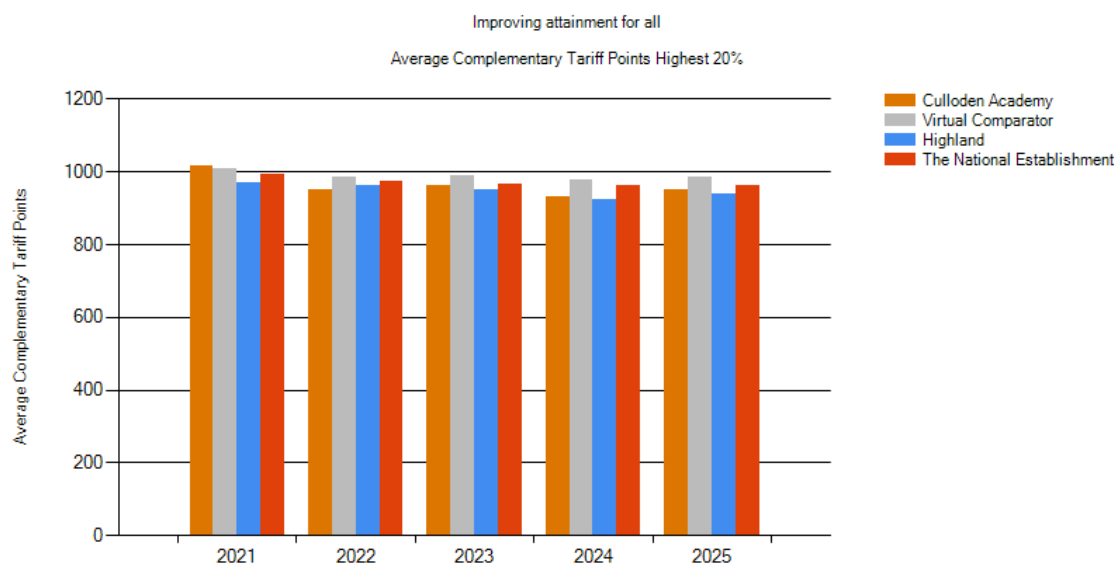
· **Attainment for all in S6 for 2025 with S6 based on S4 using average complementary tariff scores**



Comments

- Culloden in most areas is exceeding or meeting both Highland and National measures.
- However, we are still lagging behind VC in both top 20% and middle 60%
- Plans are to be more robust in target setting and presentation policy to ensure that all pupils maintain a full timetable and sit a full range of qualifications.

• Attainment for all in S5 for 2025 with S5 based on S4 using average complementary tariff scores



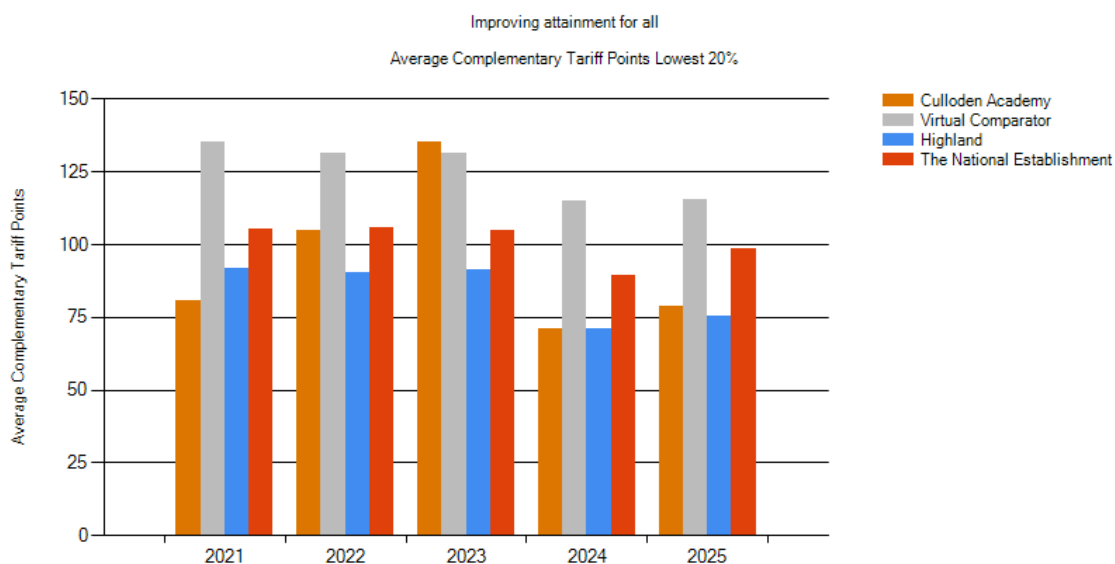
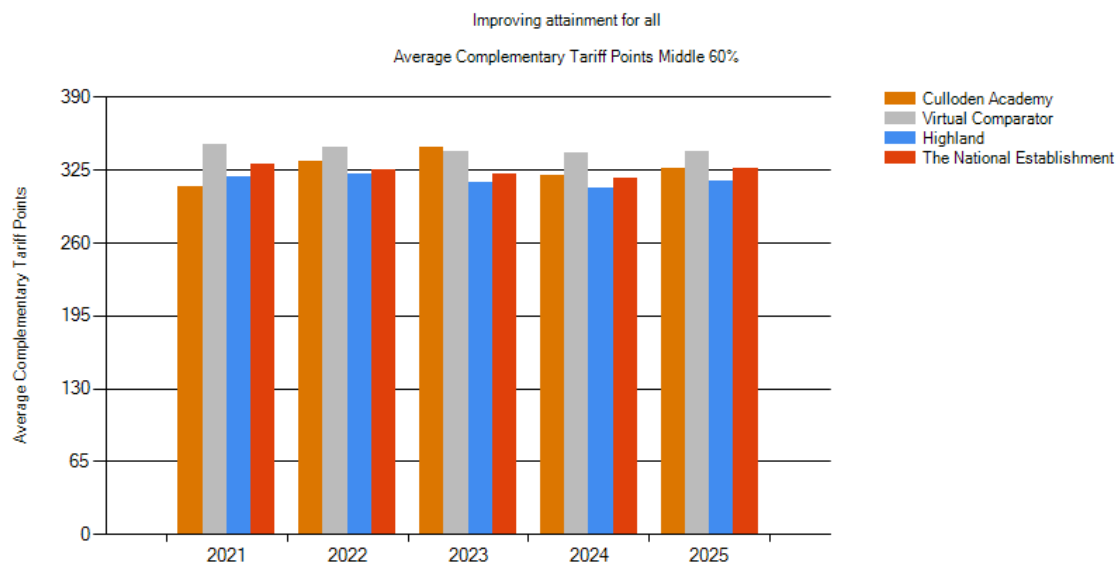


Comments

- There is a real need to improve attainment for the lowest 20% in relation to the VC. The trends are generally below the VC.
- There is also a need to make attainment labels more consistent in the middle 60% and top 20% to ensure that we meet VC attainment each year.

Attainment for all in S4_for 2025 with S4 based on S4 using average complementary tariff scores





Comments

- There is a clear need to urgently address the attainment gap for the lowest 20% of learners.
- To this end, Culloden has expanded the ASN department, introduced a wider range of courses for the lowest 20% of learners and is using PEF funding to target individual learners amongst other interventions.

3 Breadth and Depth Attainment data for Year Stage based measures for 2024-25

Attainment at SCQF Level 6 & 7 in S6

S5 Level 6 and 7 Breadth and Depth - % rounded to whole numbers

Awar ds	2025 CA	2025 VC	2024 CA	2024 VC	2023 CA	2023 VC	2022 CA	2022 VC	2021 CA	2021 VC
1@7	36	45	36	48	28	44	44	48	33	46
5@6	61	66	57	70	54	66	67	69	59	68
3@6	80	83	77	85	78	82	86	85	79	84
1@6	93	93	95	94	90	92	95	95	92	94

Comments

- If the years 2022 and 2021 are disregarded as a covid aberration, there has been an overall improvement in Culloden S6 attainment. However, this is still largely below the VC which means that we need to be more ambitious in course choices and also ensure that pupils complete courses.

Attainment at SCQF Level 6 in S5

S5 Level 6 Breadth and Depth - % rounded to whole numbers										
Awar ds	2025 CA	2025 VC	2024 CA	2024 VC	2023 CA	2023 VC	2022 CA	2022 VC	2021 CA	2021 VC
5@6	24	39	21	32	22	23	19	31	37	35
3@6	53	64	47	56	52	54	50	60	64	64
1@6	75	82	75	78	73	74	70	79	80	83

Comment

- In a similar way to S6 attainment, there has been a steady improvement in the number of qualifications attained but these remain behind the VC. Errors in inputting ASN data will contribute to the difference but there needs to be more aspirational coursing of pupils and a concerted effort to ensure that pupils finish and attain in their courses.

Attainment at SCQF Level 5 in S4

S4 Level 5 Breadth and Depth - % rounded to whole numbers										
Awar ds	2025 CA	2025 VC	2024 CA	2024 VC	2023 CA	2023 VC	2022 CA	2022 VC	2021 CA	2021 VC

5@5	56	62	53	62	60	61	55	60	46	59
3@5	73	76	69	74	77	76	74	76	68	75
1@5	84	88	85	88	90	89	87	88	86	89

Comments

- Attainment in S4 doesn't follow a rising or falling trend, it varies by a couple of percentage points each year but remains stubbornly below the VC.
- There needs to be a concerted effort to push up attainment in S4, potentially increasing the number of N5s pupils are sitting, to meet the VC and have a further positive impact on attainment in S5 and S6.

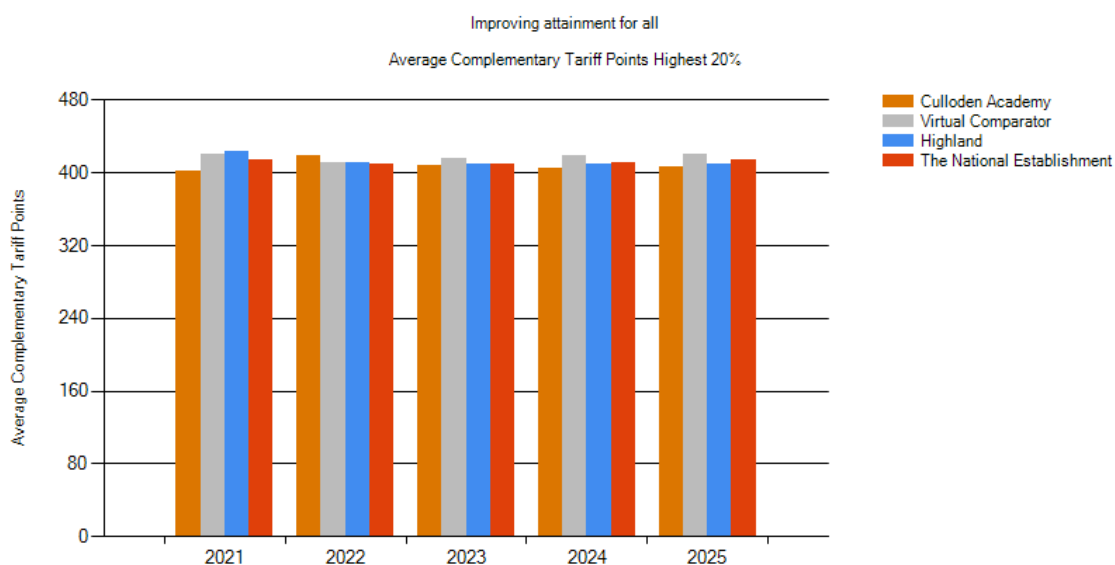
4. Improving Attainment for All – ASN

Please provide an analysis of the local attainment for S4 based on S4 with the ASN filter applied for the past 5 years with comparison to the VC and National

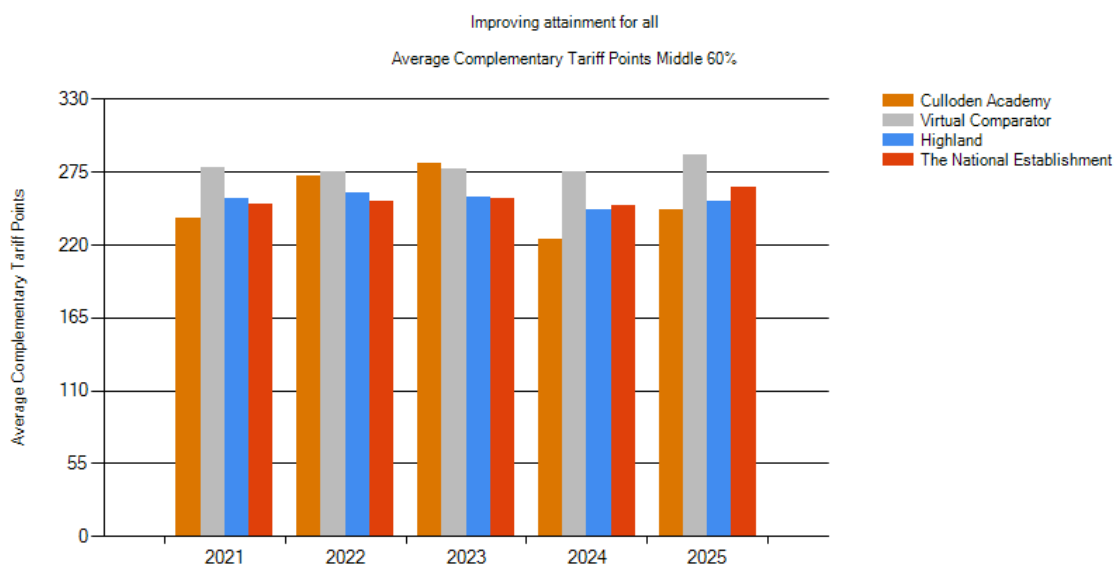
Include:

S4 based on S4 role using complementary tariff points with ASN filter applies for

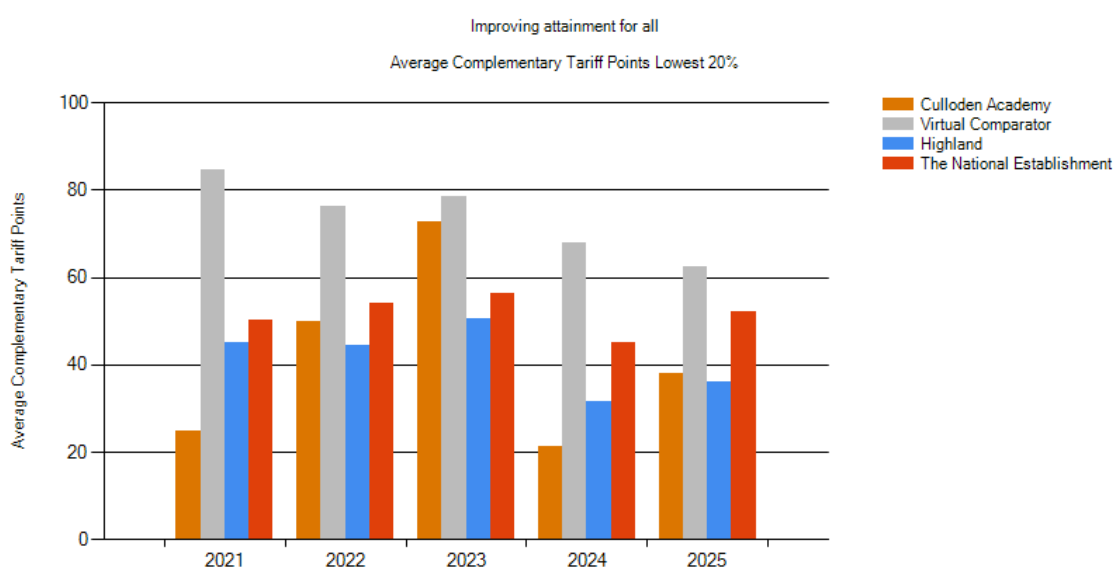
- Local Attainment for All, Highest 20% in S4 with ASN



- Local Attainment for All, Middle 60% in S4 with ASN



Local Attainment for All, Lowest 20% in S4 with ASN



Comments

- There is a significant attainment gap for pupils with ASN in the lowest 20% of learners. This is a major part of the Culloden Academy SIP for 2025/26.

5. Next Steps

- A review of the curriculum offered in S4 to increase the number of attainment opportunities to 7 NQs.
- A review of course choices to ensure that pupils select appropriate aspirational courses in S4, S5 and S6 and complete those courses to raise attainment.
- A fundamental department review of ASN to urgently address the attainment gap for pupils with ASN. This includes providing appropriate attainment pathways, targeted individual interventions and a whole scale review and implementation of attendance and late coming policies.
- Ensuring that attainment is banked in S3 as a back up for S4 attainment particularly for at risk pupils.
- Ensuring that ASN data is correctly recorded on Seemis to facilitate a more accurate VC and more accurate targeting of interventions.

Review of progress of improvement plan projects for session 2025/26

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 Priority 1: A curriculum offer that maximises learner outcomes	
School Improvement Plan Priority 1	
Summary of progress	Next steps
- A review was undertaken of S2, S3 and S4 curriculum in particular with the aim of ensuring there is a sustainable and appropriate curriculum plan for the lowest 20% of learners, involving all departments. - A pathway planner was introduced to ensure that pupils in S2 – S5 made more career driven choices in S3, S4 and S5.	Continue to develop the curriculum with a view to ensuring that the S3 curriculum gives learners the best possible start for S4 attainment.
Impact	
- Pupils are taking a more career focused approach to choosing subjects leading to more aspirational post school destinations. - Room 110 was established as a pathway for pupils with low attendance and engagement to access the curriculum at an appropriate level to attain the maximum number of SQA qualifications. - The attainment for the lowest 20% of learners increased.	

School Priority 2: Meta Skills, profiling and recognising achievement

School Improvement Plan Priority 2

Summary of progress	Next steps
- All S1-S3 pupils are now registered on Unifrog and beginning the process of logging skills. - Staff are starting to build skills into their curriculum plans and lessons. Set specific time blocks for logging skills in each age group. - Skills/activity reports available for each BGE age group to be attached to school reports.	- Expand the use of Unifrog to include logging participation in extra curricular activities - Introduce Skills Academy classes to further embed meta skills across the curriculum

Impact

- Pupils are more readily able to articulate how and where they use meta skills
- Staff are able more easily to track meta skills and their use in their subject leading to pupils understanding their cross curricular nature.

School Priority 3: Staff engagement in career-long professional learning to maximise outcomes for learners

School Improvement Plan Priority 3

Summary of progress and impact	Next steps
- Staff have a greater understanding of pupils with ASN and awareness of pupils on the risk matrix and the need to ensure that these vulnerable groups are supported and tracked appropriately. - Staff are developing confidence and competence when using Insight and other data to set appropriate targets for pupils - Enhanced culture of professional learning, with staff actively engaging in CLPL linked to equity and inclusion. - Increased staff confidence and competence in inclusive pedagogy and differentiation.	- Continue to build staff consistency and pedagogy in meeting learners needs through regular CPD at staff meetings - Continue to build consistency in staff use of data when using interventions and targets in particular with vulnerable groups to raise attainment and meet learners needs.

Impact

- Staff are more aware of the variety and changing nature of ASN within the school and the need to adopt an adaptive learning approach in lessons.
- Staff are starting to introduce targeted interventions for vulnerable groups in order to be inclusive and raise attainment.

- The LS department has a higher profile within the school leading to greater understanding of different ASN and how best to meet the needs of learners.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

As evidenced by the HMIE Report March 2026:

“Senior leaders have used Pupil Equity Funding (PEF) effectively. They accurately identify young people facing potential barriers in their learning. Funding is used to employ staff to support the targeted group. These young people benefit from a nurturing approach, ongoing family engagement and individual mentoring. As a result, attendance has improved, motivation and attainment have increased and self-confidence has been boosted. Overall, PEF funded interventions support reducing the poverty -related attainment gap.”

Wider achievements

As evidenced by the HMIE Report March 2026:

“Most young people successfully develop a range of skills, including teamwork and confidence, by participating in a wide range of activities that support achievement. Staff, working effectively with partners, have created rich contexts for achievement within the school and the wider local community. Young people develop communication skills, empathy and an appreciation for the local environment through participating in environmental groups, volunteering, outdoor learning, Activities Days and a variety of excursions. Young people extend their technical skills through participating in concerts and a biennial school show. Over 100 young people each year participate in and gain accreditation through organised science, technology, engineering and mathematics (STEM) activities.

Staff work creatively with Active Schools to extend opportunities for participation in a range of sporting activities. A few young people have achieved sporting success at local, regional and national levels. A few young people have assumed sports leadership roles that involve them training and mentoring children in primary schools. As a result, young people develop skills for learning, life and work. A few young people gain leadership and organisational skills within the school's Young Enterprise teams. There is a significant uptake of the Duke of Edinburgh's Award Scheme where young people develop teamwork, self-reliance and awareness of others through volunteering to serve others. This engagement is well-matched to the school value of community.

Currently, staff have limited data to identify how many young people are participating in wider achievement. As planned, senior leaders should now implement a strategic approach to track and monitor how many young people are taking part in the programme of activities and identify and support those at risk of missing out. This should include tracking the skills and qualities that young people develop. They should link this work to the wider whole school approach to recording how meta-skills are developed.

Senior leaders have established effective partnerships with employers and colleges. These partnerships have widened opportunities for achievement for young people. This flexibility allows a few young people in the senior phase to gain relevant skills for life and work. All young people in S2 gain employability awards.

Staff celebrate effectively achievements of young people through social media, newsletters, noticeboards, awarding of house points and assemblies. Awards ceremonies increasingly celebrate the diversity of achievements. As planned staff should now develop further how young people can consistently share in school the breadth of achievements they gain in the wider community.”

Comments from learners, families, stakeholders and staff

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

Extract from HMIE Letter 24 March 2026:

Dear Parent/Carer

In January 2026, a team of HM Inspectors of Education visited Culloden Academy. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. The inspection team found the following strengths in the school's work.

- Relationships across the school are warm, positive and based on the school values of kindness and respect. Young people learn in calm environments which support them to engage well in their learning.
- Young people benefit from a wide range of activities, clubs and programmes, offered by enthusiastic staff and partners. Young people speak positively about the skills and qualities they develop through these opportunities.
- Staff work very well with a range of partners to support the curriculum, enhance learning experiences, and increase opportunities for young people to attain and achieve.

The following areas for improvement were identified and discussed with the headteacher and a representative from The Highland Council.

- Senior leaders and staff should continue to develop high-quality learning and teaching. They should ensure that young people benefit from effective questioning and appropriate pace and challenge in all lessons.
- Senior leaders and staff should continue to work together to identify the gaps in young people's attainment. All staff should use assessment and tracking data more effectively to plan learning and teaching to better meet needs of individuals and groups of learners.
- Senior leaders should work with staff to raise attainment for all young people across the school. All young people need to attain at the highest level, in line with their ability.

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:

QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Satisfactory
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

1. Raising Attainment

- Increased consistency of implementation of CCC
- Increased pupil engagement through appropriate pace and challenge
- Increased attainment across the curriculum
- Continuation of Curriculum review to increase courses taken in S4 to 7.

2. Tracking and Monitoring: Skills and Achievements

- Skills Academy successfully classes introduced to the curriculum
- Unifrog will be used to track activities in addition to skills.
- Participation in wider achievement will be tracked across the school with particular focus on vulnerable groups
- Attendance and lates will be more closely monitored on a block by block basis
- A growth in House ethos and interhouse achievements
- Greater celebration of achievements in addition to attainment across the school

3. Tracking and Monitoring: Attainment and Data

- Increased teacher confidence with using data
- Increased accuracy with pupil target setting leading to aspirational yet realistic targets
- Increased knowledge of pupils through better use of ASN and other data
- Department and class attainment targets to be discussed with stretch aims set