STANDARDS AND QUALITY REPORT
AITHISG INBHEAN IS CÀILEACHD

2024/25

Invergordon Academy
HIGHLAND COUNCIL| ADD ESTABLISHMENT ADDRESS

Connection Fairness Endeavour Triumph

School Profile
Pròifil na Sgoile

Invergordon Academy is located in a rural, coastal setting serving the local community of Invergordon and surrounding villages of Newton, Milton & Kildary, in the Easter Ross. We have 4 associated primary schools: Park, South Lodge, Milton and Newmore. The headteacher is supported by 2 Depute Head Teachers. There are 4 curriculum principal teachers, 2 principal teachers of pupil support and 1 principal teacher of additional support for learning.

There are currently 342 children and young people on the school roll.

More than 17% of pupils use school transport. Of our current pupils, 54% or percentage have recognised additional support needs and 23% 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, a few children are exceeding nationally expected levels. The majority children who face barriers to learning are making good progress towards meeting their individual targets. We have had 24 exclusions this year, and continue to work with partners to address additional support needs with a view to reducing exclusions.

Our current teacher allocation if 28FTE. Due to our size, we have a high number of sole teacher subjects which creates challenges in the context of delivery of a full curriculum for all learners. However, by working with partners and being creative, we have been able to preserve a curriculum with breadth, depth and choice both in the Broad General Education phase and the Senior phase, which was commended in our recent HMIe inspection. We have a clear curriculum plan that aims to preserve breadth and depth; progression from BGE and allowing a three-year plan in the senior phase. The junior curriculum is designed to deliver the entitlement to a BGE. In S1 and S2 all young people follow a course that includes all curriculum areas. S3 learners follow seven subject areas, including English & Maths, which lead into national courses and accreditation in S4 and beyond. Our Senior Phase curricular offer is comprised of a range of national courses, National Progression Awards, Skills for Work courses and wider achievement awards. We work with colleges and other providers to give a breadth of choice and opportunities, including youth apprenticeships. Where required, we construct bespoke curricular packages and link with Highland Virtual Academy and others to provide these.

We work well with partners and promote GIRFEC in all our practices (Getting It Right For Every Child). This includes working with partners in education, such as Additional Support Needs Manager and Social and Emotional Needs Service, as well as Educational Psychology, Primary Mental Health and NHS partners such as School Nurse team, Child and Adolescent Mental Health Services (CAHMS) as well as Social Work and local and national charities.
We use our Pupil Equity Fund to employ 2 Inclusion Support Workers, who support improving attendance and inclusion in school via 1-1 meetings, parent and family contact, group work and activities such as cooking, Outward Bound trips and more.
Our PSE curriculum is responsive to needs, and Tutor Time also provides a ‘first line of guidance’ approach, where learners have check-ins and activities to support positive school ethos and growth mindset.
Through our focus on positive relationships and behaviour we aim reduce incidents of referrals and exclusions, and support all learners to meet our school expectations of Ready, Respectful, Safe and Engaged.

Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
34%	83.5%	30

S1	S2	S3	S4	S5	S6
51	69	67	71	54	30

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
39%	25%	37%	0%	%1	0%

ASN	FSM	EAL
54%	23%	14%

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
Less than half	Less than half	Less than half	Majority

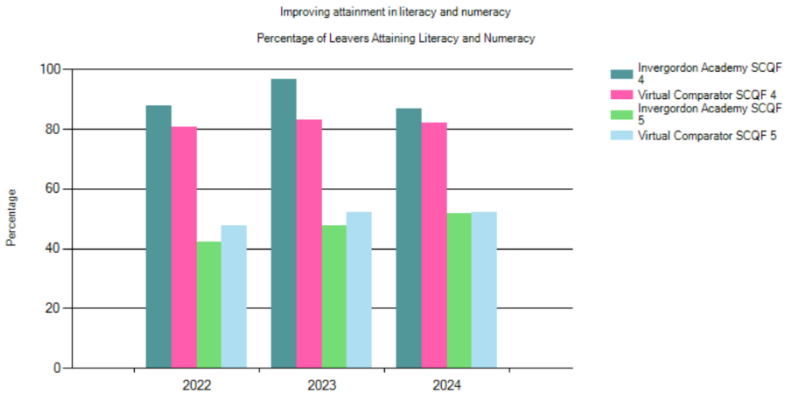
Listening/Talking	Achieved 3rd level or better	Achieved 4th level
2022	74%	17%
2023	77%	49%
2024	76%	22%
2025	91%	39%

Reading	Achieved 3rd level or better	Achieved 4th level
2022	74%	26%
2023	86%	45%
2024	83%	32%
2025	94%	47%
Writing	**Achieved 3rd level or better**	**Achieved 4th level**
2022	74%	22%
2023	84%	43%
2024	83%	29%
2025	94%	45%
OVERALL LITERACY	**Achieved 3rd level or better**	**Achieved 4th level**
2022	74%	17%
2023	77%	43%
2024	75%	22%
2025	91%	39%
NUMERACY	**Achieved 3rd level or better**	**Achieved 4th level**
2022	74%	46%
2023	87%	59%
2024	82%	56%
2025	91%	61%

Senior Phase

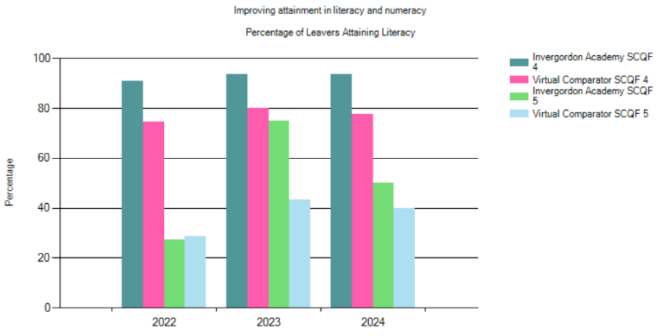
% Pupils Lit/Num at level 3/4/5/6 in S4/5/6 compared to VC/National

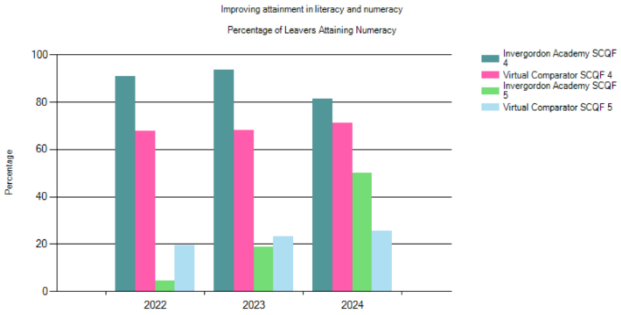
Last session we continued positive trends in literacy and numeracy, with leavers achieving above our virtual comparator (VC) at L4 and in line with VC at L5.



S4

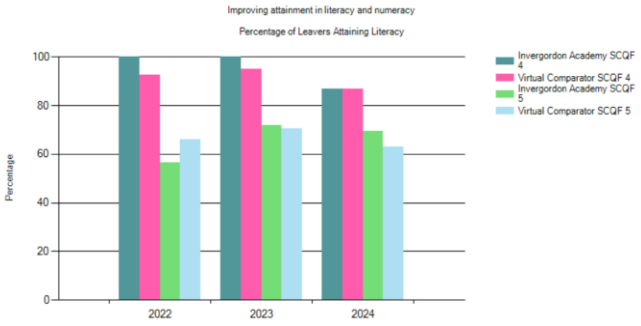
Literacy: L4 93% (VC:77%), L5 50% (VC: 40%) **Numeracy: L4 81% (VC: 71%), L5 50% (VC: 25%)**

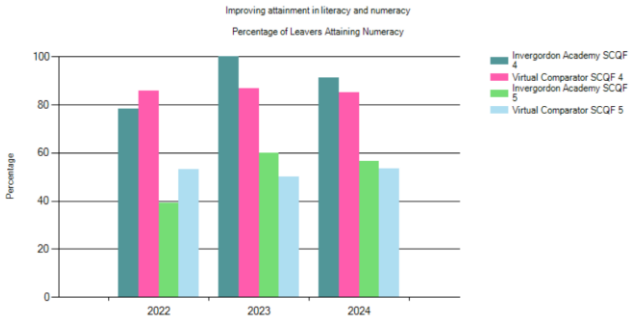




S5

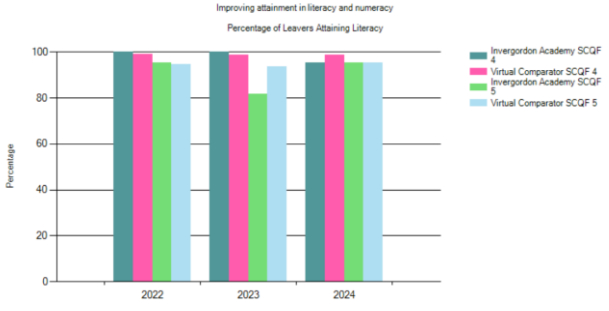
Literacy: L4 87%% (VC:87%), L5 70% (VC: 63%) **Numeracy: L4 81% (VC: 71%), L5 50% (VC: 25%)**

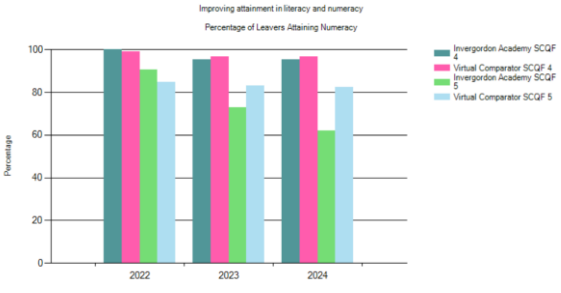




S6

Literacy: L4 95%% (VC:98%), L5 95% (VC: 95%) **Numeracy: L4 95% (VC: 96%), L5 61% (VC: 82%)**





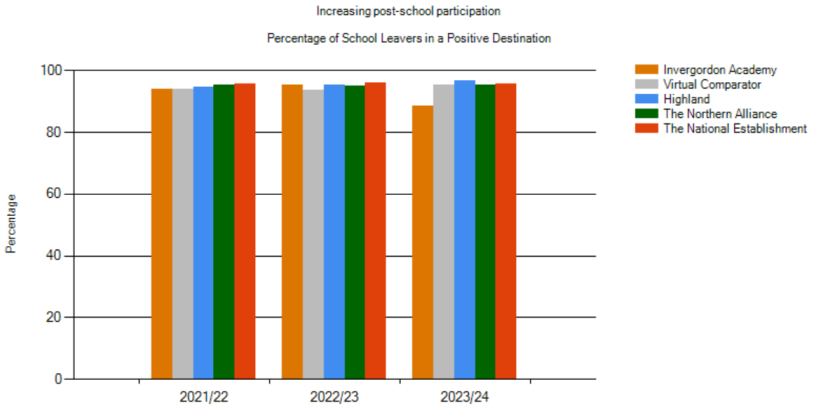
Senior Phase Leavers & Destinations

Our leavers destinations showed 35% went to further education. 33% went to employment (including Modern Apprenticeships) and 17% went to Higher Education

Our overall leavers destinations has dropped last session to 88%, with 8% unemployed and not seeking.

Our S6 leavers 95% to positive destination in line with VC.

S4 81% & S5 86%, both below VC



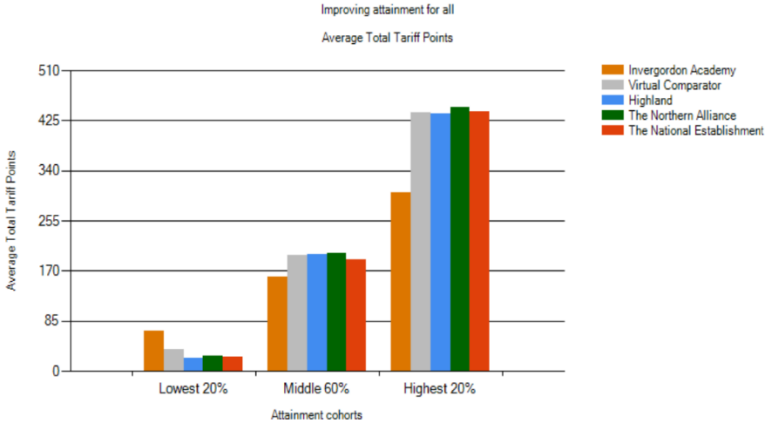
Cohorts – Attainment for All

S4

Our lowest attaining 20% have out-performed the VC in tariff points

Our middle are below the VC

Our highest are below the VC

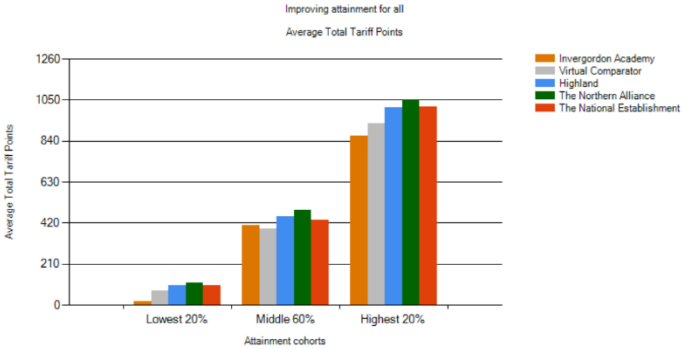


S5

Our Middle 60% have performed above the VC

Our lowest 20% are below VC

Our Highest 20% are below VC

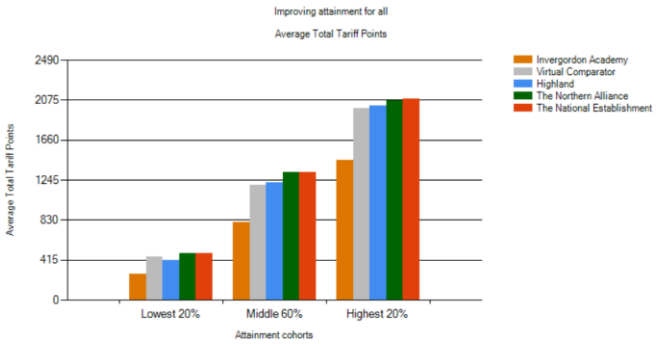


S6

Our lowest 20% are below VC

Our Middle 60% are below VC

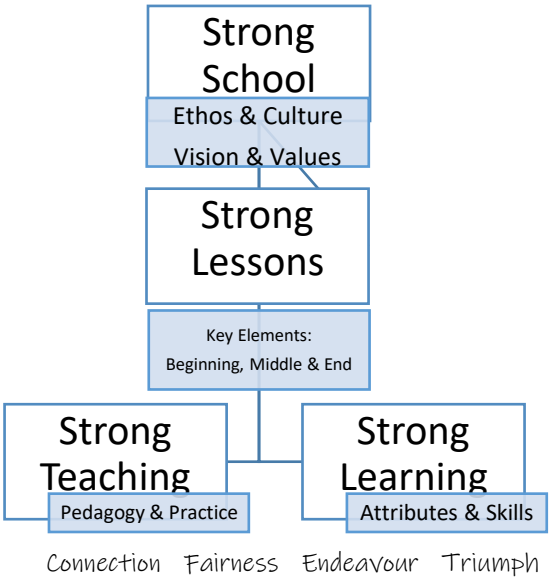
Our highest 20% are below VC



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

In 2023 staff worked collegiately to determine our vision for learning, teacher and assessment:

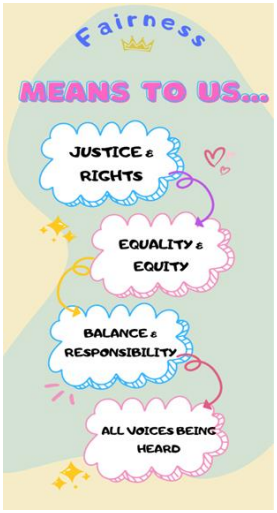
Following on from this, staff worked on a Learning, Teaching and Assessment policy, creating a vision of the 'Strong School' which is underpinned by 'strong teaching', 'strong learning' and 'strong lessons':



Students and parents were consulted on the vision and aims of our learning and teaching policy, developing what each will ‘sound like, feel like and look like’, identifying the collective aim of our Strong School:

In session 24-25, the Pupil Council have contributed to our school development through a consultation and workshops on creation of new school values. They surveyed key stakeholders, analysing the returns from students, parents and staff, drawing out the commonality between the three. They determined that our shared values which will underpin our ‘Strong School’ are:

Further work has been undertaken by the Pupil Council to help all stakeholders understand each value with a ‘what this means to us’ infograph on each one:



Review of progress of improvement plan projects for session 2024/25
Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1: Learning, Teaching & Assessment	
Summary of impact	Next steps
✓ Progress in LTA policy, with priorities identified and worked on throughout the session. Staff collegiate sessions & teaching sprints (professional enquiry) focussed on 'Feedback'. Student surveys & focus groups demonstrate that feedback has become more consistent. Most senior phase learners stated they often receive useful feedback. BGE learners value feedback but are less aware of the different ways they receive it. Most staff use appropriate formative assessment strategies so that learning is gauged quickly and clearly, however a greater range of strategies could be drawn on and made more apparent to learners via learner feedback and conversations. ✓ Priority of Digital Learning has seen an audit of digital practice across the school, survey of BGE students and resulting action plan. Almost all lessons use Chromebooks to enhance learning, with most learners believing they increase their knowledge and learning. Most staff use a range of teaching methods, including digital, to appropriately support and challenge all learners. ✓ Staff training was delivered on digital tools to support ASN. Digital tools are popular with students, with half using 'Read & Write'. Google translate is also a popular tool. Most students find googleclass easier when staff use 'classwork tab', and so staff training on creating pupil-friendly goolgeclassrooms has recently been undertaken. ✓ SIG group LTA staff survey has identified areas staff are confident in, and areas they would like further training/ collegiate development time. Responses collated with Northern alliance self evaluation of 'Pace, Challenge & Differentiation' and 'Environments, Experiences & Interactions' have correlated and provided an agenda for future collegiate sessions/ staff training opportunities. ✓ Audit of outdoor learning, followed by visit and playground assessment by 'Love Outdoor Learning' shows that more opportunities for outdoor learning are being explored. As a by-product, there is an increase in leadership of learning and active learning. ✓ Priority of 'Meeting Learner Needs'- SfL staff have completed Ed. Scotland Circle Training and recently held a collegiate session to cascade this to staff. In NA SE toolkit, most staff have stated that practitioners take account of needs of all learners when planning for LTA. There is an alignment of staff and students, where most learners feel they receive the support they need to do well. ✓ A stronger focus on use of data has seen assertive coursing and sharing of progression recommendations to support successful learner pathways. BGE S1 & S2 curriculums have been mapped and moderated in each subject area for Literacy and Numeracy skills development, and opportunities for IDL identified. Almost all staff agree that learner pathways and benchmarks are used to ensure planned learning experiences are progressive over time.	✓ Continue to explore/develop AifL to ensure assessment, feedback and planning are consistent in quality ✓ Students signposted to types of feedback and when used ✓ SIG group to lead digital learning and Digital Schools Award, including digital champions ✓ Leadership of learning; student engagement; pace & challenge to feature in collegiate programme 'for staff by staff' ✓ Learner voice on outdoor learning

School Improvement Plan Priority 2: Raising Attainment & Achievement	
Summary of impact	Next steps
✓ Senior Phase curriculum offer reviewed, with plans created for diversifying courses and maximising attainment/ achievement across faculties. As a result	✓ Embed RA policy

we have broadened our curricular offer, in particular in SfL to ensure those struggling to attain L4 awards have a full curriculum to follow. We have added Modern Studies, Scottish Studies, Hospitality, First Aid Group Award, alongside and handful of other group award qualifications. ✓ New Raising Attainment Policy worked on by ELT & SIG across the year. Approaches to coursing & interventions feature, along with revised parent engagement. Post prelim action plan targeted learners whose progress was concerning in Maths and English. Nine Maths and 28 English students were given further support to help prepare for final SQA exam. ✓ Immersion days were introduced for practical subjects across the session. These allow students in Art & Design, Photography, and Fashion & Textiles, opportunities to make progress in their SQA coursework with dedicated time. This resulted in improved performance in coursework and associated estimated grades. ✓ Improved data handling has ensured staff are aware across the year of student progress and presentation levels. This has been linked to attainment targets, resulting in higher presentations levels in our breadth and depth measures, giving more students the opportunity to succeed and gain awards at the highest level possible to them. ✓ Data has also been used to inform our assertive coursing, encouraging students into areas where they are performing best, and staff training on insight means ✓ We have reviewed our skills framework, taking the decision with our ASG to move to SDS Metaskills. This will enable smoother skills transition, familiar language for lessons and learner conversations, as well as the creation of a digital skills and achievement profile for all learners. We have conducted staff training and are ready to commence with our new skills framework in the new session. ✓ DYW ambassador programme and business breakfast held to expand partnership working. New partnerships developed and further opportunities to be mapped into new DYW calendar, with new employability programme developed for identified school leavers at risk of no positive destination	✓ Continue to expand curriculum in senior phase ✓ Build more opportunities for additional accreditation in S3 & SP ✓ Improve approaches to tracking, monitoring and reporting, both at SP & BGE, attainment and achievement ✓ New SDS metaskills framework mapped across BGE ✓ SDS profiling embedded across curriculum ✓ Flex Programme- phase 3 implemented ✓ Implement new DYW calendar ✓ Implement new employability programme

School Improvement Plan Priority 3: Wellbeing, Equality & Inclusion	
Summary of impact	Next steps
✓ New values have been agreed by Pupil Council, following stakeholder engagement and identifying commonality between groups. Values have been launched for new session, to support/underpin our 'Strong School' vision. ✓ Rights Respecting School work continues, with whole staff training and student steering group. Majority of students feel that they are given opportunities to take responsibility at school. A school leadership catalogue has been published to give all students the opportunity to develop leadership skills. ✓ Attendance policy reviewed and refreshed, with updated procedures. Participation in Ed. Scotland attendance pilot has seen an improvement in attendance for almost all targeted learners. Successful implementation of the programme has resulted in Education Scotland approaching staff involved for a video case study of Invergordon Academy's good practice. ✓ New approaches to attendance tracking are also linked with interventions and behaviour tracking. This has resulted in more robust overview of supports across the school and stages, and allows for learner journey to be tracked across whole school career, providing practitioners with overview of impact over time for each individual as well as cohorts. This has resulted in more robust data informed decisions on targeted interventions	✓ Evaluate impact of values/ review references to these within policies. Create a strategic plan on embedding values across school community ✓ Review lessons/survey learners on lessons links to UNCRC ✓ Work on THC pilot with CLD to reach disengaged learners/ improve attendance ✓ Review

✓ Refreshed positive relationships policy and procedures has resulted in improved shared efficacy of staff. In particular, Middle Leaders are reviewing behaviour data on a weekly basis, and responding to this with targeted interventions. Most learners report that they know who they can speak to in school if they are having any issues. Referrals and exclusions have dropped in term 4. ✓ Whole school focus on 'Respect' (school expectation) has seen assemblies, tutor time, PSE and partners all delivered inputs to improve respect and ethos for young people. As a result, most learners understand the importance of their role in keeping the community positive and safe. However, less than half of students feel safe at school, or feel they are treated fairly and with respect by peers. In response, we have engaged with Youth Highland who have completed a focused piece of work on 'Safe Spaces' with the learners involved making further recommendations to SLT & local Councillor on next steps for improvement. These learners have achieved a Dynamic Youth Award for their work.	

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

Data summary	Impact
Tiered Intervention Inclusion Support Worker Caseload S1 – 8 pupils on case load. 4 of which have been part of the Nurture group they are running. There is a total of 8 S1 pupils in the Nurture Group. S2 – 19 pupils on case load S3 – 27 pupils on ISW caseload – They have completed N3 maths full award with 8 pupils. 7 pupils have achieved their N4 numeracy with them and 2 pupils have completed the N3 English assessments. S4 – 21 pupils on case load. Have completed N3 with 1 pupil. 10 pupils have complete N4 App of Maths with them and 7 pupil have completed N4 maths. Thay have also done N5 Numeracy with 7 pupils. They have completed N4 Numeracy with 1 pupil. S5 – 4 pupils on caseload and they have completed Level 5 numeracy with 2 pupils and N5 Maths with 2 pupils. S6 – 1 pupils on caseload and working completed N4 Maths and N4 Apps	Students, parents and staff continue to value the support given by ISWs. The relationships built are significant, and students will regularly self-refer to ISWs when finding school a challenging environment. These positive relationships are essential to student engagement and participation, in particular when many of our most vulnerable students find engagement in mainstream classes exceptionally challenging. ISWs work with those most at risk of no attainment with the aim to ensure qualifications are achieved and success experienced in the school setting. The work in collaboration with departments means that risks are assessed for our young people, and mitigated where possible through ISW support. ISWs also conduct home visits, keeping in touch with students who are struggling to attend or have become school refusers. They continue to be an essential link between home and school, working in partner sites to meet with young people and support literacy and numeracy progression.
Exclusions/Referrals/Demerits 19.5% are above referral average 17% are above demerit average Target was to reduce this to 10% School average is 2.7 PEF Average is 2.9 20.1% are above referral average Reduce to 10%	Whilst our referral average is still higher than targeted, it is heartening to see that our demerit average for PEF is lower than whole school. What this does demonstrate is that our targeted students pick up more referrals which indicates behaviours that are more serious breaches of our positive relationships policy. This indicates that wellbeing and dysregulation continue to be negatively influencing factors for our most disadvantaged young people. We have reviewed processes this session and have earlier interventions in place at whole school level, which along with improved approaches to wellbeing and behaviour profiling via PEF next session, we hope will see improvement in this area in the coming year.

School Average demerit is 11.46 PEF Average is 10.39 27.7% are above demerit average	
Attendance 32% are below school average attendance Target was to reduce this figure to 20% in session 2024-25 Whole School average is 84.9% PEF average is 82.63% 35.4% are below school average	Attendance will remain a key focus in the new session. With a separate pilot showing success, we can transfer our learning to target our identified groups of young people. With improved approaches to parent engagement, we will continue to address this area in the new session. Improved approaches to attendance data entry and tracking haa given a more robust overview of attendance, with more accurate data we will be able to further target interventions to support learners and families to improve attendance.
Attainment • Maintain 100% of targeted S4 pupils have achieved N4 Literacy • 96.9% of targeted S4 pupils entered for N4 literacy • 90% of targeted S4 pupils have achieved both N4 in Literacy and Numeracy • 90.6% of targeted pupils entered for both N4 in Literacy and Numeracy **June Review** • 75% of targeted S4 pupils have/predicted to gain at least 1 award (unit or course) at N5 or above • 81.3% of targeted S4 pupils entered for at least 1@ level 5 • 33% of targeted S4 pupils have/predicted to achieve 3 or more N5 qualifications • 53.1% of targeted S4 pupils entered for 3@Level 5 • 50% of targeted S5 pupils have/predicted to achieve 1 or more Higher qualification • 40% of targeted S5 pupils are entered for 1@level 6	Whilst our Literacy and Numeracy targets have missed, we recognised that we were trying to maintain a previous year trend and there are natural deviations in this (in particular with small school/numbers). We are confident that every young person is known, and interventions have been tracked to ensure no opportunities are missed. Our breadth and depth presentations have been higher this session, which is indicative of our move to assertive coursing strategy and positive target setting for individuals. We will conduct a full analysis when SQA results are through in August.

Wider achievements
Coileanaidhean nas fharsainge

The school's wider achievement programme is well supported by partners who deliver the following programmes:

Youth Development Officer	
Youth Achievement Award	9 students
Personal Development Award	14 students
Bike Maintenance Award	5 students

Youth Highland	
Dynamic Youth Award	12 students

Active Schools	
Highlife Highland Leadership Programme	34 students registered
Volunteers for Active Schools	23 students
School Sports Committee	6 students
Sport Scotland Young Ambassador Programme	2 students
SQA Level 2 Cycling Award	15 students

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

Student Comments:

'I know that if I need someone to talk to, Lesley will be there.'

'I really enjoyed the activities days'

'I like coming to school, I'm never off'

'We should have ceilidhs like this once a month'

76.8% of pupils know who they can talk to

72.1% of pupils feel we support their physical health

74.4% feel they receive the support they need to do well

72.1% feel they have regular opportunities for physical activities

Parent Comments:

Activities Days: 'It was such a good experience, it really boosted her confidence.

Prize Giving:

'What a wonderful event, it's great to see so many kids getting recognition for their efforts'

'I wouldn't be in school without Rose';

Staff/Partners:

'I love coming to visit Invergordon, I was excited to come here today' CLO

'The school have gone over and above to put supports and alternatives in place' SCRA

'This school is an odd place to work, as everyone always gets on well and supports each other in the work place' Faculty Head

'I've really enjoyed working with Invergordon' Education Psychologist

'

Capacity for continuous improvement
Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. **Learning, Teaching & Assessment** Policy & Practice; Pedagogy & CLPL; Meeting Learner Needs; Assessment; Tracking & Monitoring; Reporting
2. **Raising Attainment & Achievement** Raising Attainment Policy; Early Intervention Strategy; Staffing & Curriculum; Profiling & Career Education Standard (CES)
3. **Wellbeing, Inclusion & Relationships** Ethos, Vision & Values; Attendance; Positive Relationships & Inclusion; Family & Community Engagement

Planning ahead
A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website ADD LINK or by contacting the school office.

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

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

Self-evaluation summary for school improvement - Core Qis – For professional dialogue – remove from parental versions			
How well are you doing? **What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 six-point scale?**
QI 1.3 Leadership of change			
How well are you doing? **What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 sixpoint scale?**
Theme 1: Develop a shared vision, values and aims This session we have built upon our shared vision, values and aims. Our Pupil Council has analysed stakeholder surveys and drawn-out commonality, determining 4 values of Connected, Fairness, Endeavour & Triumph. Our 'strong school' continues to be supported by the Invergordon strong lesson, learning & teaching policy.	Stakeholder surveys, learner focus groups, assemblies	Develop and embed our values to support our vision of our strong school. Work on our lessons to ensure regular reference to the values and to the policy which underpins them.	Good
Theme 2: Strategic Planning for continuous improvement ELT now have monthly strategic meetings as well as weekly operational. Items which have been fixed on agendas are HGIOS 2.3 and 3.2. ELT have been key in developing the new Raising Attainment policy, as well as continuing to drive forward learning and teaching priorities.	ELT minutes, email updates, developed trackers and procedures.	ELT to lead further projects in new session, with a rep attending SLT meetings	
Theme 3: Implementing improvement and change School Improvement Groups have been re-introduced this session, with 2.3 LTA, 3.1 WEI & 3.2 RAA. All staff are linked to a group. Each group has impacted areas of school improvement plan.	SIG minutes/ action plans; collegiate sessions/staff meetings; policies; surveys	Continue with SIGs in new session, developing work on identified priorities and projects. Develop & implement staff peer mentoring programme. Collegiate sessions to be handed over to staff for a 'for staff, by staff' approach	

QI 2.3 Learning, teaching and assessment			
How well are you doing? **What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 sixpoint scale?**
Theme 1: Learning and engagement Almost all learners say they are welcomed at the start of lessons, with most saying teachers use starters to positively engage them at the start of lessons. Most staff state the learning environment is built on positive relationships. The introduction of merits and regular rewards has improved the positive recognition of achievement. A wide array of learning activities are used by staff to improve and sustain learner engagement. We have linked with Love Outdoor Learning to explore further opportunities to enhance our learning provision and reviewed our current provision using the Education Scotland self-evaluation tool, identifying areas of strength and opportunities for further development. A number of trips have taken place across several subjects, contextualising learning and giving learners experiences beyond the classroom to support engagement. A digital survey of students in BGE showed that the majority of learners use their chromebooks in 5+ lessons a day. Googleclass, blooket and slides being the most common resources, but a wider range of subject specific resources and sites are also used. Most students feel that digital learning resources support their learning and improve their engagement	Observations, NA SE toolkit, staff & student surveys & focus groups; evolve	Outdoor learning and digital learning to feature in Inset training, to further diversify the range of learner experience, giving opportunities for leadership of learning and learning in different contexts. Digital Schools Award achieved	Good
Theme 2: Quality of teaching Most students state that teachers make links between their prior learning and their new learning. Almost all students state that teachers give examples and	Observations, NA SE toolkit, staff & students surveys & focus groups, professional enquiry	Collegiate programme 'for staff by staff' to give further training on areas identified for improvement	

demonstrations which help them to understand the learning activity. Most students report that teachers use different types of questions to help them think and deepen their understanding. Staff engaged in Teaching Sprints professional enquiry, focus on 'feedback' as this was collegiate focus this session. Almost all students state they receive feedback on their learning. Almost all Senior Phase students state that feedback is regular, with half stating it is always clear and easy to understand so they know what to do to keep improving.		Invergordon Academy LTA website to support practitioners professional development	
Theme 3: Effective use of assessment Most students state that teachers check their understanding throughout lessons and help them when needed, demonstrating staff commitment to formative assessment and dynamic planning to respond to learner needs. BGE courses have been mapped and planned assessments built in. These have been moderated for the range of assessment methods used across courses. Staff have identified opportunities for assessing literacy and numeracy, and have now worked closely with literacy and numeracy leads to enhance consistency of pedagogical approaches to development of these core skills. S3 assessments introduced to support learners consolidation of BGE courses and transition to senior phase courses.	Inset activities/ assessment tools & data/ increase in ACEL Lit & Num.	Cross faculty moderation partners for Literacy & Numeracy	
Theme 4: Planning, Tracking and Monitoring Most staff state that learner pathways and benchmarks are used to ensure planned learning experiences are progressive over time. BGE overview sheets are used to ensure pace and challenge is promoted and a variety of opportunities for progress are provided.	NA SE toolkit	Develop a whole school tracking system for BGE Move to using THC SP tracker Review learner conversations and approaches to these	

Most learners in Senior Phase engaged in post prelim evaluations and planning. Almost all senior phase students know what their SQA course requirements are. Most staff state that analysis of data over time supports planning, however, fewer staff state that a common language to support interactions around their learning is consistently used.			
QI 3.1 Ensuring wellbeing, equality and inclusion			
How well are you doing? **What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 sixpoint scale?**
Theme 1: Wellbeing Attendance: revised policy & procedures, data scrutiny for swifter intervention, personalised support packages, pilot for EAL. This has led to an improvement in attendance for targeted cohorts. Education Scotland Attainment Adviser has approached Invergordon Academy DHT to use our work as a case study on the Education Scotland website. Interventions tracker, linked to attendance and behaviour data has improved our data handling and provides us scope to track every intervention a learner has had across their entire secondary school journey. We have linked these interventions to behaviour and attendance data, so we can use these as a measure of impact. Positive relationships and behaviour- review/relaunch of policy and procedures. SE activity- forcefield analysis and resulting action plan. Safe - Equally Safe at School Pilot school – launched 24-25 (Safe, Respected) ESAS takes a whole school approach, working with staff and students to prevent gender-based violence and to increase confidence and skills in responding to incidents and disclosures of such violence.	Attendance trackers & profiles; pupil wellbeing surveys; pupil focus groups; behaviour data; intervention tracker	New attendance pilot in partnership with CLD. Rights Respecting School Award- Silver Wellbeing groupwork New values launched to enhance positive school ethos	Satisfactory

Addressing pupil concerns around antisocial behaviour by a minority of pupils in the toilets, impacting the wider school community. Staff action to address in place; PSE lessons covering antisocial behaviour, vaping, empathy all in place (Safe, Healthy, Responsible). RASASH have delivered a 3 week programme to S1-3 PSE Classes. Nurtured: 8week parent workshop on raising teens through Mikeysline. Pupils also have access to this on a referral basis. Pupils have opportunity to book appointments with Guidance if in need of support.			
Theme 2: Fulfilment of statutory duties Child Protection training for all staff took place on August inset, ensuring all staff aware of signs of child protection issues, and how to report an issue if detected or disclosed. Medical protocols reviewed for school trips, and enhancements made on logging administered medication when off-site. Regular Solution Focused Meetings ensure we follow the Highland Practice Model for GIRFEC. We are compliant in GDPR, gaining consent of learners/parents as necessary for information sharing and effective partnership working. A review of SfL and planning documents has highlighted need for more IEPs and review of Child Plans in line with this.	Policies; confidential files; mandatory staff training	Quality assurance of child plans, IEPs and other GIRFEC documentation, including timelines for reviews. Continue to look for opportunities for further staff training on protected characteristics, in line with RRS strategy	

We log incidents as appropriate to Bullying & Equalities policy, and use this data to identify any emerging trends, such as misogyny. We have then drawn on partners to support education on topics pertinent to year groups, e.g. RASASH, Safe Strong & Free, Youth Highland We review the safeguarding checklist regularly across the year, ensuring all standards are met.			
Theme 3: Inclusion and equality Respected - continued development of Pupil Voice; we work with pupils prior to significant meetings (SFMs, panels) to ensure they feel adequately represented. Tutor time slides have had a focus on respect. Less than half of students feel respected by their peers. In response to this Youth Highland have completed consultation on safe spaces and pupils achieved Dynamic Youth Award. Less than half of students feel they are celebrated when they have done well, but majority of students feel that teachers care about them. Responsible: Development of leadership opportunities both formally and informally throughout school (e.g. transition buddies and ambassadors, sports leaders, work placements, etc). Ross county behaviour group that encourages pupils to take responsibility for their own actions. Majority of students feel they have opportunities to take responsibility at school. Majority of students understand the role they have in keeping the community safe. Included: Differentiation training delivered to further improve inclusion within classrooms; continued work of the ISWs to offer small group work (Seasons for Growth, Resilience 4 Life, nurture, etc); ongoing partnership work; PSE curriculum re equalities, racism, discrimination. Majority of students feel they are making good progress in school, and most say they have the right support they need to do well. We offer a range of extracurricular clubs and experiences. This year we have also introduced a school panto, with students across all year groups, and primary pupils, taking part. We	Pupil Wellbeing survey; attendance data; behaviour data; .	Restructure of student leadership via captains and house systems. Launch of student leadership strategy & catalogue of opportunities- focus on inclusion and link to values: 'connected, fairness, endeavour, triumph' Flex Programme: Phase 3 Introduce more rigour to our interventions tracker, ensuring that the data is current and that there are calendared dates for quality assurance and response to data collated. Further work with Parent and Pupil Council on Cost of the School Day. Refresh of IEPs & CPs Explore Inclusion days/weeks, where we link to RRS/UNCRC different protected characteristics via PSE/Tutor time/ lessons. Link to school values: Connected & Fair Alternative to exclusion programme built	

have developed the capacity to track extracurricular involvement as well as participation in clubs out with school. We need to be more robust in entering this data and quality assurance/ action plans in response to this. Cost of the school day: Uniform bank provided at parents evening gives opportunity for free uniform. We subsidise school trips and activities days, to ensure all students have the opportunity to participate. We have become more sustainable with fundraising (via Christmas Fayre) helping to support these activities. We provide new S1 students with ties and stationery packs to welcome them to the school and ensure lack of resources are not a barrier to learning. In August 2025 we will host a pop up school shop, with a 'pay what you can' approach, giving families the ability to acquire uniform and resources before the start of the session. We have conducted an ASNO verified 2 day self-evaluation of ASL provision, in particular looking at personalised support and our planning and tracking of this. As a result, we have devised a restructure of our resources and personnel to assist in meeting learner needs, with planned and timetabled interventions linked to attainment and achievement outcomes. Our PEF budget provides two Inclusion Support Workers, whose remits cover attendance, attainment, behaviour, wellbeing and transition. Students and parents are well supported by our ISWs, and have positive relationships which help with more challenging aspects of school life. Senior students attain literacy and numeracy awards they would otherwise struggle to engage with.			
QI 3.2 Raising attainment and achievement			
How well are you doing? **What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 sixpoint scale?**

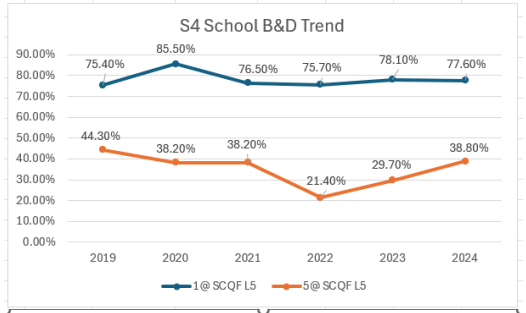
Theme 1: **Attainment in Literacy and Numeracy** Improvements in BGE ACEL data submitted in June 25.	ACEL data for CfE level 3 shows a continued improvement in both Literacy and Numeracy over the past 4 years. Both 91% for achieved level 3 by end of S3. ACEL data for level 4 Numeracy continues to be on an upward trend over the past 4 years. 61% achieved level 4 by end of S3. Level 4 Literacy has improved from last year's figures. 39% achieved level 4 by end of S3. **S4 Literacy:** Level 3 & 4 Literacy continues to demonstrate an improving trend. Level 5 Literacy taken a dip this year but still greater than 3 of the last 4 years. 2024 figures shows improvement over both 2023 data and the VC for this year, with the expectation of a slight dip in level 5 Literacy. Pass rates at A-C in English greater than the National Establishment. **S5/6 Literacy:** Literacy at all levels in S5 is lower than last session and that is also true for level 4 literacy in S6. These figures are also slightly lower that current VC comparison in all areas with the exception of level 5 literacy in S6. **<u>S5</u>** Presentation number for Nat 5 English lower than National but A-C recorded passes is higher. Presentation numbers for Higher English also lower than that nationally.	ACEL • Continue to support pupils within BGE for both Literacy and Numeracy by targeted groupwork/interventions • Moving Maths and English classes in S1 & S2 from 2 to 3 classes will allow for smaller class numbers Senior Phase • Pupils that achieved N/A retake subject as part of S5 timetable and also to sit relevant literacy/numeracy unit to demonstrate progression. • List drawn up of those still in school and not continuing with English/Maths and where appropriate to work through next level literacy unit/qualification • Explore options for alternatives to H English. E.g. L6 Literacy & Communication • Introduction of Higher Apps of Maths should help improve L6 Numeracy	Satisfactory

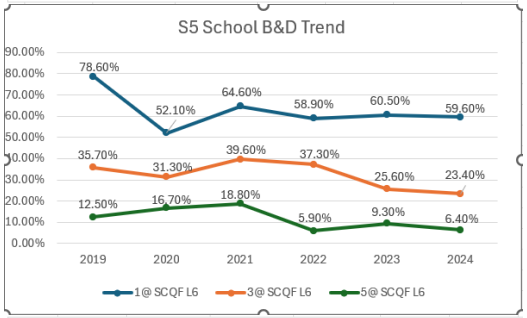
	Although A-C passes are lower than National the A-D passes is higher. This demonstrating too many D awards in S5. **S4 Numeracy:** All levels of Numeracy continue to demonstrate an improving trend. 2024 figures shows improvement over both 2023 data and the VC for this year. Pass rates at A-C in Apps and Maths greater than the National Establishment. Presentation levels for Apps is higher than National **S5/6 Numeracy** Numeracy at S5 and S6 has dropped slightly this year in most areas in comparison to previous rising trend. Lower than current VC in all areas with level 6 Numeracy needing to be reviewed.	• Early intervention letters/communication sent home to parents to inform of progress and steps/support to get back on track. • Increased number of tracking points for senior phase throughout the year.	

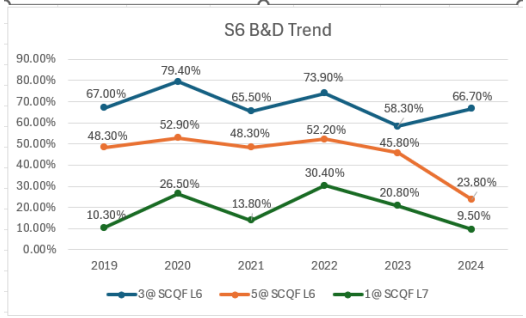
Theme 2: Attainment over time

S4 attainment measure of 5@5 has continued to improve over the past 2 years. The measure of 1@5 has remained consistent over the past 6 years.

S5 attainment data has been consistent over the past few years despite a number of staffing challenges that have impacted on senior phase classes in certain subjects.

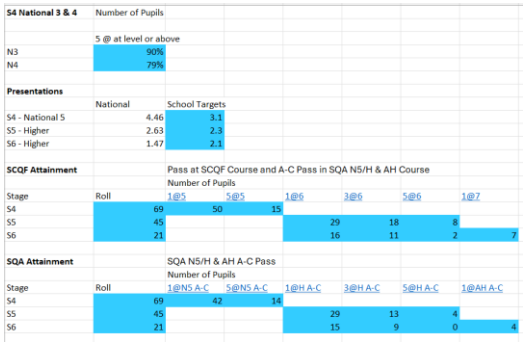
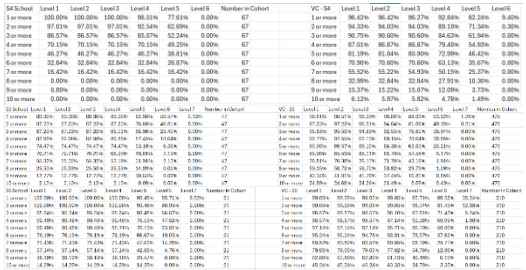


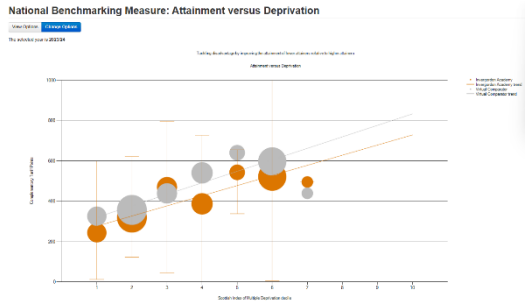




Current presentation levels

- Continue to develop curriculum offer with additional accreditation opportunities maximised.
- Embed new RA policy through staff meetings, DMs, ELT strategic meets & THC liaison
- Curriculum rationale & curriculum map

		
Theme 3: Overall quality of learners' achievement Responded to data opposite this year by supporting pupils to complete as many whole course awards as possible. A post prelim action plan put in place to support pupils in a number of subjects (additional study/classes and immersion days) Changing to a 2-2-2 curriculum model will allow for a higher quality learning experience and better preparation for S4 exams. Introduction of S3 Assessments has given more weight to S3 curriculum and ensured a further tracking point prior to change of timetable. This has allowed us to identify any learners causing early concern in progress. Early tracking and intervention letters in June for senior phase classes have ensured that there is rigour in our approach to supporting and challenging learners from the commencement of their SQA courses. Parents have responded positively, with a number of calls, emails and meetings taking place as a result. S5/6 timetable model changed to incorporate changing Higher classes from 5 periods to 6 periods a week.		Opportunities for wider achievement/additional accreditation mapped & improved tracking Departments to opt for complete course awards at National 4 where possible in place of units only approach at National 5. Clear overview of skills & linked to pathways SDS profiling tool launched and embedded for all learners DYW Action Plan & calendar support student motivation and progress into positive destinations	

Theme 4: Equity for all learners We perform broadly in line with our virtual comparator for SIMD. However, we have acknowledged that some learners with additional needs do not attain to their potential. As a result, we have reviewed our curriculum offer for identified students, giving more opportunities for success and more course awards. Our lowest 20% in S4 perform above our virtual comparator, demonstrating the positive impact of interventions at this level. We now need to replicate this success with our S5 & S6 lowest 20%.		PEF plan 25-26 Study culture & elite tutors across BGE & senior phase	
QI 2.2 Curriculum: theme 3 Learning pathways			
How well are you doing? **What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 sixpoint scale?**
School data profile was established early in session, with all staff part of reviewing our data to build our profile. This profile then underpinned our review of our faculty curriculum offers, with each faculty mapping current offer and suggesting additional/ different courses which can be introduced to support learner progression and pathways. Curriculum maps of BGE S1 & 2 courses have been created, giving more scope for moderation, responsibility of all, IDL and DYW opportunities as well as mapping skills progressions. This has been shared with learners and parents, enabling learning conversations on topics and progress to happen at home with more clarity for parents/carers to lead these. We have explored the introduction of Scottish Studies, and piloted this with some students in term 4. We are now in a position to widen this as feature of the curriculum in S3 and S4.	School data profile including insight data, seemis data. Inset activities and faculty curriculum review submissions.	Continue to develop curriculum offer in relation to our school context and attainment profile. Develop curriculum maps for S3, bridging BGE & SP courses with additional accreditation where possible in S3. Introduction of Scottish Studies to S3/S4 year groups Introduction of L6 leadership award to Senior Phase S5/S6	Satisfactory
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			

How well are you doing? What's working well for your learners? **Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	What are you going to do now? What are your **improvement priorities** in this area?	How would you evaluate this QI using the HGIOS 4 **sixpoint scale**?
We have worked to engage parents in a range of ways across the year. We have run two additional information evenings this year, one for options/careers info, and one BGE showcase. We also ran our annual 'Cuppa Tea@InverG' transition, where new S1 parents attend to hear about how their child is settling in and their learning so far. We have had partner, Mikey's Line, offer parents a workshop programme, which was attended regularly by 4 parents. This has supported parent wellbeing, and given tips and strategies on how to support CYP at home. We have created maps of the S1 & S2 learner journeys, which are shared with parents to inform of topics in each curricular area across the year. This has helped to inform parents so they can support and encourage their child's progress. We have reviewed our Senior phase interventions in line with our new raising attainment policy, and wish to work more closely with parents regarding student progress. Since change of timetable, we have tracked progress and alerted parents via a notification of concern letter of subjects and reasons for concerns. This has opened an early dialogue to help support learners and address issues in a proactive manner. Responses from parents have been positive to date. Whilst we do survey our parents, it is disappointing that online surveys are not engaged with well. Surveying parents at evening events tends to be more successful, but does not capture the whole parent voice. We included more events for parents and families, including a Christmas Fayre and School Show alongside other standing calendar items. The attendance to these was very positive, with feedback matching this.	Attendance data; surveys; feedback via emails, telephone calls and meetings.	TMR- more regular tracking reports shared with home, an early targeted parents evening in SP. Explore more ways to gain parent voice in a format which is easy for them to engage with, and where we can then demonstrate our actions in response to this. Explore more programmes which our parents can participate in (e.g. Planet Youth) Work with Parent Council on Cost of the School Day	Satisfactory

As a result, there is now a greater understanding of staff on the importance of parental engagement, which they have identified as an area for CPD in session 25-26. Whilst			