

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025/26



**Fortrose
Academy**
Going Forward Together

Fortrose Academy

ACADEMY ST, FORTROSE IV10 8TW

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.

Fortrose Academy is located in a rural, coastal setting serving the local communities of Fortrose, Rosemarkie, Cromarty, Avoch, Culbokie, Munlochy, Tore, North Kessock, and Resolis on the Black Isle.

There are currently 605 young people on the school roll. Some pupils attend following placing requests from other areas. Most pupils are transported to school by bus.

The Rector is supported by three Depute Rectors, seven curriculum principal teacher(s) and three Principal Teachers of Guidance and a Principal Teacher, Additional Support Needs. From session 2025-6 the school is also supported by a 0.4 Depute Rector (Building Programme). This post is a key point of liaison and planning for the partial rebuilding and refurbishment of the school as part of the Scottish Futures Trust.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets. There are some important strengths however, some aspects require improvement.

More than 68% of pupils use school transport. Of our current pupils, 54% have recognised additional support needs and 8% are registered for free school meals.

Overall, attainment across the school in literacy is below our virtual comparator at level 5. English attainment is above our virtual comparator at levels 5 & 6. In terms of numeracy, we are above our virtual comparator; attainment in mathematics is above our virtual comparator.

Our attainment is satisfactory and we outperform national, Northern Alliance and Highland levels. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, with most children exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

We have had 27 temporary exclusions this session involving 17 students. Exclusion is always an action of last resort, and we only take it when we think order and discipline in the school - and the education of other pupils - will be badly affected if the pupil in question continues to attend.

Our Values: Respect, Ambition & Unity

Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
605	88%	51

S1	S2	S3	S4	S5	S6
16.6%	19.3%	17.1%	19.6%	16.4%	11%

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	0-10%	10-20%	80-90%	0-10%	0-10%

ASN	FSM	EAL
50-60%%	0-10%	0-10%

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

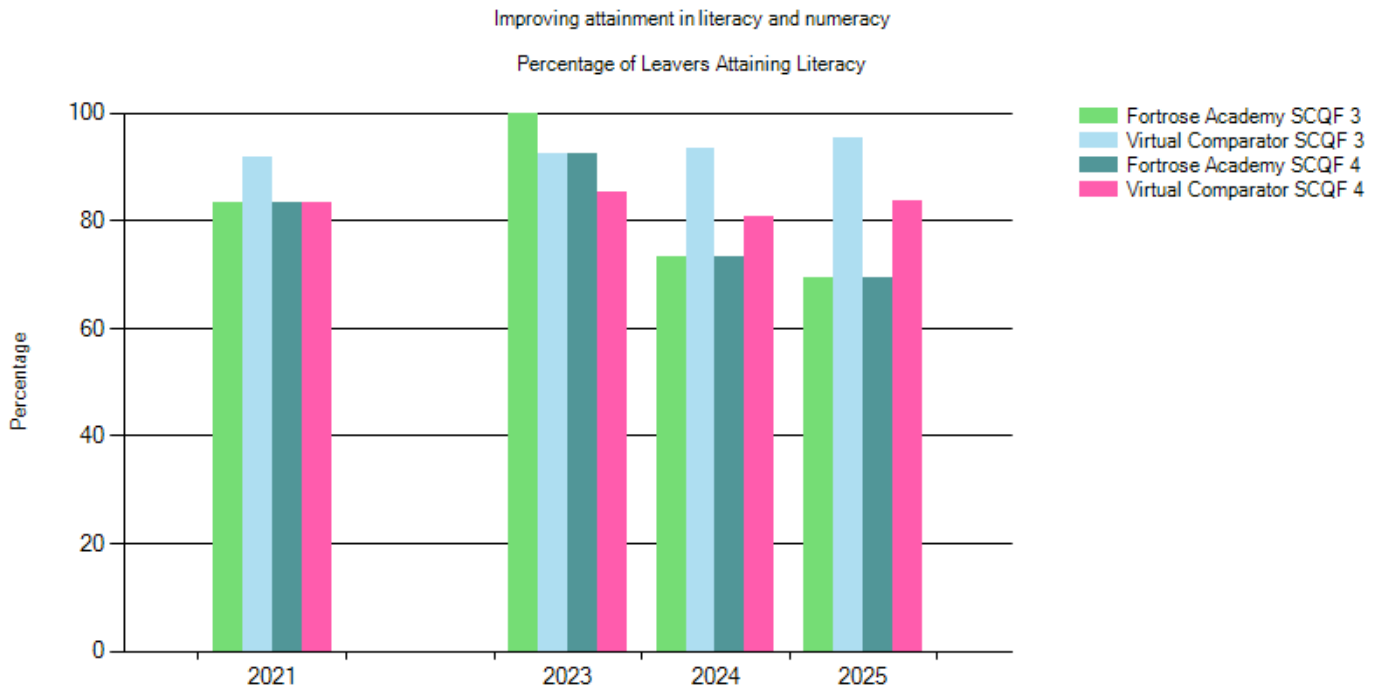
Level 4

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

Our Values: Respect, Ambition & Unity

Senior Phase

% Pupils Literacy at Levels 3 & 4 in S4 compared to Virtual Comparator/National

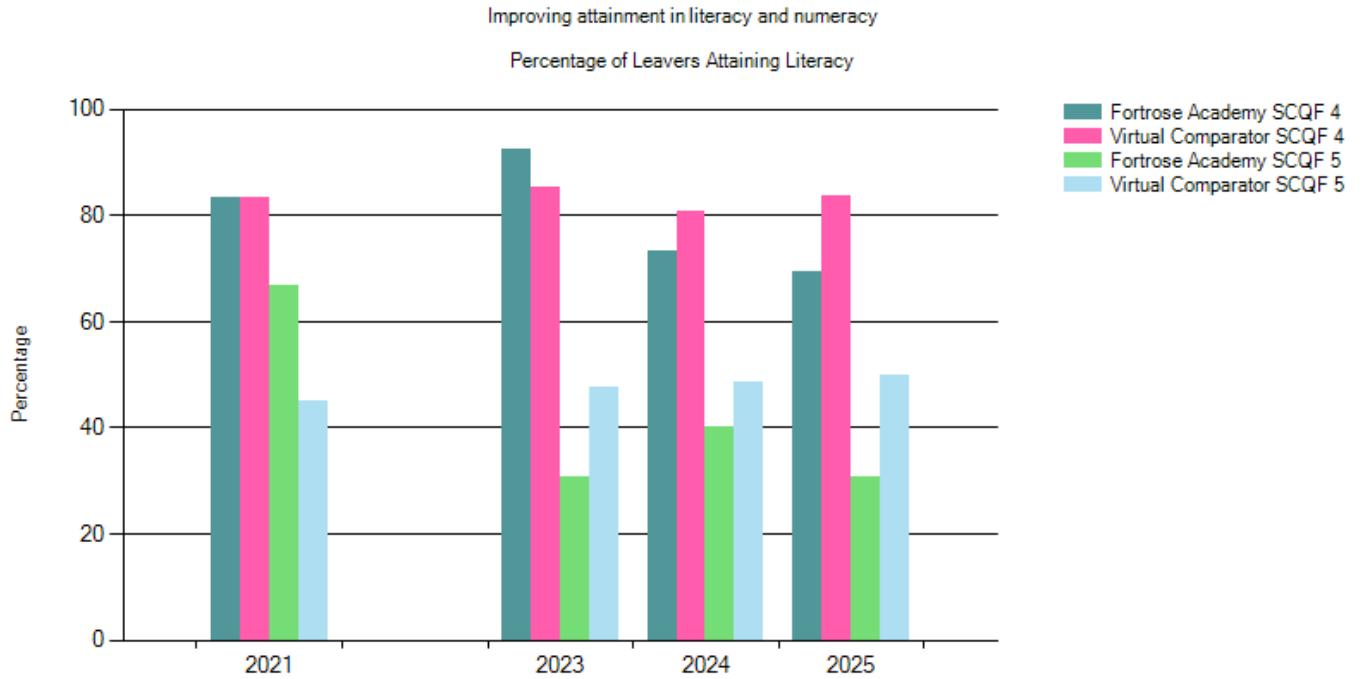


In session 2025, 13 pupils left Fortrose Academy at the end of S4. Of those 13 leavers, 9 pupils (69.23%) left with a qualification in literacy @ SCQF Level 4. The same is true for the Level 3 graph suggesting all those who achieved a qualification left with at least Level 4.

To fall in line with our Virtual Comparator for 24/25 @ SCQF Level 3, 12 of our leavers in S4 should have left with at least a Level 3 Literacy qualification. The virtual comparator has remained steady at Level 3. To fall in line with our Virtual Comparator @ SCQF Level 4, 11 of our leavers should have left with a Level 4 Literacy qualification.

A clear 3 year decline in pupils achieving Literacy @ SCQF Levels 3 & 4 in S4 is evident.

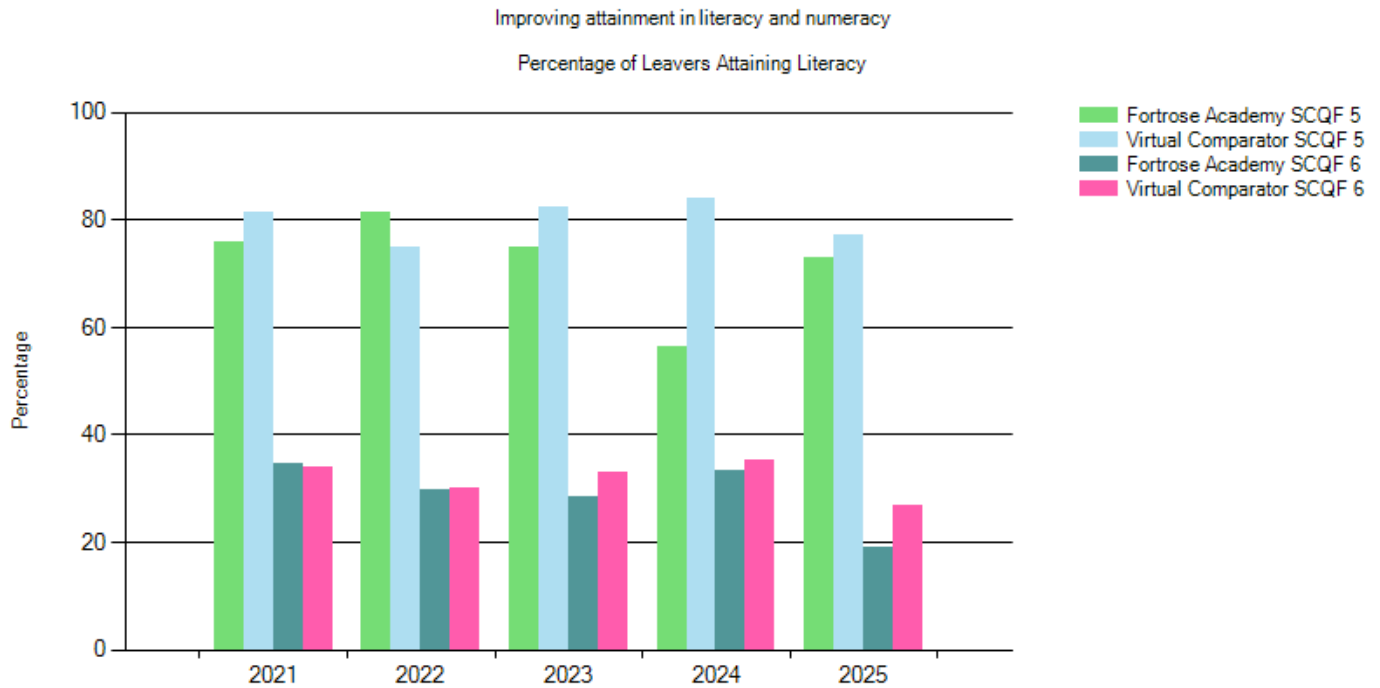
% Pupils Literacy at Levels 4 & 5 in S4 compared to Virtual Comparator/National



Of the 13 leavers in S4 in 2025, 4 pupils (30.77%) left with a Level 5 Literacy qualification. To outperform our Virtual Comparator, 7 pupils would need to have left the school in S4 with a Literacy qualification @ SCQF Level 5.

A 3-year trend shows we are consistently below the virtual comparator at level 5 for S4 leavers achieving a Level 5 Literacy qualification.

% Pupils Literacy at Levels 5 & 6 in S5 compared to Virtual Comparator/National

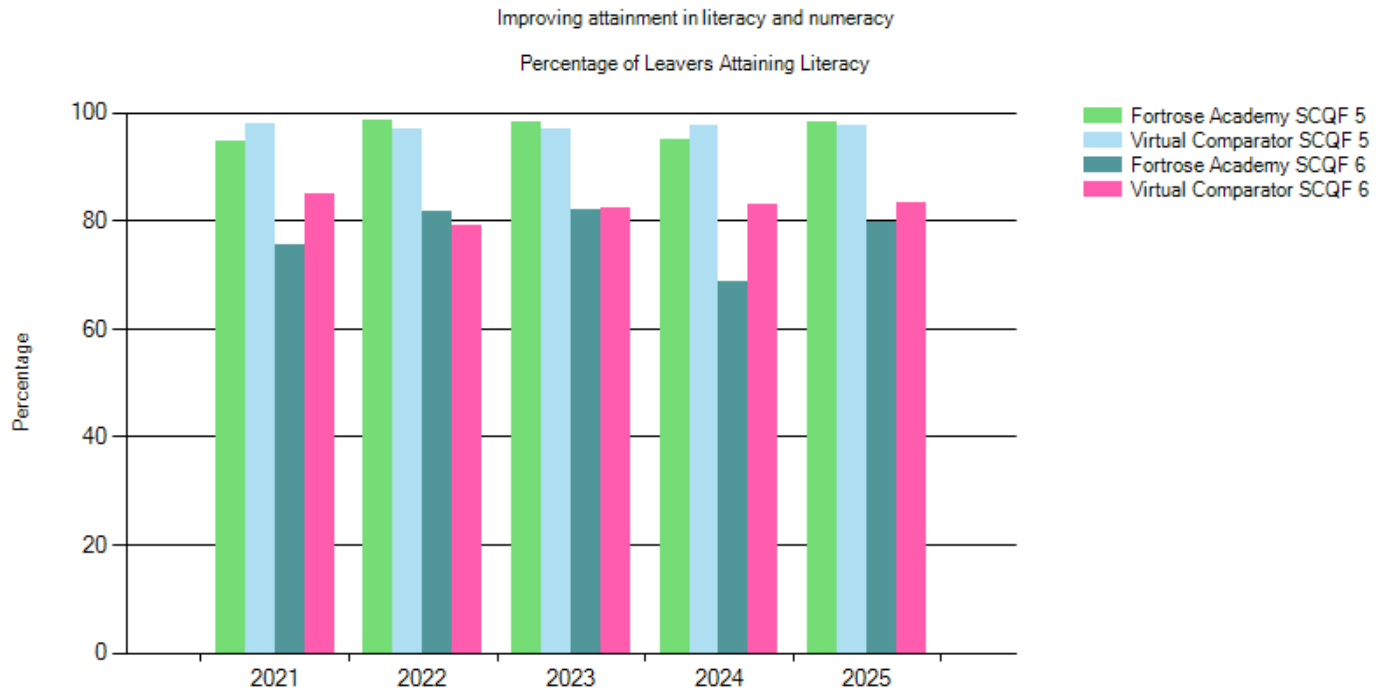


There were 37 leavers from S5 in session 2025-6. Of these pupils, 27 (72.97%) achieved a Level 5 Literacy qualification. To outperform the 2025 Virtual Comparator 33 pupils in this cohort would need to have achieved a Level 5 Literacy qualification or better.

There were 7 pupils (18.92%) who left after S5 who achieved a Level 6 Literacy qualification. To begin to outperform our virtual comparator, 10 pupils (26.76%) in this cohort would need to have achieved a Level 6 Literacy qualification.

Overall, for Level 5 & Level 6 Literacy, there is no apparent trend in the last 5 years.

% Pupils Literacy at Levels 5 & 6 in S6 compared to Virtual Comparator/National



There were 59 pupils who left in S6. 58 pupils (98.31%) left with a Level 5 Literacy qualification or better. This outperforms the virtual comparator (97.80%) slightly.

There were 46 (79.66%) pupils who left S6 with a Level 6 Literacy qualification. To outperform our Virtual Comparator @ SCQF Level 6, 49 (83.22%) pupils would need to have achieved a Level 6 Literacy qualification.

Session 2025 was the first time in the last 5 years we have not outperformed our Virtual Comparator for Level 6 Literacy.

% S4 Pupils Numeracy at Levels 3 & 4 in S4 compared to Virtual Comparator/National



The % of S4 leavers (13 students) attaining Numeracy was above the VC in 2025 for level 3 at 100%, up on 80% in 2024. The VC for 2025 was 91.54%. The % of S4 leavers attaining Numeracy is higher than the VC for Level 4, 84.62% (11 students out of 13) compared to the VC 79.23%. Both measures have improved from 2024. Strong attainment at level 3 and level 4, suggesting we are effectively stretching candidates at these levels.

% S4 Pupils Numeracy at Levels 4 & 5 in S4 compared to Virtual Comparator/National



The % of S4 leavers attaining Numeracy is significantly lower than the VC for Level 5 at 30.77% (4 students out of 13) compared to the VC 47.69%. This has fallen from the previous year 2024 at 53.33%; there is a declining trend across the past 3 years in Numeracy SCQF level 5 attainment for S4 leavers. Strong improvement from 2021 → 2023 (50% → 69%) Significant decline from 2023 → 2025, by 2025, Fortrose falls notably below comparator (30% vs 48%). Attainment in numeracy at SCQF Level 4 in S4 remains a key strength, with Fortrose Academy consistently outperforming virtual comparator benchmarks across all years. However, a gradual decline from 100% in 2021 to around 85% in 2025 indicates the need to strengthen consistency in attainment.

At SCQF Level 5, attainment increased significantly to a peak in 2023 but has since declined sharply to 30% in 2025, falling below comparator performance. Steps have been taken to strengthen presentation strategies (Apps of Maths Level 5) and strengthen progression pathways to ensure more learners achieve higher-level numeracy qualifications. In session 2026/27 the department have amended their offering to S5/6 students to allow more students to complete National 5 courses in Mathematics and Applications of Maths. The third set in S3/4 will follow the Apps of Maths course to enable more students to achieve at level 5.

% S5 Pupils Numeracy at Levels 5 & 6 in S5 compared to Virtual Comparator/National

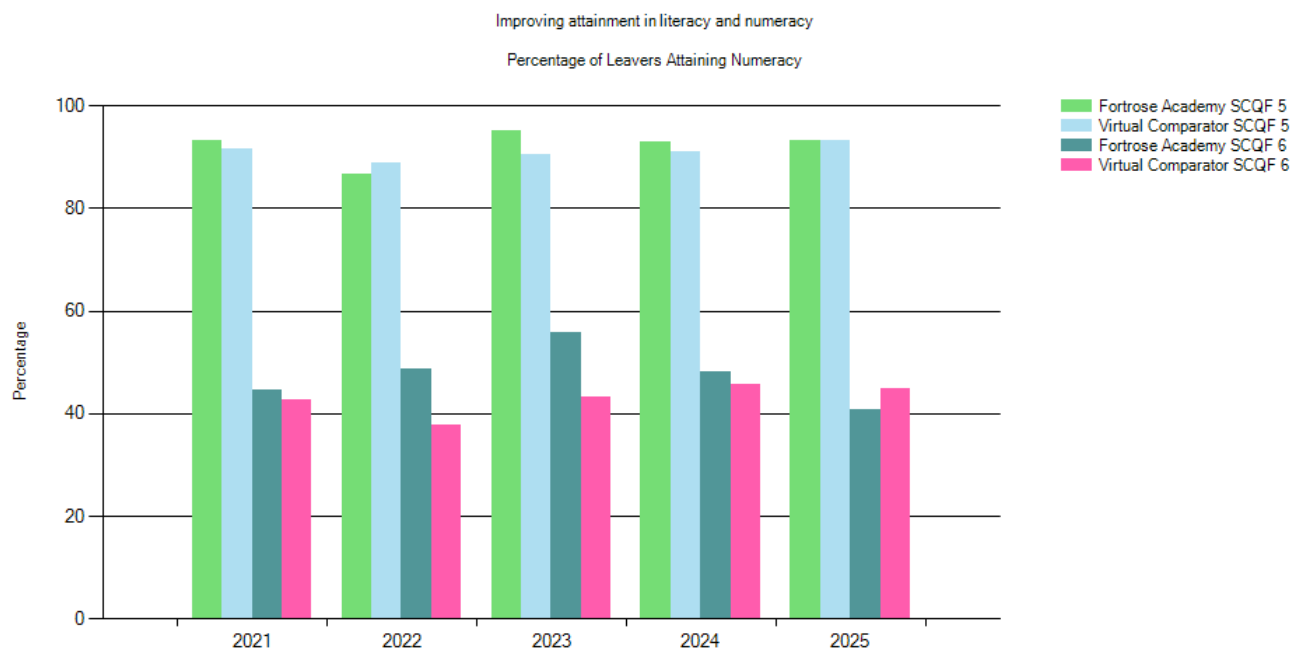


The % of S5 leavers (37 students) attaining SCQF Level 5 Numeracy continues to be above the VC, 72.97% (27 students) compared to VC 60%. There has been a positive trend over the past 4 years. There is a slight dip in % in 2025 but still above the comparator. Strong improvement in Level 5 attainment from 45% → 75% across the years above. Sustained performance above comparator since 2022.

The % of S5 leavers attaining SCQF Level 6 Numeracy is lower than the VC, 5.41% (2 students) compared to VC 12.16%. This has been a trend over the past 5 years with little movement in figures. Very limited progression to Higher-level numeracy in S5. Gap increases from 4% (2021) → 12% (2025)

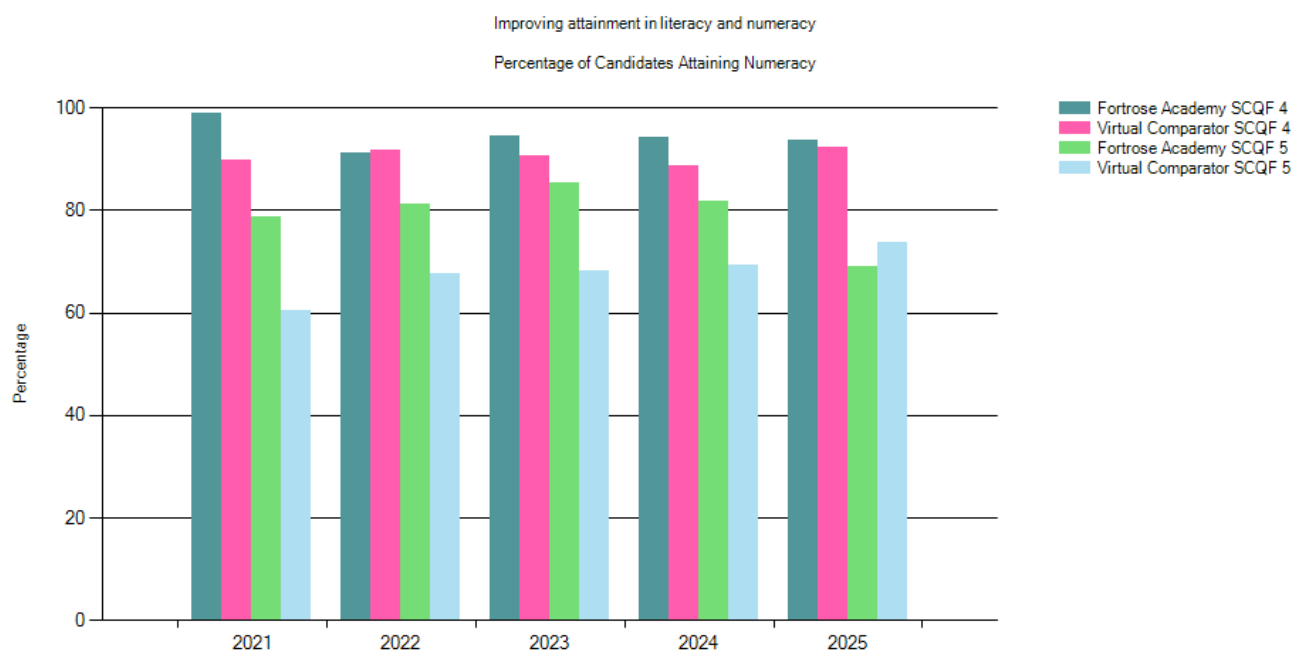
Indicates that Comparator school are offering level 6 pathways. With the introduction of Higher Applications to Maths for session 2026/27 more students will have the opportunity to study a maths qualification beyond level 5 to level 6 providing a clearer path for students from N5 Apps of Maths into Higher Apps.

% S6 Pupils Numeracy at Levels 5 & 6 in S6 compared to Virtual Comparator/National



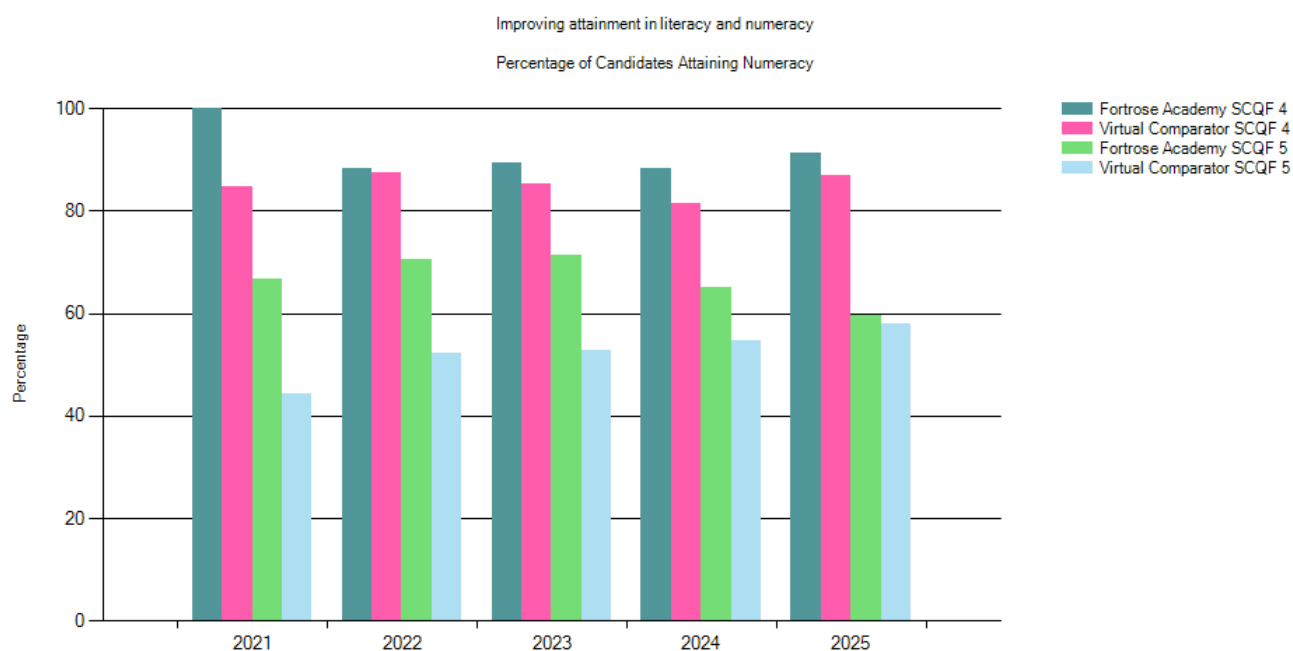
The % of S6 leavers (59 students) attaining Numeracy is in line with the VC for Level 5, 93.22% (55 students) compared to VC 93.05%. The percentages are similar over the previous 5 years. The % of leavers attaining Numeracy is lower than the VC for Level 6, a decline on the previous year – 40.68% (24 students) compared to VC 44.92%. Again, the opportunity to study Applications of Maths to Higher level should afford more students the opportunity to achieve.

Percentage of S4 Candidates attaining Numeracy at Level 4 & 5



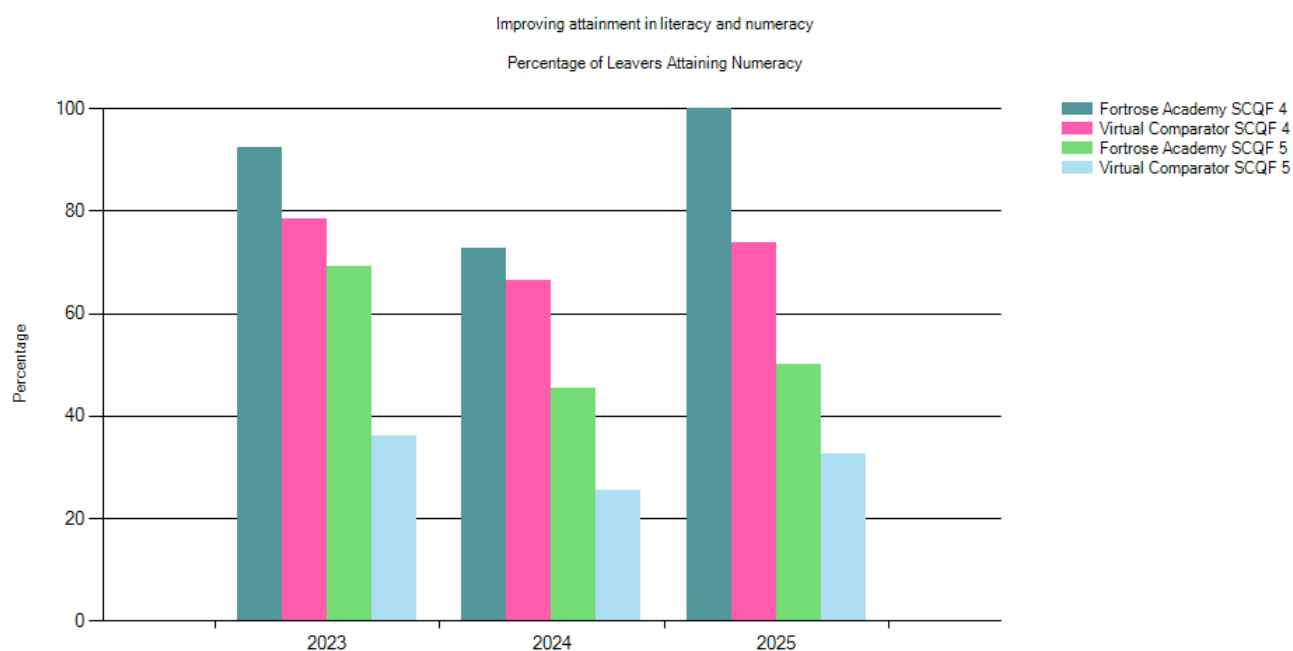
The % of pupils attaining numeracy at level 4 in S4 (cohort 113) was higher than the virtual comparator 93.81% > 92.21%. Attainment at level 4 is consistently high and above the VC. Decline in SCQF Level 5 - The % of pupils attaining numeracy at level 5 in S4 was lower than the virtual comparator 69.03% < 73.81%. Level 5 attainment peaks around 2023 (85%), then drops significantly between 2023 → 2025 (drop of 16%). Need to improve stretch and challenge to ensure all learners achieve their potential. Over 60 pupils were presented for both Nat 5 Maths and Nat 5 Apps of Maths (76 students were presented for Apps of Maths). The department will continue to develop their knowledge and understanding of the Higher Apps of Maths course to provide continued progression for pupils in the 2026/27 session.

Percentage of Candidates in S4 with ASN attaining Level 4 & 5 Numeracy



The % of S4 pupils with ASN (57 in cohort) attaining numeracy at level 4 in S4 was higher than the virtual comparator 91.23% > 86.84%. The % of pupils with ASN attaining numeracy at level 5 in S4 was higher than the virtual comparator 59.65% > 58.07%. This has been a consistent trend over the past five years. The percentage of pupils with ASN in S4 at Fortrose Academy attaining Level 5 is on a downward trend.

Percentage of S4 Leavers with ASN attaining Numeracy at Level 4 & 5



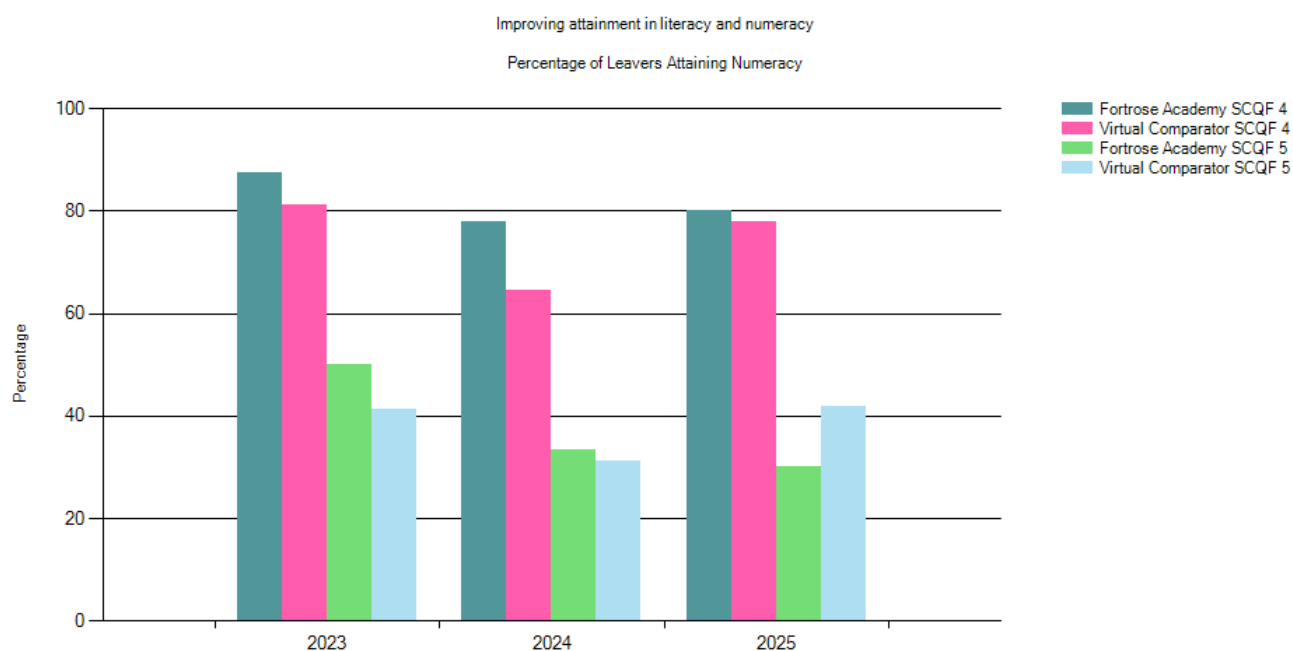
The % of S4 Leavers with ASN (8 in cohort) attaining numeracy at level 4 in S4 was 100%, higher than the virtual comparator 73.75%. The % of S4 Leavers with ASN attaining numeracy at level 5 in S4 was higher than the virtual comparator 50% > 32.5%. This is an improvement in attainment from previous year, at level 4 increased from 72.73% to 100%, at level 5 45.45% in 2024 to 50% in 2025.

Percentage of S4 Candidates in lowest 20% nationally attaining Numeracy at Level 4 & 5



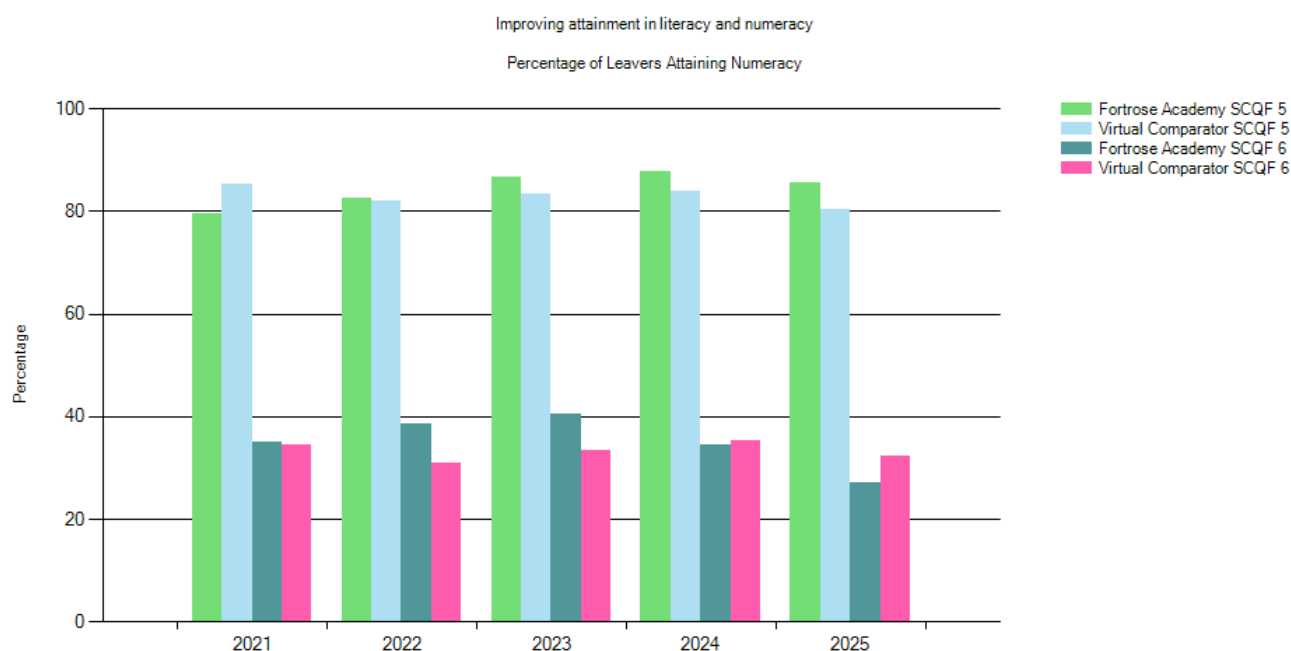
The % of pupils attaining numeracy at level 4 in the lowest 20% nationally (34 in cohort) in S4 was lower than the virtual comparator $79.41\% < 86.14\%$. The % of pupils attaining numeracy at level 5 in the lowest 20% nationally in S4 was lower than the virtual comparator $29.41\% < 59.41\%$. The percentage of pupils in the lowest 20% nationally in S4 at Fortrose Academy attaining Level 4 & Level 5 is on a downward trend.

Percentage of S4 Leavers in lowest 20% nationally attaining Numeracy at Level 4 & 5



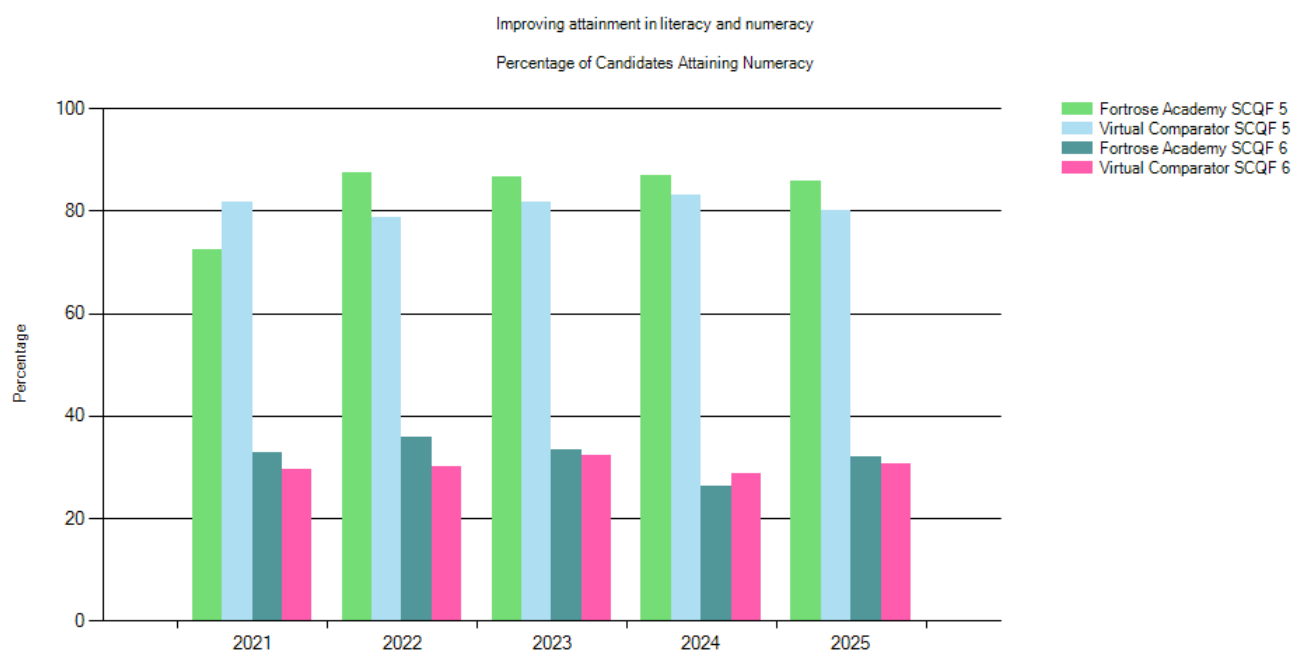
The % of S4 Leavers attaining numeracy at level 4 in the lowest 20% nationally (10 in cohort) in S4 was slightly higher than the virtual comparator 80% > 78%. The % of S4 Leavers attaining numeracy at level 5 in the lowest 20% nationally in S4 was lower than the virtual comparator 30% < 42%. The percentage of pupils in the lowest 20% nationally in S4 at Fortrose Academy attaining Level 4 has been variable, however, attainment at Level 5 is on a downward trend.

Percentage of S5/6 leavers attaining Numeracy at Level 5 & 6



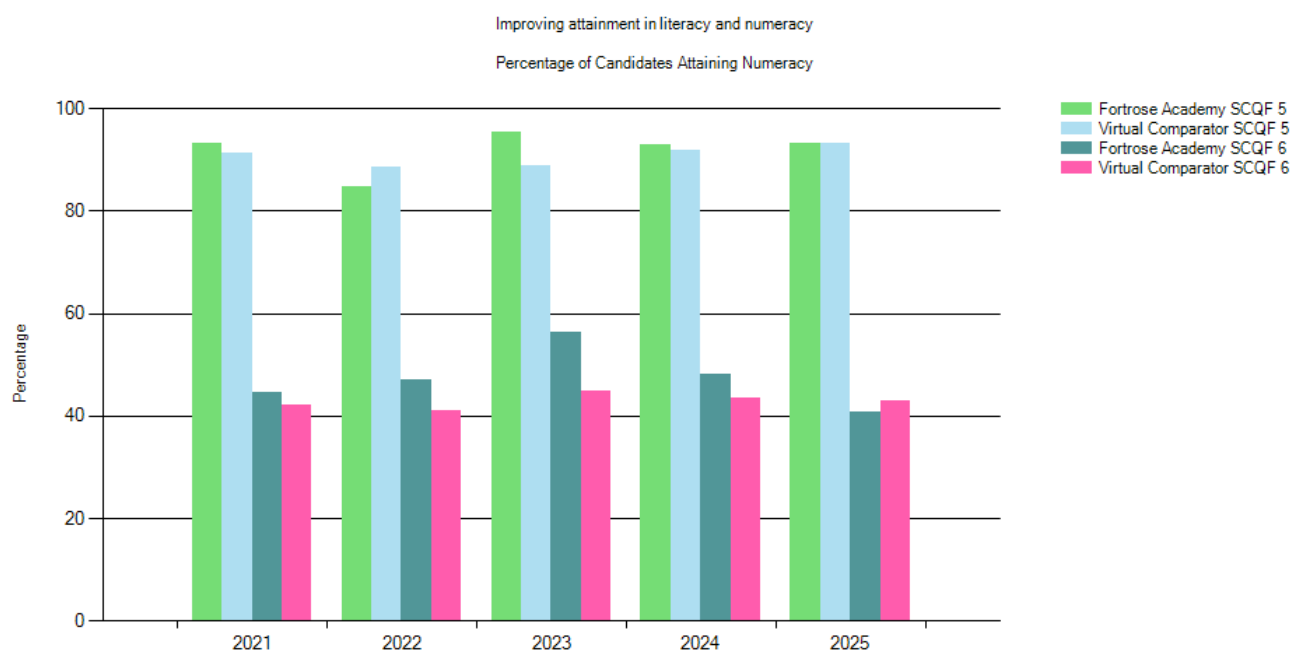
The % of S5/6 leavers attaining numeracy at level 5 in S5/6 was higher than the virtual comparator 85.42% > 80.31% (96 in cohort). The % of leavers attaining numeracy at level 6 in S5/6 was below the virtual comparator 27.08% < 32.29%. The percentage of pupils at Fortrose Academy attaining Level 5 numeracy in S5/6 has remained relatively steady over the past five years. The percentage of pupils at Fortrose Academy attaining level 6 numeracy in S5/6 has been stable for the past five years, however, there is an emerging trend below the virtual comparator. The virtual comparator has been stable at both levels 5 & 6 over the past five years.

Percentage of S5 Candidates attaining Numeracy at Level 5 & 6



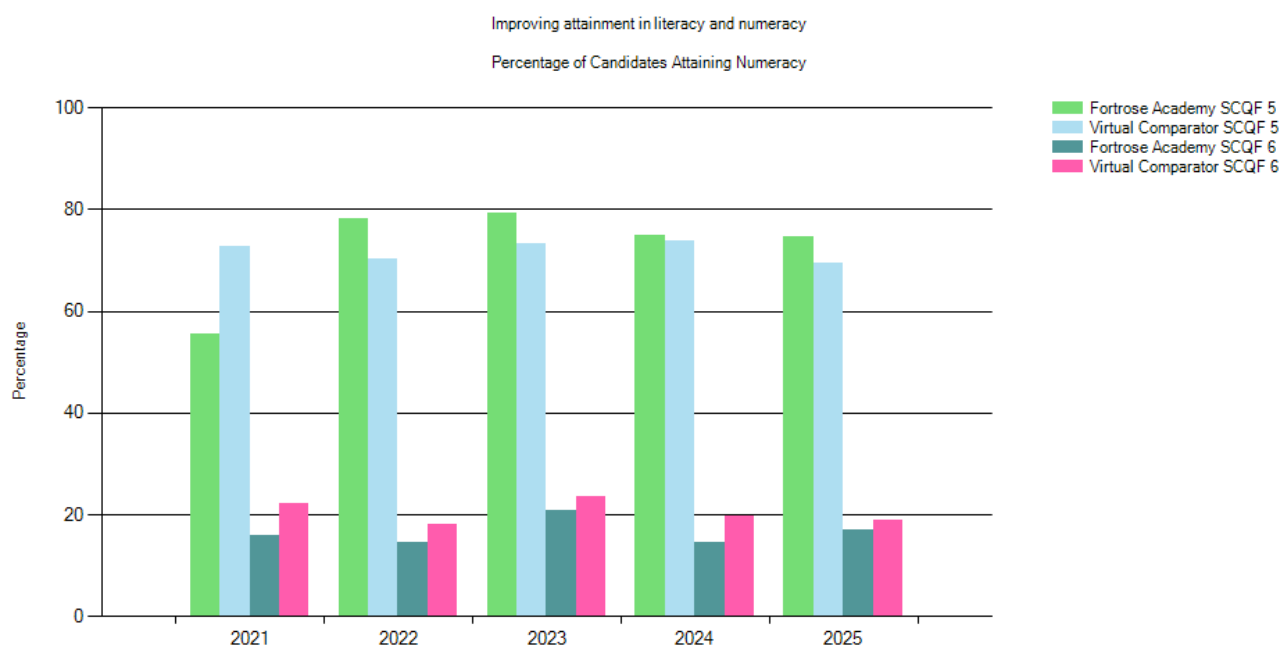
The % of S5 pupils (106 in cohort) attaining numeracy at level 5 in S5 was higher than the virtual comparator 85.85% > 80%. The % of pupils attaining numeracy at level 6 in S5 was above the virtual comparator 32.08 > 30.75%. The percentage of pupils attaining level 5 numeracy in S5 has been higher than the VC for four out of the previous five years. The percentage of pupils attaining level 6 numeracy has been higher than the VC for four out the previous five years. The virtual comparator has been stable at both levels for the previous five years.

Percentage of S6 Candidates attaining Numeracy at Level 5 & 6



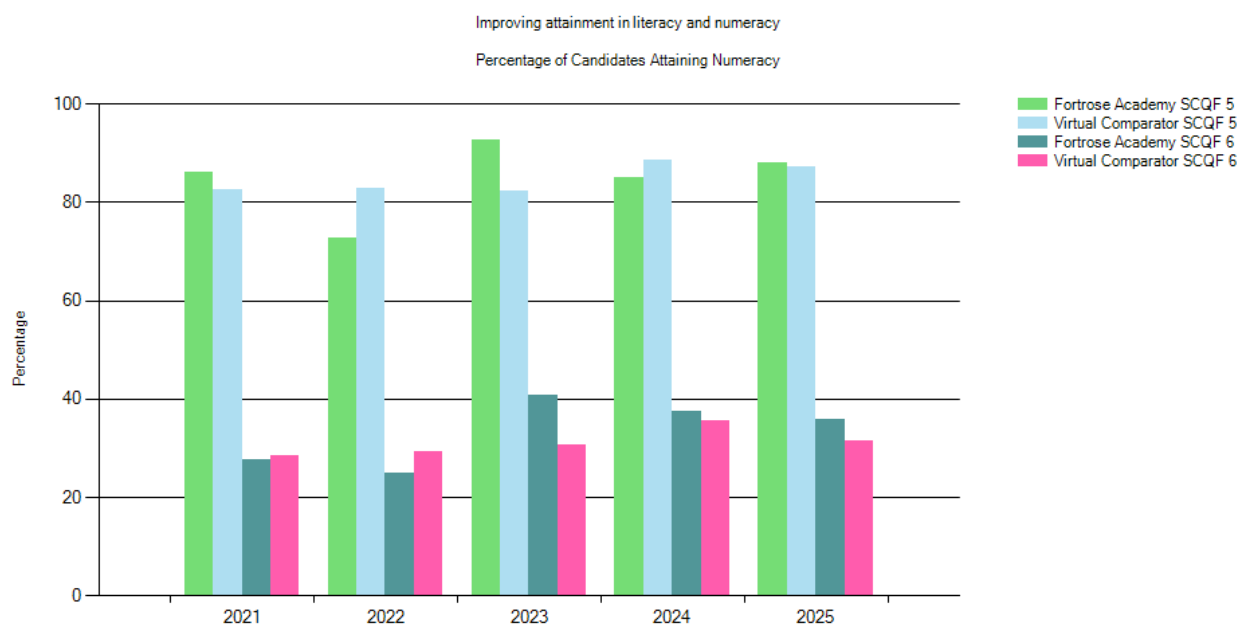
The % of S6 pupils (59 in cohort) attaining numeracy at level 5 in S5 was slightly higher than the virtual comparator 93.22% > 93.05%. The % of pupils attaining numeracy at level 6 in S6 was below the virtual comparator 40.68% < 43.05%. The percentage of pupils attaining level 6 numeracy in S6 has fallen below the VC for the first time in five years. The virtual comparator has been stable at both levels over the five years.

Percentage of S5 Candidates with ASN attaining Level 5 & 6 Numeracy



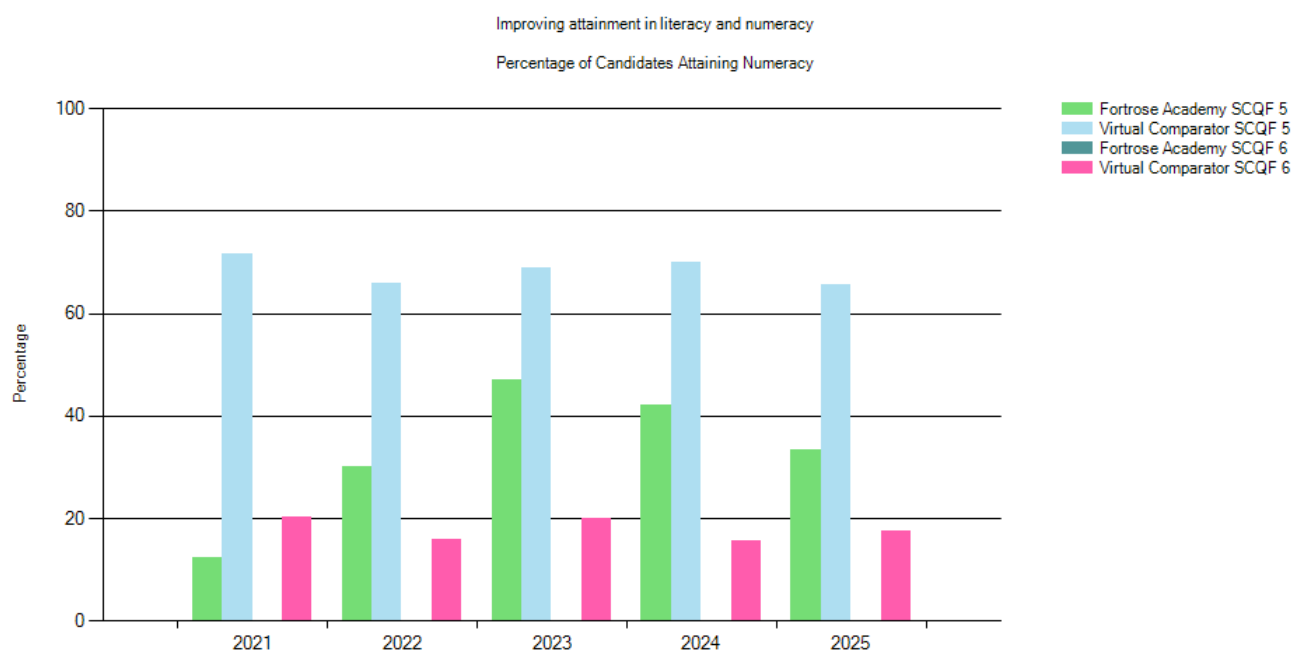
The % of S5 pupils with ASN (59 in cohort) attaining numeracy at level 5 in S5 was higher than the virtual comparator 74.58% > 69.49%. The % of pupils with ASN in S5 attaining numeracy at level 6 was below the virtual comparator 16.95% < 18.98%. The percentage of pupils attaining level 5 numeracy in S5 has been above the VC for the past 4 years. The % of S5 with ASN attaining numeracy at level 6 has been consistently below the VC for the past 5 years. The introduction of Higher Apps of Maths for session 2026/27 should provide more students an opportunity to attain numeracy at level 6.

Percentage of S6 Candidates with ASN attaining Level 5 & 6 Numeracy



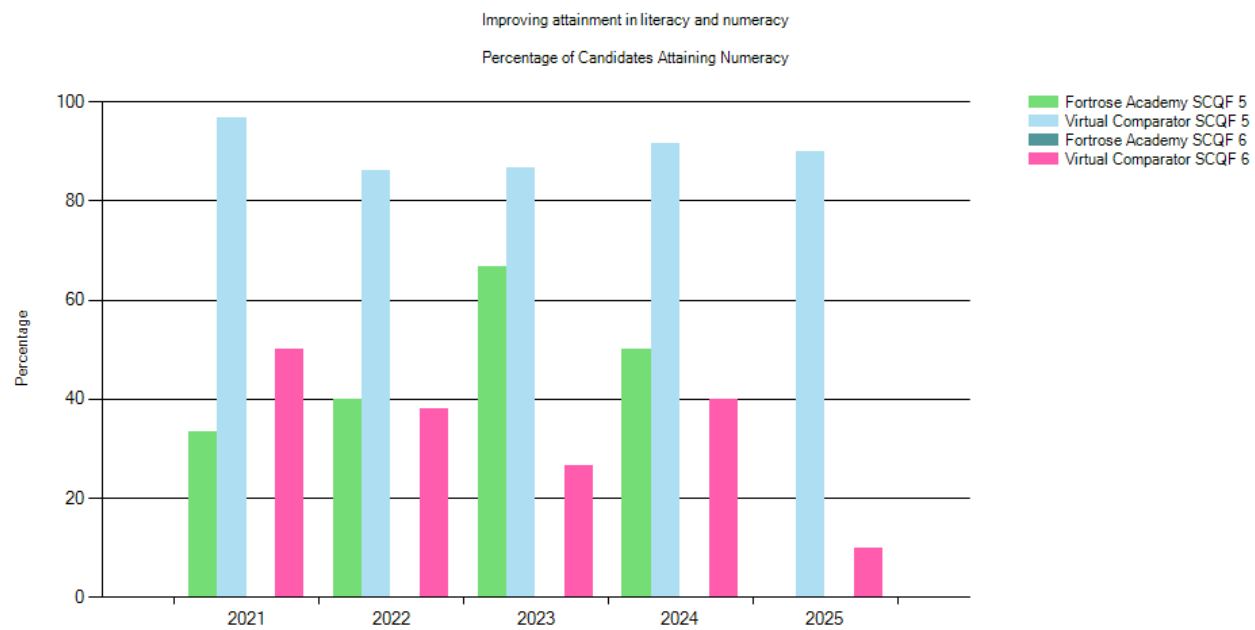
The % of S6 pupils with ASN (25 in cohort) attaining numeracy at level 5 in S6 was slightly higher than the virtual comparator 88% > 87.2%. The % of pupils with ASN in S6 attaining numeracy at level 6 was above the virtual comparator 36% > 31.6%. The percentage of pupils attaining level 5 numeracy in S6 has been variable for the past 5 years. The % of S6 with ASN attaining numeracy at level 6 has been above the VC for the past 3 years. The introduction of Higher Apps of Maths for session 2026/27 should provide more students an opportunity to attain numeracy at level 6, allowing progression from S5.

Percentage of S5 Candidates in the Lowest 20% Nationally attaining Level 5 & 6 Numeracy



The % of pupils attaining numeracy at level 5 in the lowest 20% nationally in S5 was significantly lower than the virtual comparator $33.33\% < 65.71\%$. Twenty-one in the cohort. The % of pupils attaining numeracy at level 6 in the lowest 20% nationally in S5 has been 0% for the past five years. The VC comparator percentage has been approximately 20% over the past five years (17.62% in 2025). The virtual comparator trend has been relatively stable over the past five years. The addition of L5 apps of maths to the S5/6 curriculum will impact on these figures next session and provide a pathway from L5 Apps into L6 Apps of maths the following year.

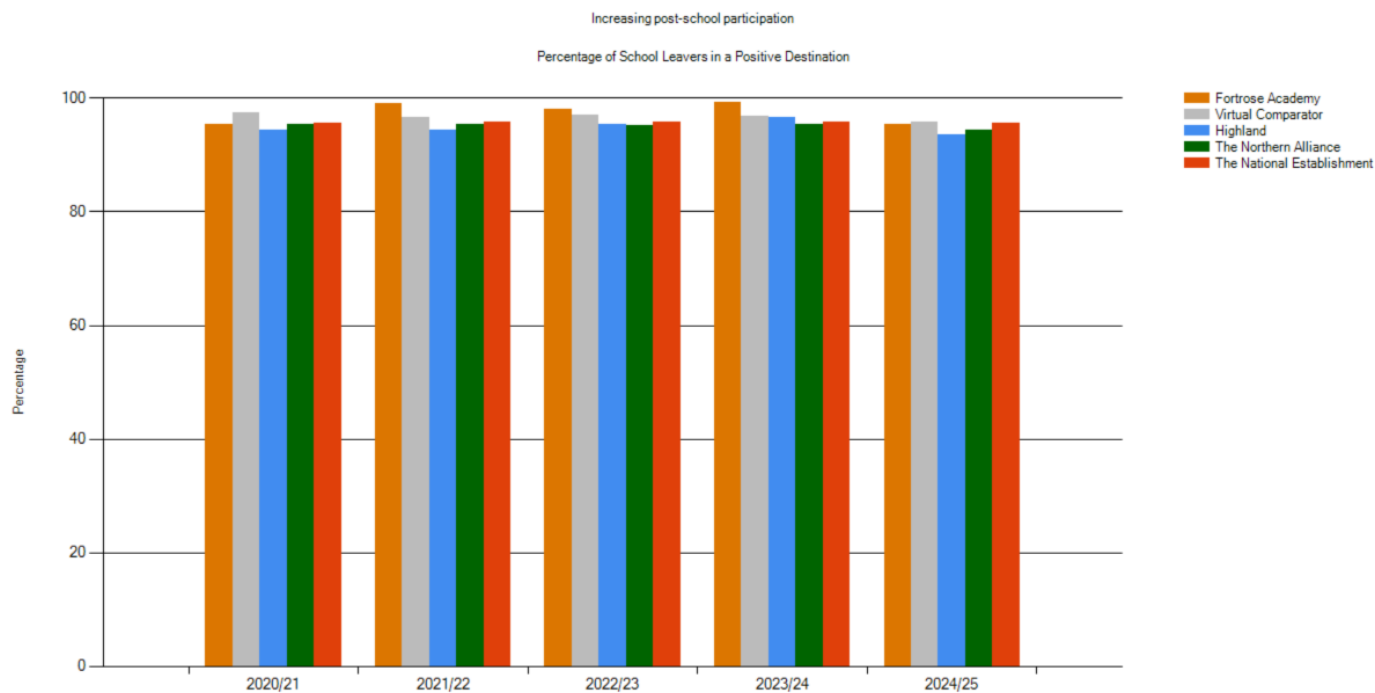
Percentage of S6 Candidates in the Lowest 20% Nationally attaining Level 5 & 6 Numeracy



The % of pupils attaining numeracy at level 5 in the lowest 20% nationally in S6 was significantly lower than the virtual comparator 0% < 90%, however, it must be noted that there was only one student in the cohort. The % of pupils attaining numeracy at level 6 in the lowest 20% nationally in S6 has been 0% for the past five years. The VC comparator percentage has varied from 50% in 2021 down to 10% in 2025.

Senior Phase Leavers

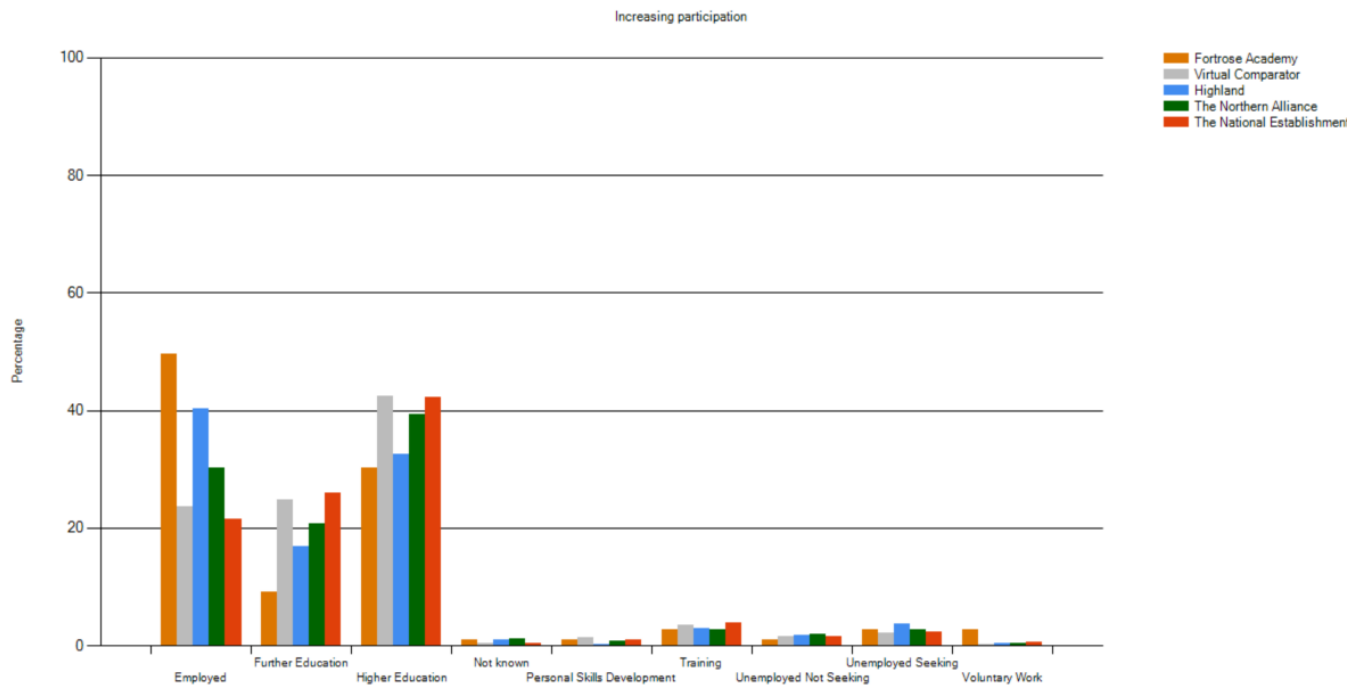
Percentage of School Leavers in a Positive Destination



We saw a slight decline in positive destinations this year (95.41%). This fall was mirrored, though to a smaller extent, in comparator metrics. Deeper analysis needs to be completed to explain why so many of our leavers go into employment rather than into higher education as indicated when compared with our comparator.

Destinations of School Leavers

The selected year is 2024/25

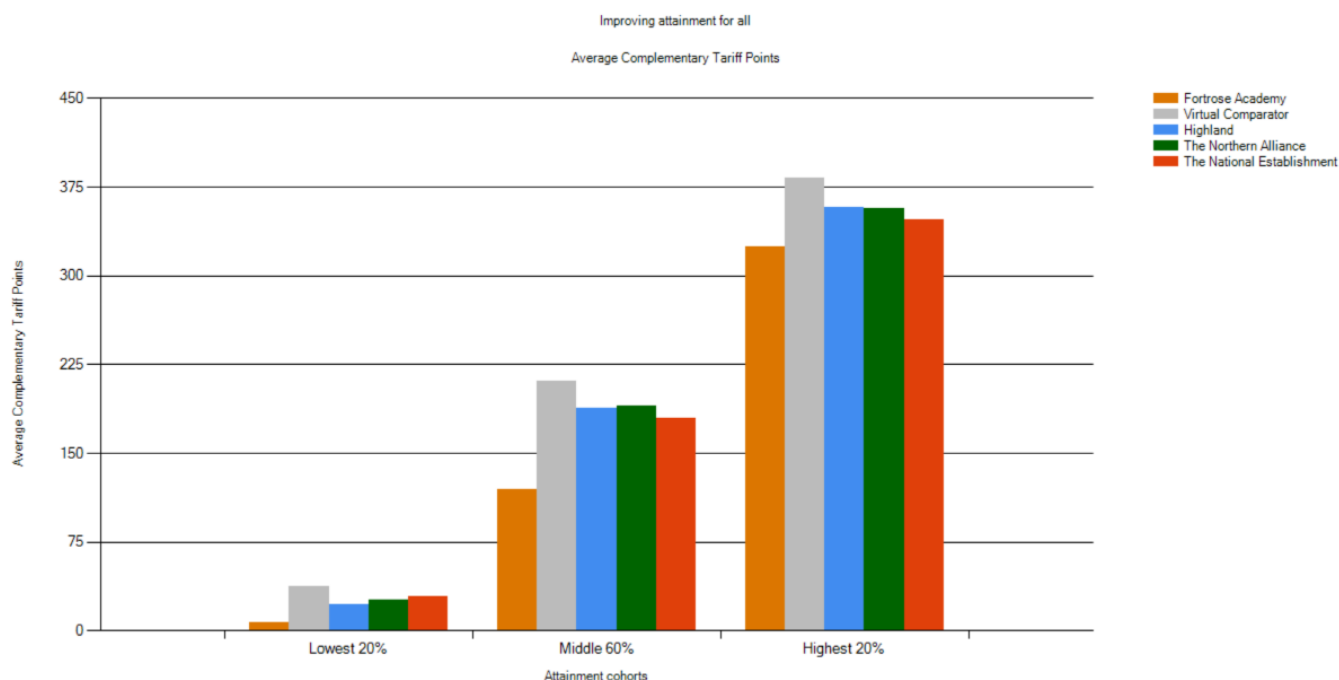


A deeper analysis into why so many pupils go on to employment after school, can be explained by a high number of pupils taking time out of education and embarking on a ‘gap year’. Our young people will frequently take time out of education to work, before going on to degree study the following year. This goes a long way to explaining the high number of young people going on to employment, and less pupils going on higher education compared to our virtual comparator.

Cohorts – Improving Attainment for All

S4

The selected year is 2025



There is a consistent negative gap at all levels. Across all three cohorts, Fortrose is below:

- Virtual comparator
- Regional (Highland)
- Collaborative (Northern Alliance)
- National

This suggests a systemic attainment issue, not confined to a single group. The gap is largest at the lowest 20%

- The steepest gap is for the lowest-attaining pupils
- This is likely the biggest lever for improvement
- In all three cohorts, the virtual comparator is notably higher

This would suggest:

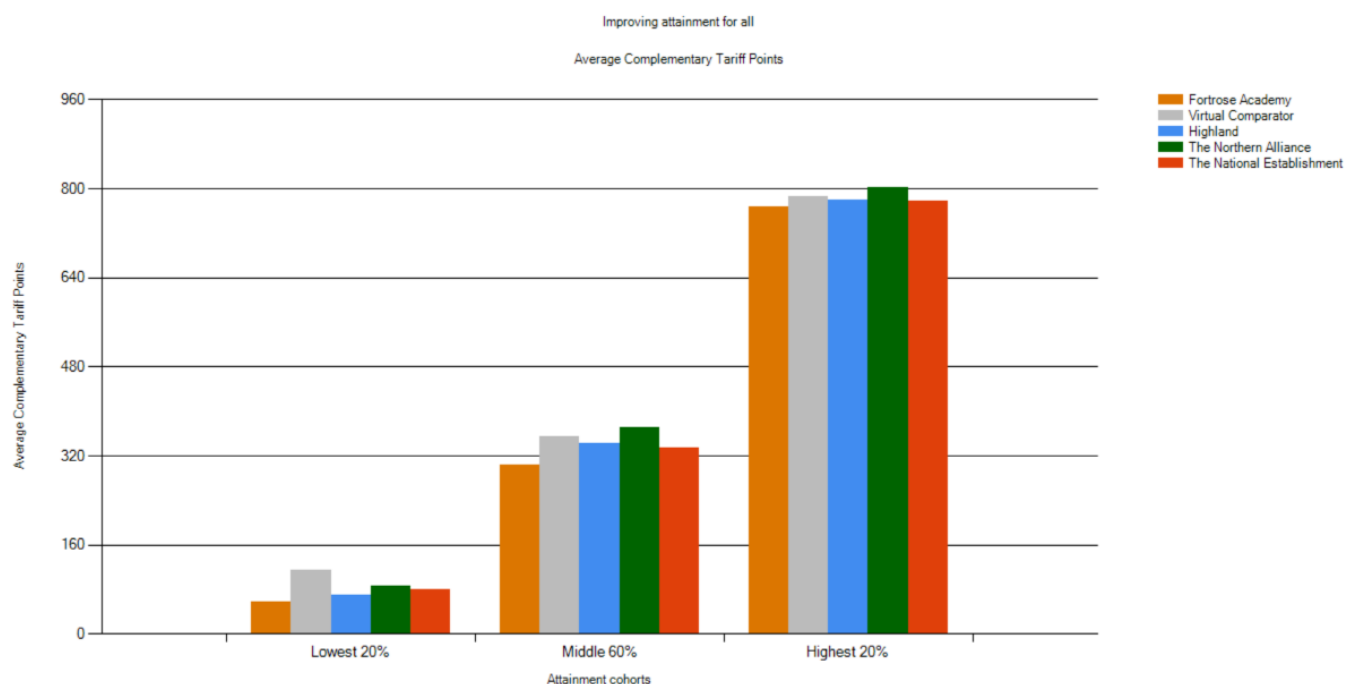
- The issue is not primarily contextual
- There may be pedagogy, curriculum, or tracking/intervention factors at play. Or, indeed, a combination of all of those factors.

Across all S4 attainment cohorts, Fortrose Academy performs below virtual, local and national comparators. The gap is most pronounced in the lowest 20%, indicating a need to strengthen targeted support and inclusive pedagogy. While performance in the highest 20% is closer to benchmarks, it remains below comparator averages, suggesting scope to improve stretch and challenge. Overall, the data points to a need for whole-school improvement in curriculum structure, learning, teaching and attainment, alongside targeted intervention particularly in terms of ensuring equity.

Our Values: Respect, Ambition & Unity

S5

The selected year is 2025



Performance is stronger than in S4 which may suggest:

- Some positive progression into S5
- Impact of course choice, or vocational pathways

However:

- There remains a **significant gap to VC (approx. half the tariff)**
- Still below all benchmarks

Key message:

The lowest 20% show some recovery in S5, but attainment remains well below expected levels, particularly against similar cohorts of pupils (VC).

Middle 60% – Consistent underperformance persists:

- Fortrose ≈ 300
- Comparators:
 - VC ≈ 350
 - Highland ≈ 330
 - Northern Alliance ≈ 350
 - National ≈ 320
- The **middle cohort remains below all comparators**
- The gap is **moderate but consistent (~20–50 tariff points)**

This is critical because:

- This group represents the **majority of learners**
- Improvement here would drive overall school performance significantly

Key message:

The middle 60% continues to underperform across all comparators, suggesting a need to raise expectations and consistency in learning and teaching.

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Highest 20% – Closer to comparators but still behind

- Fortrose ≈ 760
- Comparators:
 - VC ≈ 780
 - Highland ≈ 790
 - Northern Alliance ≈ 800
 - National ≈ 780

Interpretation:

- The gap is **relatively small (20–40 points)**
- This indicates:
 - Stronger provision at the top end
 - But still **not fully maximising attainment**

Key message:

High-attaining learners are performing close to benchmark levels, but there is still headroom to improve top-end outcomes.

Whole-cohort pattern

A consistent pattern across all 3 cohorts in S5:

- Fortrose is below all comparators at every level
- The pattern mirrors S4:
 - Lowest 20% → largest gap
 - Middle 60% → steady underperformance
 - Highest 20% → closest but still below

Key Strategic Issues:

In S5, attainment across all cohorts remains below virtual, local and national comparators. While performance in the highest 20% is close to benchmarks, both the middle 60% and lowest 20% demonstrate consistent underperformance. The improved position of the lowest 20% compared to earlier stages indicates some positive progression; however, significant gaps remain, particularly relative to the virtual comparator. This points to a need for both targeted intervention and whole-school improvement in curriculum, learning, teaching and attainment.

Key Priorities Emerging from S5 Data

Priority 1 – Close the VC gap for lowest 20%

- Focus on:
 - Attainment pathways (N4/N5 completion)
 - Literacy/numeracy consolidation
 - Attendance and engagement

Priority 2 – Raise the middle 60%

(Our biggest lever for impact)

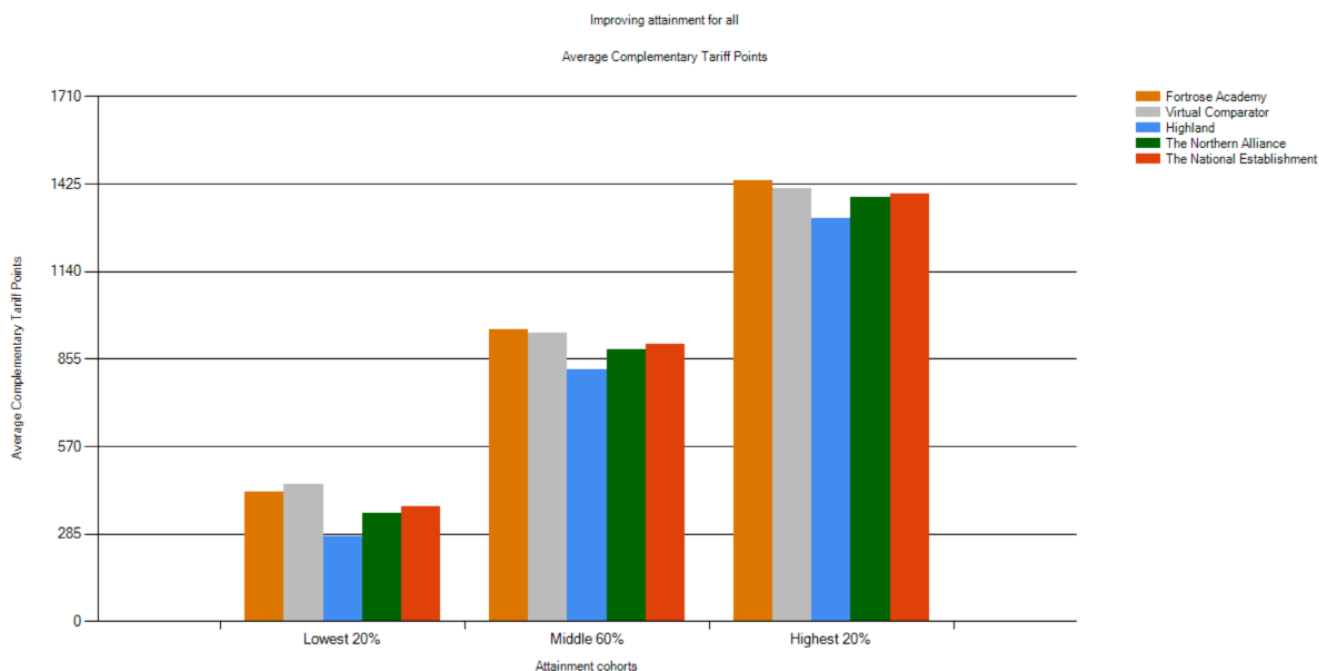
- Improve:
 - Course presentation decisions (particularly at Higher/N5)
 - Tracking and intervention at key points
 - Consistency of quality teaching
 - Available pathways

Priority 3 – Maximise top-end attainment

- Focus on:
 - A → A band conversion (reduce B drift)
 - Presentation levels (more Highers / better tariff stacking)
 - Stretch and challenge

S6

The selected year is 2025



S6 Attainment (2025)

This chart shows Average Complementary Tariff (for S6, again across:

- Lowest 20%
- Middle 60%
- Highest 20%

with comparison to Virtual Comparator (VC), Highland, Northern Alliance, and National.

Lowest 20% – Strong relative performance (above most comparators)

- Fortrose ≈ 400
- Comparators:
 - VC ≈ 430
 - Highland ≈ 280
 - Northern Alliance ≈ 330
 - National ≈ 350

Interpretation:

- Fortrose is:
 - Above Highland, Northern Alliance and National
 - Only slightly below VC

This is a significant strength, and a clear contrast to S4 and S5:

- Indicates stronger senior phase pathways
- Suggests effective re-engagement and attainment recovery by S6

Key message:

The lowest 20% in S6 are performing well above most comparators, indicating strong inclusive practice and effective senior phase support.

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Middle 60% – Strong performance, above most comparators

- Fortrose ≈ 900
- Comparators:
 - VC ≈ 900 (very similar)
 - Highland ≈ 800
 - Northern Alliance ≈ 870
 - National ≈ 880

Interpretation:

- Fortrose is:
 - In line with VC
 - Above all other comparators

This is a significant improvement compared to S5 and S4

- Indicates stronger:
 - Course uptake (Highers / Advanced Highers)
 - Accumulation of tariff over time

Key message:

The middle 60% shows strong attainment in S6, outperforming local and national comparators and matching virtual expectations.

Highest 20% – Very strong performance (leading position)

- Fortrose ≈ 1425
- Comparators:
 - VC ≈ 1400
 - Highland ≈ 1300
 - Northern Alliance ≈ 1380
 - National ≈ 1400

Interpretation:

- Fortrose is:
 - Above all comparators, including VC
- This represents:
 - Very strong top-end attainment
 - Effective maximisation of high-attaining learners' outcomes

Suggests:

- Strong Advanced Higher / Higher pathways
- Good attainment stacking in S6

Key message:

The highest 20% in S6 are outperforming all comparators, indicating excellent stretch and attainment maximisation.

Whole-cohort pattern

A complete reversal of the S4/S5 pattern:

- In S4 and S5 → below comparators across the board
- In S6 → at or above comparators across all cohorts

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What this likely tells us about our senior phase model is that:

- By S6, young people:
 - Accumulate significant tariff points
 - Benefit from flexibility and pathways

Delayed attainment profile

- Attainment appears to be:
 - Back-loaded into S6 rather than S5

This may indicate:

- Conservative presentation in S5
- Over-reliance on “6th year uplift”

Positive leaver outcomes likely

- Strong S6 tariff suggests:
 - High attainment on exit
 - Likely strong destinations (HE/FE/employment)

Key strategic risk

While this is very positive, it raises an important question: Are we relying too heavily on S6 to secure attainment?

- If learners underperform in S5 but “recover” in S6:
 - This may mask earlier underachievement
 - Could impact:
 - Early leavers
 - Equity (lowest 20% not all staying to S6)

In summary:

In S6, attainment is strong across all 3 cohorts, with Fortrose Academy performing at or above virtual, local and national comparators. The highest 20% outperform all benchmarks, while the middle 60% are in line with virtual comparators and above others. Notably, the lowest 20% also perform above most benchmarks. This reflects the effectiveness of senior phase pathways and attainment maximisation strategies. However, the contrast with earlier stages suggests a need to ensure greater attainment earlier in the senior phase.

Strategic priorities arising (S4–S6 coherence)

Priority 1 – Bring S6 strength into S5

- Earlier presentation at appropriate levels
- Avoid unnecessary deferral to S6

Priority 2 – Secure equity earlier

- Ensure lowest 20%:
 - Don’t need to “wait until S6” to succeed
 - Achieve key qualifications by end of S5

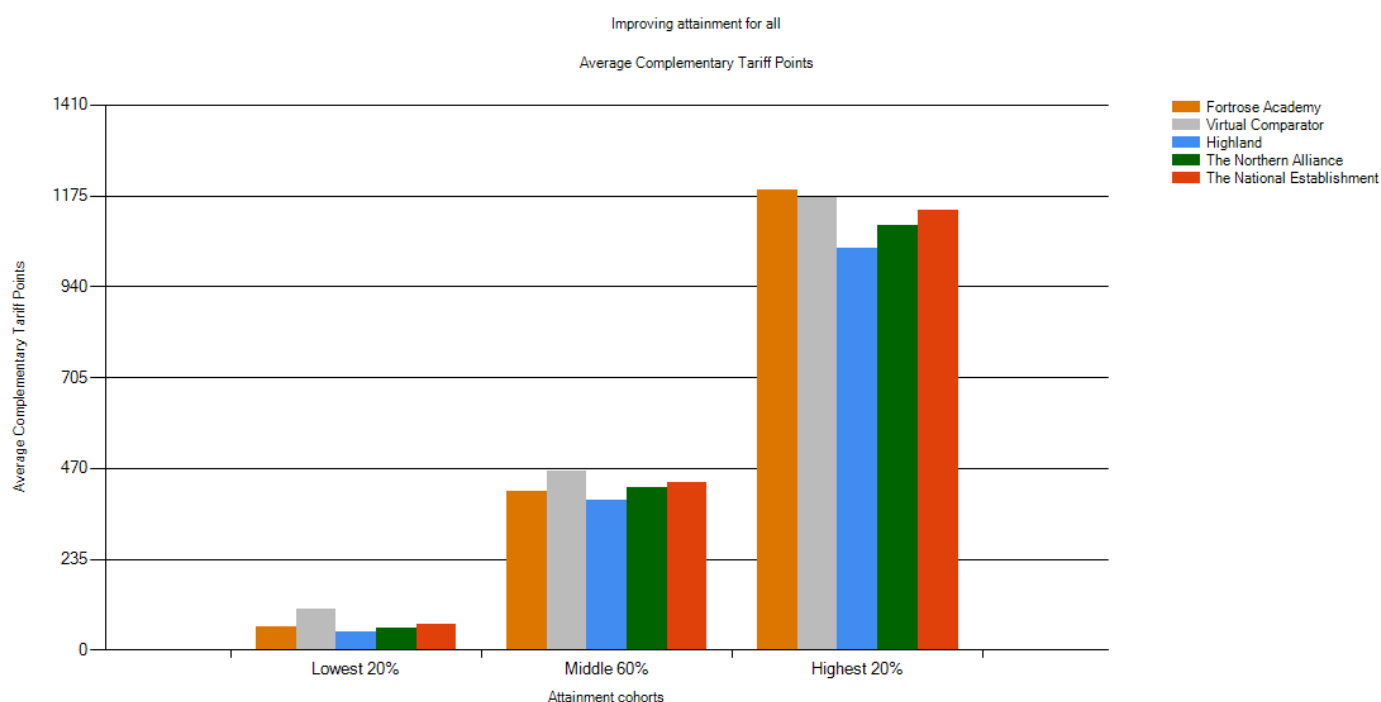
Priority 3 – Maintain S6 excellence

- **Protect:**
 - Advanced Higher uptake
 - Tariff maximisation strategies
 - High expectations culture

S6 attainment is a clear strength, with all cohorts performing at or above comparators; however, this highlights a delayed attainment profile, with too much reliance on S6 to secure outcomes.

Our Values: Respect, Ambition & Unity

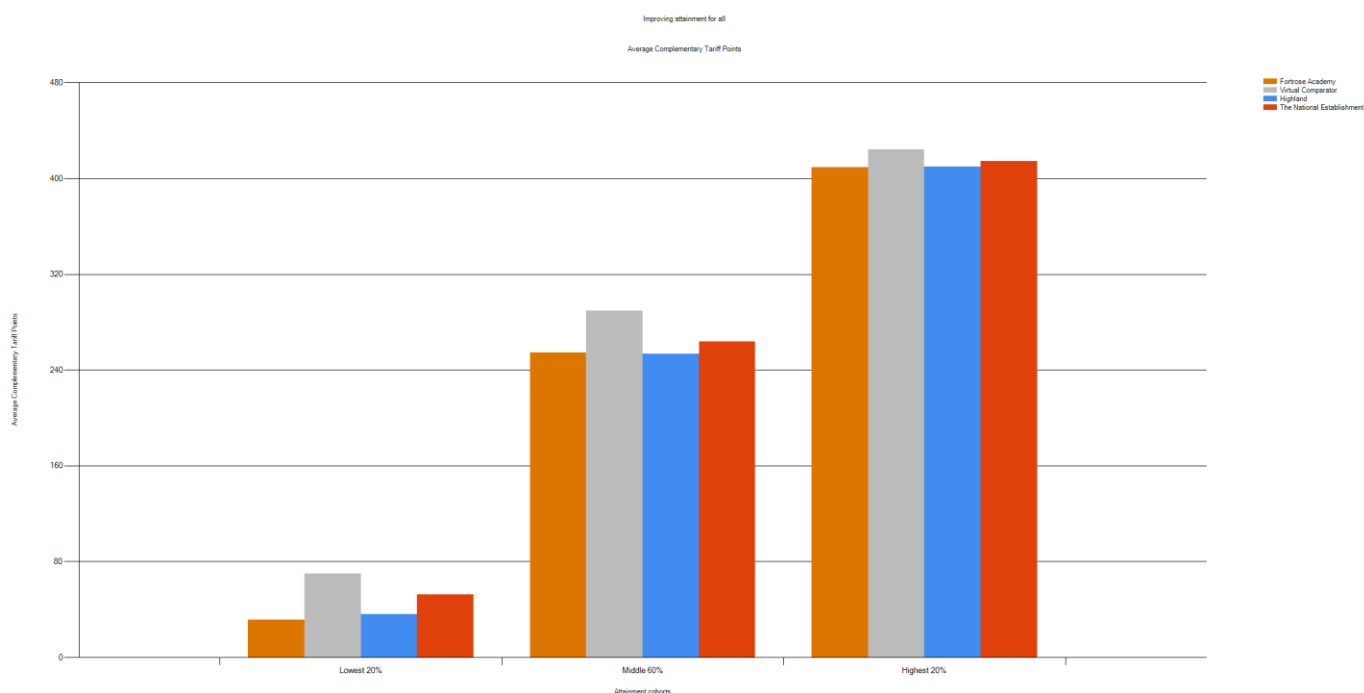
A.S.N. Attainment: School Leavers (A.S.N. Pupils)



Fortrose Academy demonstrates strong attainment outcomes for ASN learners within the top 20%, with performance in the top 20% exceeding that of Highland, the Northern Alliance and national benchmarks, and marginally surpassing the virtual comparator. This indicates that targeted support and pathways for higher-attaining ASN pupils are effective.

However, attainment across the cohort is not yet sufficiently consistent. The middle 60% performs broadly in line with regional comparators but remains below the virtual comparator and national averages, suggesting that a proportion of learners are not yet progressing as quickly as possible. In addition, the proportion of pupils within the lowest 20% remains a key area for improvement, highlighting ongoing challenges in securing outcomes for all ASN learners. Overall, the data indicates a wide attainment gap within the ASN cohort, with outcomes varying significantly between the highest and lowest performers. Maintaining strong performance at the highest levels, while closing this internal gap, will be central to further improving equity and attainment for all ASN learners.

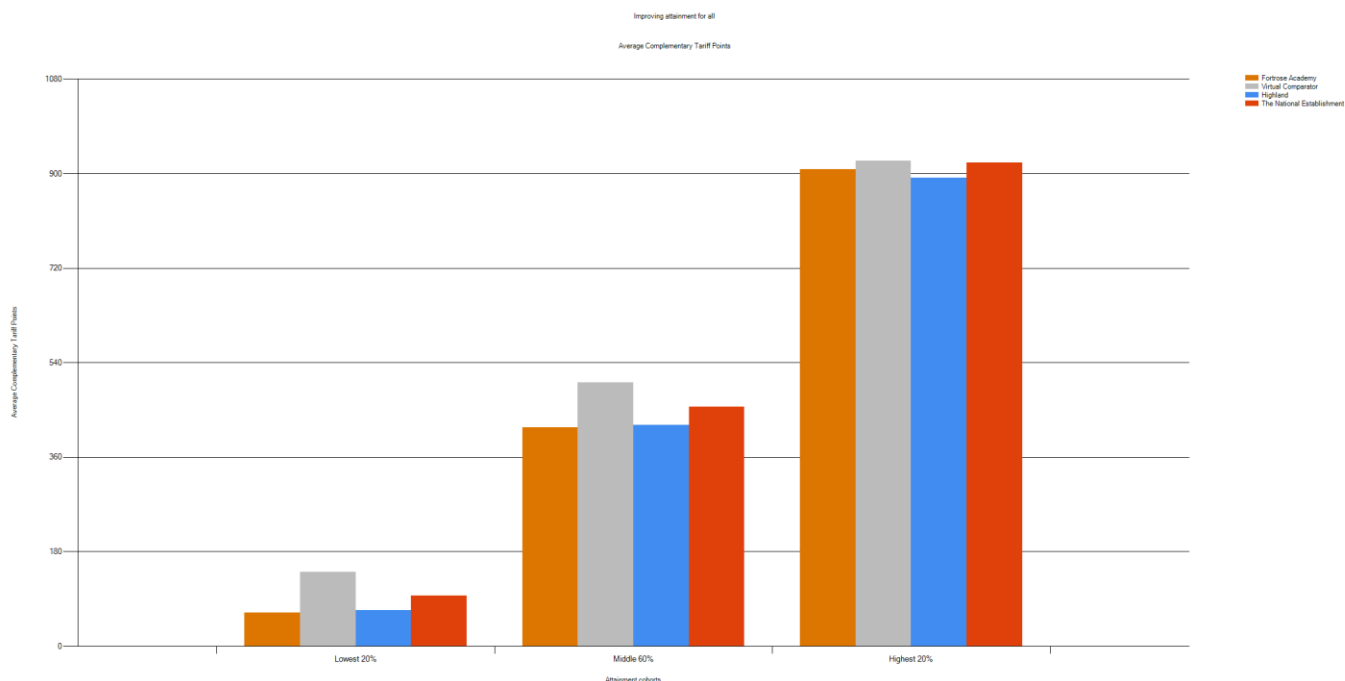
S4 ASN – Pupils in S4 with identified ASN



Attainment for S4 ASN pupils at Fortrose Academy shows a mixed but improving picture across cohorts. The highest-attaining 20% perform in line with both Highland and national averages, indicating strong outcomes for this group and effective support in securing high levels of attainment. The middle 60% of pupils achieve broadly in line with local performance and only slightly below national figures, although attainment remains below that of the Virtual Comparator, suggesting scope for further improvement in maximising outcomes.

The most significant area for development is within the lowest-attaining 20%, where performance is below both national and Virtual Comparator levels, highlighting a need for more targeted and sustained interventions. Overall, while attainment for ASN pupils is broadly in line with local benchmarks, there remains a consistent gap with similar schools and a clear priority to improve equity by raising attainment for the lowest-performing learners.

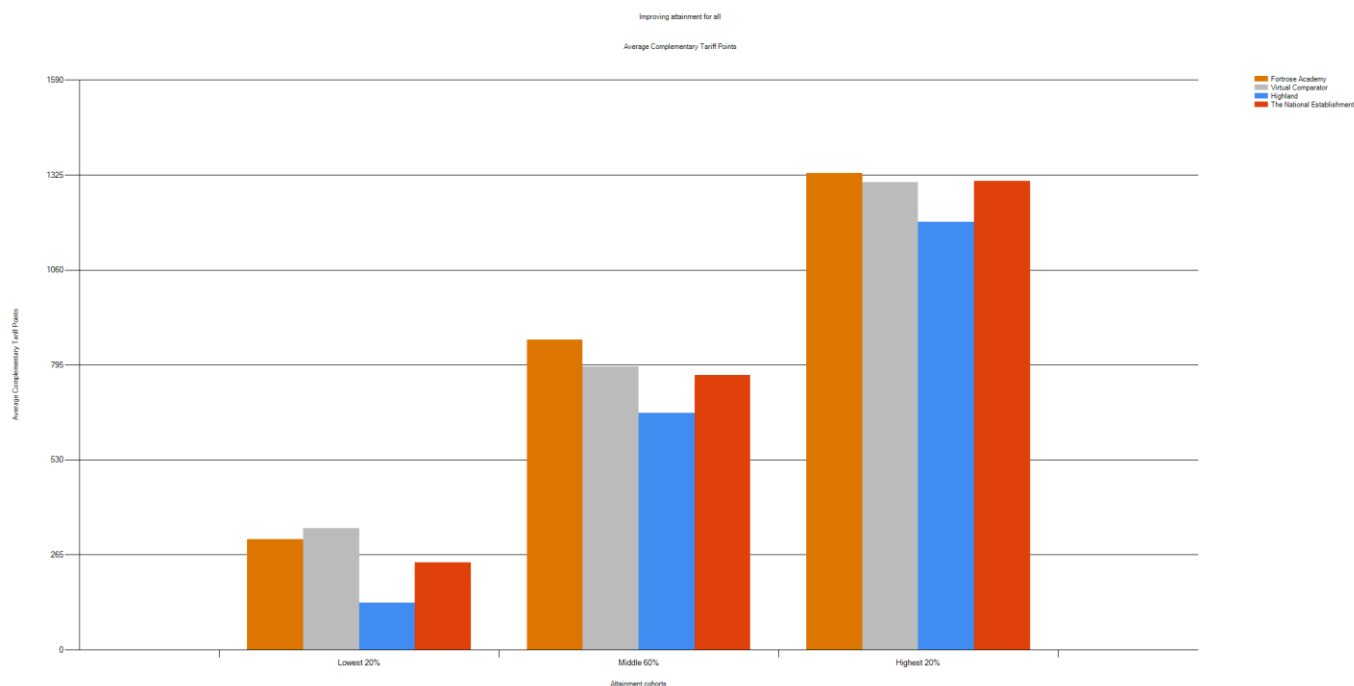
S5 ASN – Pupils in S5 with identified ASN



Attainment for S5 ASN learners at Fortrose Academy shows a clear strength in the highest-attaining cohort, where outcomes are broadly in line with national and comparator benchmarks. However, there is a significant attainment gap for the lowest 20%, alongside a consistent underperformance against the virtual comparator across all cohorts.

This indicates a need to strengthen inclusive curriculum pathways and targeted support, particularly to improve outcomes for lower and middle-attaining ASN learners. To address this we have introduced more Level 5 qualifications in S5/6.

S6 ASN — Pupils in S6 with identified ASN



This is much stronger than the S5 picture for the lowest cohort.

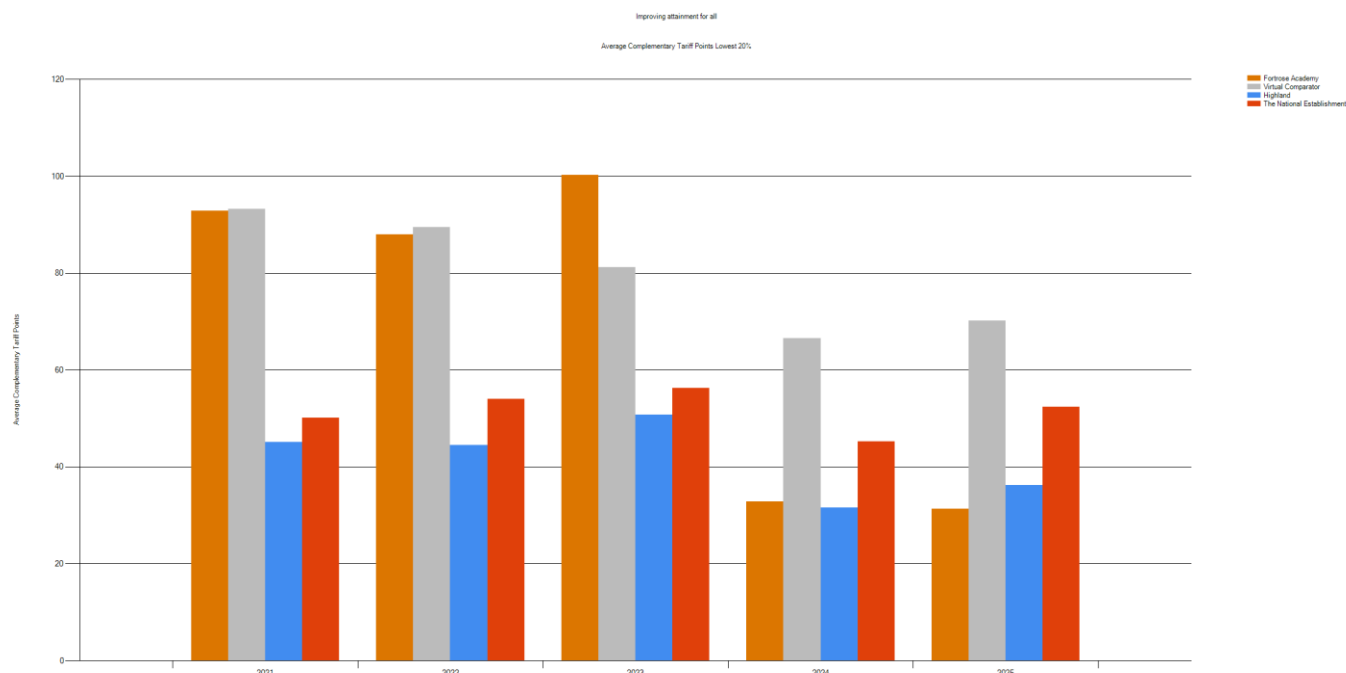
Suggests:

- S6 pathways are more effective for lower-attaining ASN learners
- Additional time in the system is translating into meaningful certification gains (2 year nationals/highers)

However, the gap to virtual comparator remains, indicating room for improvement.

Attainment for S6 ASN learners at Fortrose Academy is a significant strength, with performance in the middle and highest attainment cohorts exceeding virtual comparator and national benchmarks. There is clear evidence of strong value-added from S5 to S6, particularly for middle-attaining pupils. While outcomes for the lowest 20% have improved and now exceed national averages, a small gap remains to the virtual comparator, indicating a need for earlier intervention to ensure consistency across all cohorts.

ASN S4 – lowest 20% 5 year



Over a five-year period, attainment for S4 ASN learners (lowest 20%) at Fortrose Academy shows a marked decline following a previously strong position. Between 2021 and 2023, performance was consistently above local and national benchmarks and in line with or exceeding virtual comparator measures. However, there has been a sharp and sustained drop since 2024, with attainment now significantly below comparator and national levels. This indicates a need to review S4 pathways and support to ensure all ASN learners, particularly those in the lowest attainment cohort, achieve appropriate and meaningful certification.

The school demonstrates strong capacity to improve ASN attainment, particularly evidenced by high-quality outcomes in S6. However, recent declines in S4 and weaker outcomes in S5 for lower-attaining learners indicate a need to strengthen early senior phase pathways. Improving consistency and securing earlier attainment will be key priorities moving forward.

Attainment for ASN learners across S4–S6 shows a mixed but improving profile, with very strong outcomes by S6 demonstrating the school's capacity to add significant value. However, a recent decline in S4 and weaker outcomes in S5—particularly for the lowest-attaining learners—highlight the need to strengthen early senior phase pathways. The key priority is to ensure that all ASN learners achieve meaningful and timely certification from S4 onwards, reducing reliance on S6 for recovery and securing more consistent attainment across all stages. Ideally pupils are placed in courses and levels that meet their needs and they then stay the course in those subjects.

The ASN department are focussed on improving attainment across four strands:

- Outreach in a small number of individual cases of EBSA & low attendance pupils.
- Supporting classroom differentiation through Read & Write, additional support tutorials and focussing on removing barriers to class attendance and engagement.
- Delivering targeted curriculum choices for personal development
- Collating and tracking attainment for group awards across a number of subjects.

Our Values: Respect, Ambition & Unity

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At the core of Fortrose Academy's ethos are our values: respect, unity, and ambition. We believe that instilling these values in our students is critical in preparing them for the challenges of the modern world. By promoting respect for oneself, others, and the environment, students learn the importance of empathy and understanding. Unity fosters collaboration and a sense of belonging, encouraging students to work together towards common goals. Meanwhile, ambition inspires our young people to set high standards for themselves and to strive towards their aspirations with determination.

Our vision statement, "Going Forward Together," encapsulates our commitment to collaboration and shared progress. We believe that working together — students, staff, and the wider community — empowers us to create a dynamic and supportive educational environment where every individual can flourish.

Our aims are clear and steadfast. We strive to provide an exceptional educational experience that equips students with the knowledge, skills, and attributes necessary for success. We emphasise an integrated approach to education, encouraging academic achievement alongside personal development. We aim to foster a love for learning and to nurture intellectual curiosity, enabling our students to become critical thinkers and innovative problem-solvers. Our curriculum is designed not only to meet the requirements of the Scottish curriculum but also to inspire, challenge, and engage every learner.

Our values are a key aspect of our improvement journey, and they focus on what makes Fortrose Academy a valued part of the community. We promote positivity and a collegiate approach to improvement and community engagement. Our young people are well versed in our shared values and understand their importance to their own life and the life of the school.

Our Vision: To provide high-quality educational experiences that will allow our young people to thrive and achieve their full potential

Our Aims: We strive to provide an exceptional educational experience that equips students with the knowledge, skills, and attributes necessary for success

Our Values: **Respect, Unity and Ambition**

- **Respect** - we encourage our students to respect themselves and to respect the views, rights and values of others. We also expect them to respect our wider Black Isle community and to respect our unique environment.
- **Unity** - We are Fortrose Academy. We Support each other; Work together and Everyone matters. We aim for our school to be fully embedded in the heart of the Black Isle and all of its communities. We encourage our young people to have pride in their school. We will consider the rights of others and accept and value diversity. A key focus is to work together as a community, to form and maintain strong community links and deliver for the common good of all.
- **Ambition** – all of our young people will be ambitious for the future. We wish them to develop self-esteem, self-confidence and resilience. We are ambitious for our young people and strive to give them a high-quality education and a positive destination. We encourage our students to aim high; to reach or exceed their potential and to know success is theirs to take if they work hard.

Our Values: Respect, Ambition & Unity

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 Improvement Plan Priority 1 Q.I. 3.2, Raising Attainment - to raise attainment in all subject areas so that course comparator values are at or above the national mean for each subject (Lowest 20%).	
Summary of impact	Next steps
MATHS Course Comparator Values for N5 Mathematics are consistently positive, in 2025 Fortrose 0.19 > Highland 0.02 > National. For the N5 Application of Maths. Course Comparator Value for S4 Fortrose -0.26 < Highland 0.22 > National. 93 students entered in 2025 across S4-6. On reflection, presenting 3rd set pupils for both N5 Maths and N5 Apps of Maths and some N4 Maths fall back is counter-productive and reducing chances of success at N5 Apps level. Higher Maths Course Comparator Value is in line with Highland and above National. Advanced Higher Maths Course Comparator Value Fortrose -0.19, Highland 0.05. Department felt results were good but identified that some pupils did not put as much effort in once unconditional offers came in. BUSINESS & TECH First time in over 5 years the comparator value has been -ve for Higher Accounting – 1.07 > Highland -1.4 < National. Different teacher & resources used session 2024/25, returned to original resources for current session. Uptake 4.24% base cohort > 0.93% Highland and 1.38% National. Consistently +ve for N5 Business management 0.65 > Highland -0.16 > National. Course comparator value +ve for 5 years in a row. Uptake significantly higher at 22.12% of base cohort > 7.9% Highland, 14.33% National. Similar picture in Higher BM 1.33 > Highland 0.1 > National. 4th year of +ve comparator in a row. Uptake higher 10.91% of base cohort > 6.98% Highland, 10.78% National. Good performance in Admin & IT - N5 Course Comparator Value Fortrose 0.77 > -0.37 Highland > National. Uptake 6.18% base cohort > 5.15% Highland < 7.54% National. Higher Course Comparator Value Fortrose 0.61 > -0.15 Highland > National. Uptake 7.88% base cohort > 5.12% Highland < 6.26% National. N5 Woodwork Comparator Value Fortrose -0.43 < 0.06 Highland < National. -ve course comparator value last 2 sessions, +ve previous 3 years. Consistent performance in N5 Graph Comm Course Comparator Value Fortrose 0.33 > -0.07 Highland > National. +ve course comparator last 5 years. Variable at Higher Course Comparator Value Fortrose 0.32 > -0.12 Highland > National. Uptake 4.25% base cohort < 4.53% Highland > 3.89% National. GEOGRAPHY & N5 MODERN STUDIES N5 Course Comparator Value Fortrose 0.11 > -0.3 Highland > National. Course Comparator value +ve 4 out of last 5 years. Uptake 13.26% base cohort < 16.61% Highland < 14.36% National. Higher Course Comparator Value Fortrose -1.18 < 0.08 Highland > National. Values variable over the past 5 years. Uptake been variable 10.31% base cohort > 9.61% Highland > 7.67% National. N5 MODERN STUDIES - Course Comparator Value Fortrose -0.64 < -0.53 Highland > National. Course Comparator value -ve last 3 years. Uptake lower 7.95% base cohort < 13.14% Highland < 18.38% National.	- Session 2026/27 Set 3 will focus on Apps of Maths so students are better prepared and attainment at Level 5 improves - Higher Apps of Maths introduced for 2026/27. - Discourage students from dropping Adv H Maths - Investigate ways to support pupils who have clashes on timetable. - Encourage increased uptake in N5 & H Admin & IT - With removal of written exam in Practical Woodworking, increased focus on skills - Increase uptake in Higher Graph Comm - Introduction of Adv H Graph Comm in session 2025/26 - Increase uptake in N5 Modern Studies - Improve attainment in N5 Modern Studies

Our Values: Respect, Ambition & Unity

Expressive Faculty: ART Attainment in Art shows variability across the past 5 years, with comparator values remaining below the national mean in recent years. While there are pockets of stronger performance, the overall trend indicates a need for greater consistency. MUSIC Music attainment appears variable, likely influenced by smaller cohort sizes. Comparator values have not consistently met the national mean, indicating a need for more reliable attainment outcomes. PHYSICAL EDUCATION (HEALTH FACULTY) N5 PE has shown a downward trend in the last 3 years. The 25/26 Course Comparator Value – 0.83. This is 0.62 behind Highland behind Highland Establishment Value–0.21 Higher PE has shown a downward trend in the last 3 years. The 25/26 Course Comparator Value –0.54. This is 0.68 behind the Highland Establishment Value of 0.14. HISTORY & H MODERN STUDIES N5 History has demonstrated strong outperformance in the last 5 years. The 26/27 Course Comparator Value is 1.78 compared to Highland 0.38. Higher History has also demonstrated strong outperformance in the last 5 years. The 26/27 Course Comparator Value is 1.41 compared to Highland 0.21. Advanced Higher History has demonstrated consistent performance in the last 4 years. The comparator value is 1.24 and the highland Value is 0.05. This is 1.19 above the mean. ENGLISH N5 English has shown a downward trend in the last 3 years. The 25/26 Course Comparator Value – 0.83. This is 0.62 behind Highland Establishment Value–0.21. Higher English has shown a downward trend in the last 3 years. The 25/26 Course Comparator Value – 0.41. This is 0.57 behind Highland Establishment Value 0.16. Advanced Higher English has shown variability in the last 5 years. The 2025/26 Course Comparator Value is 0.41. This is 0.53 better than the Highland Value of -0.12.	▪ Improving the quality and consistency of coursework submissions, strengthening assessment moderation ▪ Strengthening internal verification processes ▪ PE are committed to making changes to the N5 portfolio this year with a view to improving their attainment ▪ History are breaking down individual areas of each assessed component and reflecting on weaker areas of delivery with a view of making slight amendments to teaching practice
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National 5	Year					
Course	2020/21	2021/22	2022/23	2023/24	2024/25	TREND
Administration and IT	1.17	0.98	1.75	-0.3	0.78	
Applications of Mathematics			-0.89	1.1	0.07	
Art and Design	-0.23	-0.3	-1.38	-0.74	-0.59	
Biology	0.87	0.55	0.94	0.48	-0.16	
Business Management	0.08	1.64	3.23	1.92	0.64	
Chemistry	0.58	1.31	1.11	0.98	0.47	
Design and Manufacture	-0.41	0.7				
Drama				1.56		
English	0.6	0.81	0.72	0.33	-0.33	
French	1.32	0.34	0.62	1.91	0.45	
Geography	0.1	1.1	0	0.63	0.28	
German	0.88		-0.71	1.04	-0.03	
Graphic Communication	0.22	0.84	0.13	1.72	0.57	
History	1.26	1.34	1.85	1.74	1.78	
Mathematics	0.64	0.2	0.72	1.38	0.19	
Media					-1.46	
Modern Studies	-0.19	0.31	-0.19	-0.02	-0.66	
Music	0.36	0.23	0.3	0.59	-0.3	
Physical Education	0.04	0.11	-0.16	-0.49	-0.83	
Physics	0.68	0.12	0.54	-0.24	-0.18	
Practical Cookery		-0.05				
Practical Woodworking	0.34	1.03	1.77	-0.28	-0.26	
Spanish	-4.21					
Higher	Year					
Course	2020/21	2021/22	2022/23	2023/24	2024/25	TREND
Accounting	1.15	0.94	0.5	0.21	-1.06	
Administration and IT	0.74	1.53	0.63	0.85	0.62	
Art and Design	-0.38	0.3	-1.43	-0.96	-1.13	
Biology	0.68	0.39	-0.1	0.21	-0.47	
Business Management	-0.32	0.45	1.81	1.33	1.33	
Chemistry	0.42	0.76	0.84	0.53	0.5	
Design and Manufacture			-0.68			
Drama		0.89				
Economics		2.87				
English	0.15	0.8	0.86	0.05	-0.41	
French	-0.91	1.44	0.16	-1.13	0.54	
Geography	-0.01	-1	0.36	0.47	-1.19	
German		0.35		0.12		
Graphic Communication	0.83	0.96	0.04	-0.46	0.33	
History	0.93	0.73	0.99	1.26	1.41	
Mathematics	-0.13	0.58	0.42	0.38	0.25	
Modern Studies	0.82	1.3	1.73	1.02	1.62	
Music	0.82	0.55	0.2	0.61	0.05	
Photography	-0.69	1.18	-0.17			
Physical Education	0.69	0.97	-0.18	-0.03	-0.54	
Physics	0.92	0.3	0.45	-0.05	0.15	
AH	Year					
Course	2020/21	2021/22	2022/23	2023/24	2024/25	TREND
Art and Design (Design)	-0.94	-0.82	-2.33	-1.33		
Art and Design (Expressive)		-0.3	0.01	-0.02	-1.32	
Biology	-0.19	0.72	0.72	-0.35	0.31	
Chemistry	1.01	1.89	1.03	0.71	0.11	
English	0.46	0.16	0.34	-1.66	0.41	
French	0.12					
Geography	-2.6	3.05		1.2		
History	-0.78	1.37	1.37	1.39	1.24	
Mathematics	-0.38	1.96	0.73	-1.01	-0.19	
Music	0.79	0.08	1	1.05	1.28	
Physics	-0.22	0.8	1.01	-0.3	-0.2	

E-SGOIL

Fortrose Academy had the highest number of learners (37/126 learners from 19 Highland schools) engaging with Easter revision webinars, and again Fortrose Academy had the highest number of learners engaging with evening webinars out of 20 Highland schools.

Weak progress has been made in this area

Our Values: Respect, Ambition & Unity

School Improvement Plan Priority 1**Q.I. 1.3, Leadership of Change** - Develop and embed the impact of our values within our school community.

Summary of impact	Next steps
✓ Explicit reference to school values in assembly programme across the year. ✓ Whole school policies have been updated that more closely align to our school values. ✓ New House system launched. ✓ Students reported respectful classroom environments (Majority 66% in S1-3, most 83% in S4-6, and most staff 83%). ✓ Students stated that they participate positively in lessons (Almost all, 91% of S1-3 and 97% of S4-6, 92% of staff). ✓ Students feel encouraged to do their best (Most S1-3 87%, 81% in S4-6, most staff stated students tried their best 77%). Good progress has been made in this area	▪ Carry over Google Form survey ▪ Carry over significant number of lesson observations/audit of faculty resources

School Improvement Plan Priority 2**Q.I. 3.1 Ensuring Wellbeing, Equality & Inclusion:** Support wellbeing across the school community through the implementation of key projects.

Summary of impact	Next steps
✓ Rights Respecting Schools training at Silver level completed. ✓ Steering Group of staff and pupils formed. ✓ Mentors in Violence Prevention: pupils led by assemblies/delivered in lessons: ○ Sessions delivered to address bystander effect and reduce incidences of violence and aggression. ✓ EmpowHer girls group set up and 2 staff trained to deliver Get Set resources. ✓ Black Isle Brewery – HWB focus on working outside. ○ Increased attendance ✓ Volunteering at Munloch Animal Aid – HWB focus – walking dogs. ✓ Introduction of a Soft Start in the Oasis for pupils. ✓ Targeted tutorial groups started to support pupils with EBSA (practical activities = gardening, supported walks, baking). ✓ Individualised curriculums for targeted pupils with EBSA/SEBN. ○ Increased attendance Good progress was made in this area	▪ Additional girls' groups to be established ▪ Nurture provision to be established in the school

School Improvement Plan Priority 3 QI 2.2 Curriculum: - To improve our curriculum offer	
Summary of impact	Next steps
Introduction of the following qualifications into the Senior Phase: • SCQF Level 5 Furniture Making (NPA) • Level 4&5 Scottish Studies Award • SfW Laboratory Skills • NPA Level 6 Media • NPA Digital Skills Level 3 ASN department wider achievement qualifications: • Young Enterprise Award • Dynamic Youth Awards • Digital Literacy Award There has been ongoing discussion around previously implemented 2-2-2 curriculum structure. Discussions have been ongoing this year due to the decline in whole school attainment since its implementation 4 years ago. Last year saw the first cohort of learners experience it in its entirety, prompting further discussion around its effectiveness on outcomes for young people. It appears it did not have the intended impact in the first cohort. Our substantial wider achievement offer continues to support attendance and engagement in school. We have made Satisfactory progress in this area	▪ Course approval for Rural Skills L4&5 as we continue to develop a Rural Learner Pathway to reflect the school's local context. ▪ A review of Learner Pathways in Hospitality geared towards attainment. The foundation apprenticeship in Hospitality continues to be a popular choice for pupils. We must look to extend the learner pathway beyond a Level 5 qualification to provide pupils with a better depth of learning. ▪ Curriculum meetings continue to be a strong feature of ongoing curriculum improvement and timetabling each year. ▪ Once a decision around our curriculum structure is made, the planning around its purpose will take place. A co-created Refreshed Fortrose Academy Curriculum Rationale will be created to reflect this. ▪ Our Advanced Higher programme continues to be extremely popular for our S6 pupils. These qualifications are delivered in column within a Higher class or "off column" with delivery times varying across departments. To maximise choice without timetabling clashes, a whole school position needs to be reached across the school. ▪ To strengthen the delivery of the responsibilities for all, and support the DYW Agenda, we will introduce department and faculty trios who will work together and share ownership of specific labour markets, responsibilities for all and employability skills. Their role will be to embed these within their BGE curriculum. ▪ To continue to develop the curriculum and raise awareness of the impact of a well-planned learner pathways, we will consider using the SCQF Ambassador programme to support curriculum change in the Senior Phase. ▪ Implementation of the new Technical Framework emerging from the Curriculum Improvement Cycle.

School Improvement Plan Priority 4 Q.I. 2.3 Learning, Teaching & Assessment – to improve feedback, differentiation and implement ‘Fortrose Framework for Teaching Excellence’	
Summary of impact	Next steps
✓ Good progress made to improve the quality of learning, teaching and assessment, with 2 members of LTAG attending the John Hattie conference and leading whole school discussion on feedback. ✓ Responses from student surveys identified a range of adaptive strategies effectively used and accessible in lessons: one-to-one support (90% in S1-3, 93% in S4-6), small group help (85% in S1-3, 80% in S4-6), model answers (92% in S1-3, 81% in S4-6) and teacher worked examples (92% in S1-3, 95% in S4-6). ✓ 33% of staff said differentiation took place in every lesson; 44% said in most lessons and 18% in some lessons. ✓ Almost all staff engaged in training on feedback strategies through specific CPD whole staff meetings and departmental activities. 61.5% of staff said they were confident in their understanding of feedback, feedforward and feedup. ✓ On feedback 87% of S4-6 students stated they had received feedback in lessons in the previous week, with 76% stating it was useful; 84.7% of S1-3 students stated they had received feedback in lessons in the previous week with 71.4% stating it was useful. ✓ 74% of staff stated that they provide feedback in all/most lessons. A wide range of feedback strategies by outcome/support & resources utilised in lessons. 64.1% of staff said feedback was linked to success criteria and 87.2% of staff making use of learning conversations to provide feedback. ✓ Almost all staff took part in a ‘Bring & Brag’ session to share good practice. ✓ The majority of staff (64%) engaged with the Northern Alliance self-evaluation toolkit during the session. Most staff engaged with the self-evaluation activities around the themes of 1 Learning & Engagement, 2 Planning, Tracking & Monitoring and 3 Quality of Teaching. ✓ Whole school consulted on refreshed lesson observation process and new lesson evaluation feedback forms for whole/start/middle/end shared with staff. Most staff 87.1% have been observed this session. ✓ Staff SISE site updated with forms and lesson observation guidelines around process. Record of staff observations and pre/post meetings held on staff site to demonstrate key steps undertaken. ✓ Whole school staff training on how to carry out lesson observations with practice video used. ✓ LTAG launched refreshed Super6Skills school poster: new clearer descriptions of skills created, and a format agreed following staff consultation. Shared with ASG. ✓ Research into schools which achieved very good/excellent in HMIE SIFs completed by LTAG. Information shared with all members of LTAG and a variety of lesson frameworks shared with LTAG. ✓ Two staff attended post inspection conference at Mearns Castle High School. ✓ Departments trialled AI marking on Achieve (inaccuracies noted and passed on). we have made good progress in this area.	▪ To embed specific feedback strategies ▪ Further work with Ross McGill (Teacher Toolkit) on feedback and differentiation planned for Sept 2026 ▪ Work with students to recognise and understand the language of feedback and adaptive teaching ▪ Construct the Fortrose Framework – a lesson structure and consult with staff ▪ Evaluate the use of the resources on the Northern Alliance Learning & Teaching toolkit into teacher/department practice ▪ Resources on Super6Skills to be developed for use with learners and included in e-praise monitoring ▪ Develop resources for ‘What is a good Learner’ for S1/2 Lifeskills (key learner dispositions)

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Planning -Session 2025/26							
School		Fortrose Academy					
Head Teacher/PEF Lead		Nigel Engstrand/ Ross Waldie					
PEF – 25/26Review Table 1 is a review box where you should insert a short summary of 24/25 PEF progress / review (this could be lifted from ‘progress’ column in last plan). Within this summary, the recommended word limit per intervention is 100 words.							
Table 1 – 25/26 PEF Review							
Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)				Intervention Resource allocation used (breakdown)	
Numeracy	11 pupils targeted and gained 6 level 3 and 5 level 4 awards	The numeracy intervention provided targeted small-group support for 11 pupils unable to fully access mainstream maths, including those in the ASN base. Delivered by ASNT staff at 0.5 periods per week, it aimed for 90% of pupils to improve by at least two skills. This target was exceeded, with 100% of regularly attending pupils achieving the expected progress. The intervention was highly effective for engaged learners, demonstrating strong impact through personalised support, though its overall reach was influenced by attendance and consistency of participation.				ASNT - weekly input 0.5ppw per pupil	
Literacy	35 Pupils	The literacy intervention targeted S1 (12 pupils), S2 (14 pupils), and S3 (9 pupils), aiming for 55% of pupils to improve their reading age by at least one year. This was significantly exceeded, with 89% of assessed pupils meeting or surpassing the target and achieving an average gain of approximately two years. The programme demonstrated strong impact across all stages, highlighting the effectiveness of targeted support in accelerating reading progress beyond expected levels for the majority of participants.				ASNT – 7ppw	
2025/26 Analysis of Pupil Equity Data <i>Use the Risk Matrix to determine FSM numbers</i> Tables 2 & 3 below are to give an overview of current data being used to determine new / existing gaps (either whole school or stages). Target outcomes of how you would hope this data to improve following interventions should be indicated in the second table. Data referred to in these sections should align with measurement in the Action / Intervention table (3rd table).							
SCHOOL OVERVIEW - FSM (Adapt classes /stages accordingly)							
Target Group (at risk of underachievement)	Number of PEF pupils	% of school roll	P1 PEF number	P2 PEF number	P3 PEF number	P4 PEF number	P5 PEF number
Target Group Total (FSM + Other)	50	8. %					

Our Values: Respect, Ambition & Unity

Analysis of whole school or stage attainment gaps - can use filters at bottom of CfE Highland Dashboard and /or consider individual school trackers /assessments to determine gaps to inform PEF planning

Measurement data - <i>examples only - amend to context of analysis</i>	Number/ percentage FSM not achieved/below age expectations	Comment and target outcome - Target outcome following interventions in plan below (i.e. – spelling age increase by 6+ months for 80% /16 pupils of target group)
<i>Numeracy</i>	24 FSM pupils in S1-3 at or below level 2 Numeracy	Against a target of 90% improving by at least two skills, 100% of those attending regularly enough to access and complete the programme met it.*
<i>Literacy</i>	25 FSM Pupils S1-3 below level 2 literacy	Against a target of 55% of pupils improving their reading age by a year, 89% of those assessed met or exceeded it, with an average gain of around two years.

*Attendance was the single largest impact on attainment. Those not in school did not improve to the targets set

PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact <i>To be completed ongoing/ end of improvement) - this section can</i>
S1	12	2	Numeracy support group + Literacy Support group	Numeracy and Literacy Levels	PEF.Aug to May, K Emberton	Measures taken from Primary D May 2026
S2	14	2	Numeracy support group + Literacy Support group	Numeracy and Literacy Levels	PEF.Aug to May, K Emberton	Measures taken from Primary D May 2026
S3	9	2	Numeracy support group + Literacy Support group	Numeracy and Literacy Levels	PEF.Aug to May, K Emberton	Measures taken from Primary D May 2026

Wider achievements

Coileanaidhean nas fharsainghe

We continue to provide a raft of wider achievement opportunities for our young people:

- Fortrose Academy Sponsored Walk
- Highland Gathering
- Intergenerational Mix & Mingle (including Christmas Lunch & meals at home gift bags)
- Intergenerational – Getting to know your Techno, Building Relationships & Tackling Loneliness
- Community Cafe (in Partnership with For You Training & Black Isle Cares and Travel & Tourism class)
- Young Enterprise (Students achieved Level 6 Enterprise Award)
- Future Assets
- Mentor in Violence Prevention (MVP) S5-6 pupils
- International Women's Day activities
- King's Trust (wider achievement & personal development award)
- Group Awards - Steps to Work Level 4, Personal Development Level 4
- STEM Leaders
- Duke of Edinburgh
- Ross County PDP
- S2 Circular Economy
- Live n Learn Revision Skills course

Our Youth Development Officers continue to contribute significantly to the wider achievements in school:

- Resilient Kids – Moving Up Programme
- Highlife Highland Leadership Awards
- Highlife Highland Young Leaders #Beethechange campaign in partnership with Mikeysline
- Saltire Awards
- Food Hygiene Awards
- Pupil led support of MFR Mission Christmas
- Pupil involvement in community organisations (e.g. Community Council, Sport Scotland Ambassadors, Youthwork lunchtime sessions)
- Pupil involvement in Rowing Worlds in Stranraer
- Resilient Kids

Our school is proud to provide opportunities for young people to play sports at all ages including:

- Football
- Rugby
- Golf
- PE
- Hockey
- Orienteering
- Netball
- Basketball
- Swimming
- Cross Country

Our school has led a variety of trips to support our pupils' achievements across the four contexts:

- Belgium History Trip
- Modern Studies Trip to Scottish Parliament
- Claviere Ski Trip
- Scottish Rugby School Trips to Murrayfield
- Culloden Battlefield
- Mock Cop
- RHET Farming Visits
- Horse Riding Group
- German Trip to Highland Wildlife Park

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Building Update

Ath-ùrachadh air togail an togalaich

Highland Council approved £24M of capital funding in March 2025 for Fortrose Academy as part of the Highland Investment Plan.

An extension block at Fortrose Academy was constructed around 20 years ago, but the remainder of the buildings are in poor condition. Initial briefing work is currently underway, and the scope of the project comprises the demolition and rebuilding or refurbishment of these buildings in a phased manner along with a new synthetic sports pitch. The facilities at the adjacent Black Isle Leisure Centre, operated by High Life Highland, will also be reviewed as part of this project.

All new school buildings will be designed as Community Points of Delivery (PODs) capable of including community facilities, Council services or other partners as required.

A stakeholder group comprising of Ward Members, Academy staff, parents and pupils, Community Council and other local representatives has been established.

Comments from learners, families, stakeholders and staff

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

How do we know that everyone is treated fairly and with respect in our school?

Teachers make sure everyone is treated fairly. Other pupils make sure others are ok. Equal opportunities for people to do stuff outside of school. Almost all, 89% of students in S1-3 and 88% S4-6 stated they were treated fairly in lessons.

Parents evaluated the *Back to the Future* event an average rating of 3.7 (maximum 4). Comments from parents who attended:

"I found this to be a very valuable, interesting and absolutely worthwhile experience. It was excellent to gain a genuine sense of the school environment and atmosphere during a normal working day. Walking through the building, moving between classrooms and observing students in their usual routines provided a much clearer understanding of daily school life."

"It was particularly insightful to experience different teaching styles and teacher personalities firsthand. Seeing how lessons are structured gave real reassurance about the quality of education and the supportive learning environment. The pupils we met were welcoming and focused, which reflected very positively on the school culture."

"The 'vibe' of the school on the whole was very positive. It felt like a very safe space, where children were seen and listened to. The school felt like there was strong leadership with a solid team of hardworking and engaged staff. I do not underestimate for a second, the challenges of being a teacher in this day and age. I am grateful to all the teachers and ancillary staff involved in the education of my child."

Feedback from Parent Council Chair about communication to parents/carers prior to Qualifications Scotland exams

– *'feel very well informed, we know what is happening and have all the information we need'.*

Examples of feedback from parents on reports:

We are delighted with their first year at the academy. They seem to be doing well throughout their classes and knows that when they need help they just need to ask. Really enjoyed S1 and looks forward to S2.

Thank-you for the feedback given about my child. It was good to read a detailed personalised explanation of their academic progress and behaviour.

Happy with the overall reporting and helpful guidance on the areas my child needs to develop.

Thanks for the hard work and feedback from staff. Looks like they might benefit from some exam practice and targeted exam coaching.

The teachers clearly know my child well. Informative and encouraging.

How are your efforts to do well recognised by staff in our school? How does our school help you to feel good about yourself?

Certificates. Display our trophies. Free time in classes. Awards ceremonies. Rector's awards mid-way through session. Use social media. Move up in English and Maths. Scientist of the month. Praise in lessons.

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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:

	2025-2026
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	Weak
Other QIs reviewed QI 2.2 Curriculum	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title	
1	To raise attainment in all subject areas so that course comparator values are at or above the national mean value for each subject. (Lowest 20%)
2	To improve attainment of Literacy & Numeracy levels at SCQF Levels 4 & 5 so that they exceed our virtual comparator.
3	To achieve the United Nations Rights Respecting Schools Gold Award.
4	To improve feedback, differentiation and implement 'Fortrose Framework for Teaching Excellence'.
5	To reduce absence rates from 11.9% (24/25) to below the national absence rate of 11.2%.
6	To improve our curriculum offer.
7.	Introduce motivation & positive behaviour system 'E. Praise' (2026-7)

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are details on the school improvement plan, which can be accessed on our website <https://www.fortroseacademy.co.uk/> or by contacting the school office.

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

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

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