



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Invergordon Academy



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

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

School Profile

Pròifil na Sgoile

It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

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. There are currently 315 children and young people on the school roll. 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.

More than 18.71% of pupils use school transport. Of our current pupils, 60% or percentage have recognised additional support needs and 27.4% are registered for free school meals.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

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 of children who face barriers to learning are making good progress towards meeting their individual targets.

We have had 21 exclusions this year.

Data relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
315		86%		30	
S1	S2	S3	S4	S5	S6
53	69	70	68	58	37
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
37%	25%	37%	0%	<2%	XX%
ASN	FSM	EAL	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		
60%	27.4%	12%			

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

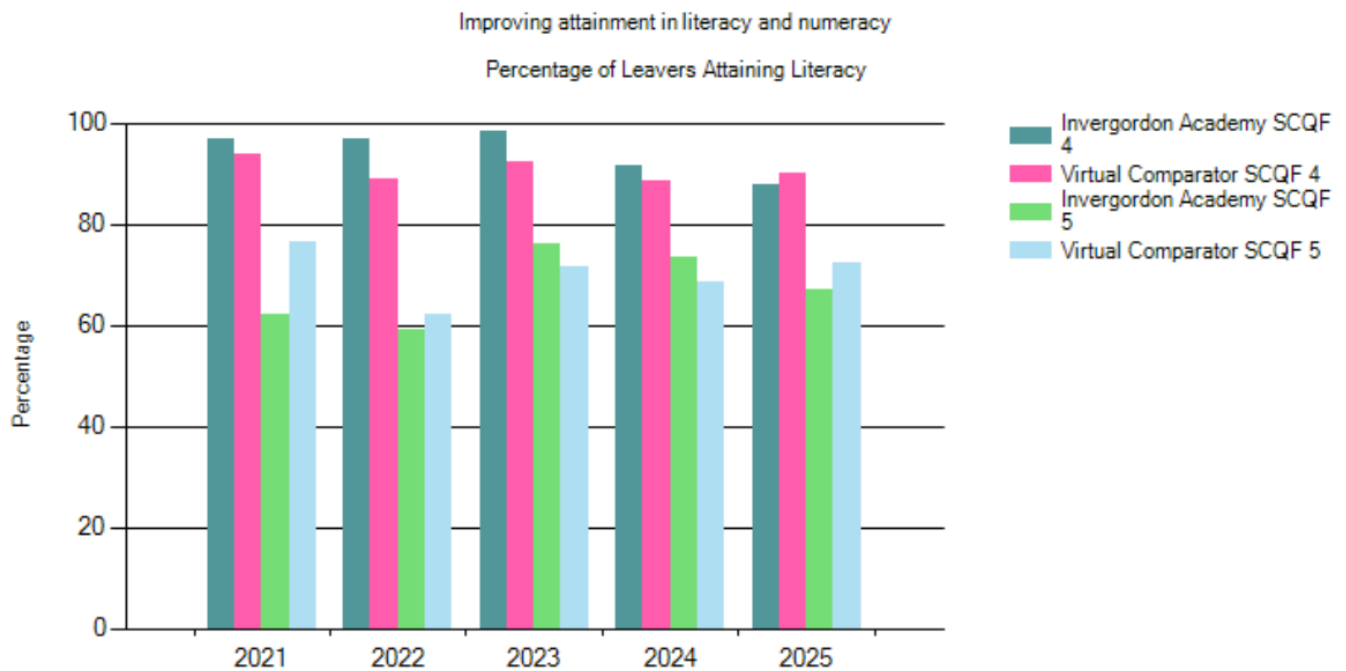
Level 4

Reading	Writing	Listening and talking	Numeracy
Less than half	Less than half	Less than half	Majority

Senior Phase

Literacy

All Leavers across S4/5/6:

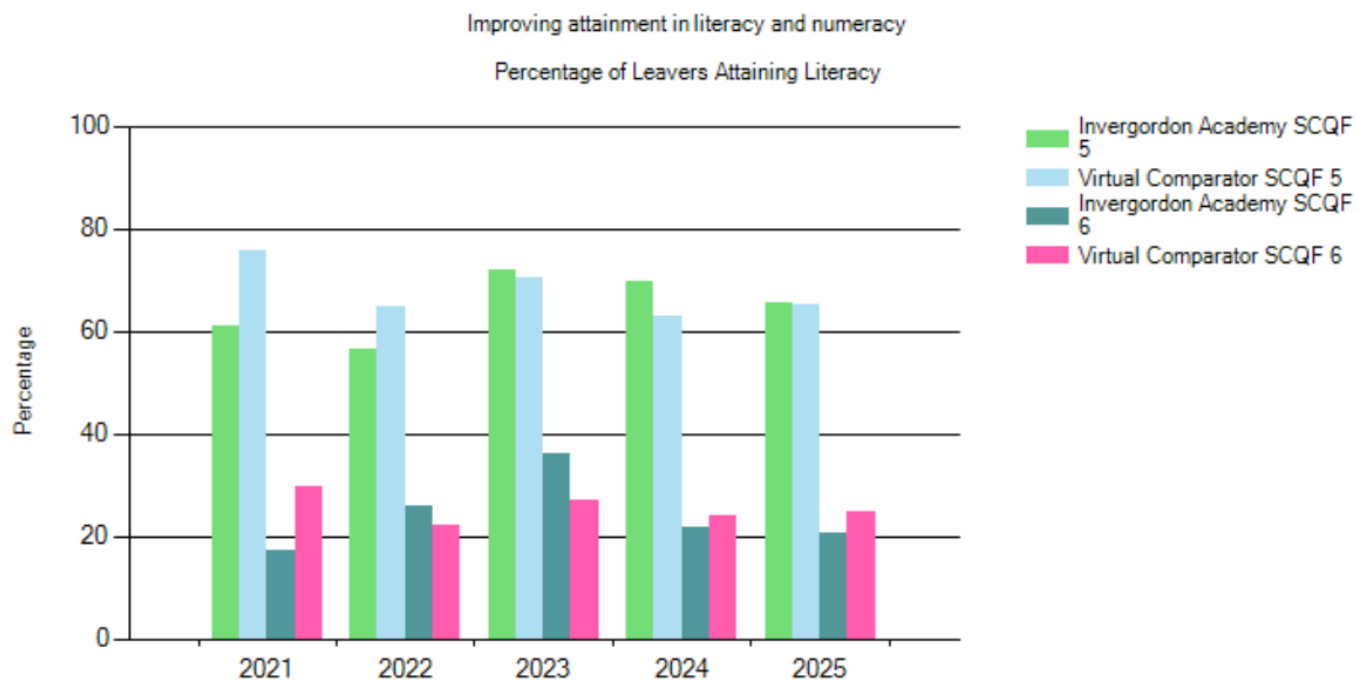


S4 Leavers: L4 & L5



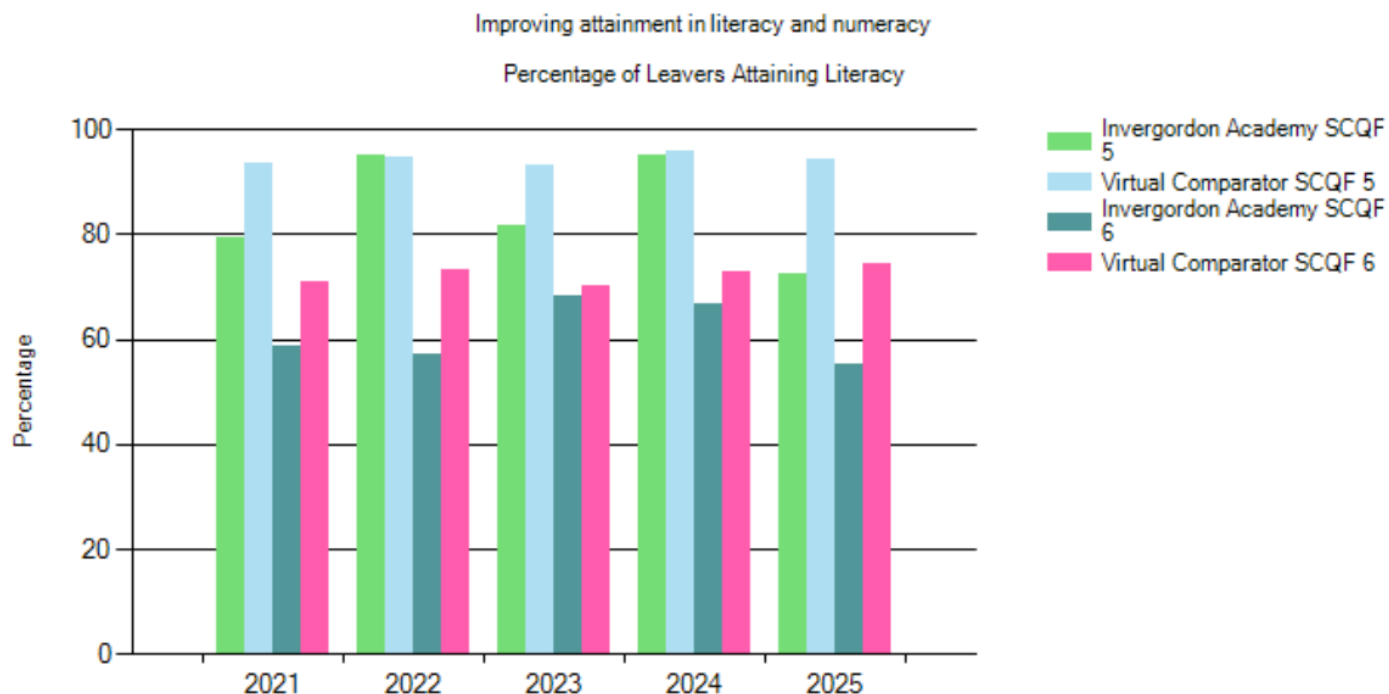
We continue to outperform our virtual comparator, and have shown an upward trend in level 5 awards.

S5 Leavers: L5 & L6



We have shown improvements in L5 awards for S5 leavers. We continue to work on L6 awards, which have been adversely affected by staffing and students leaving midway through the year/ unable to access this level of literacy due to English as an additional language (EAL).

S6 Leavers: L5 & L6



Our literacy attainment for S6 has been adversely affected by staffing and students leaving midway through the year/ unable to access this level of literacy due to English as an additional language (EAL).

Numeracy

S4 Leavers: L4 & L5



We have an improving trend at L5, and whilst L4 has dropped in past two years, we are confident in our numeracy plan going forward.

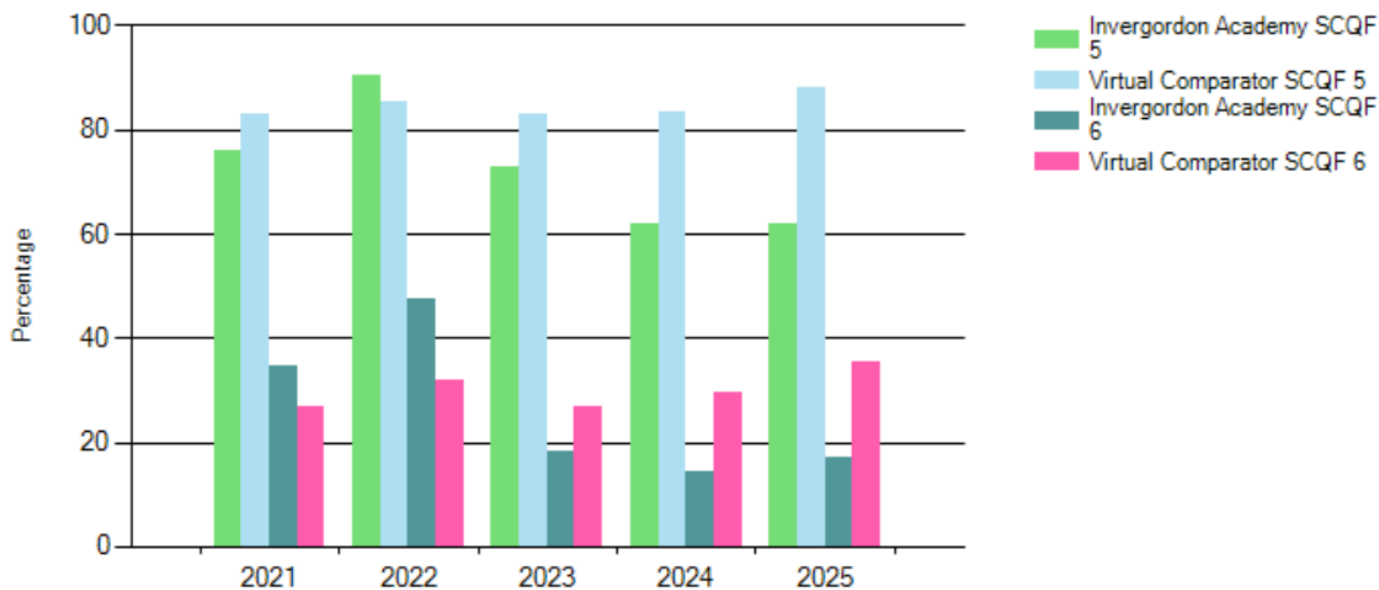
S5 Leavers: L5 & L6



We are performing above our virtual comparator at L5. L6 awards are below, and we will work to improve this in the coming session.

S6 Leavers: L5 & L6

Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Numeracy

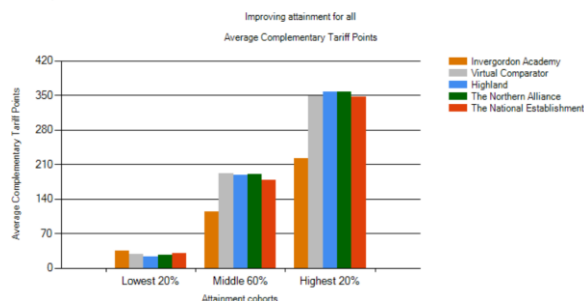


Numeracy levels have declined and whilst there is a small improvement in L6 last session, we are working on our strategy for raising attainment in this area.

Senior Phase Leavers Cohorts – Attainment for All

S4

The selected year is 2025

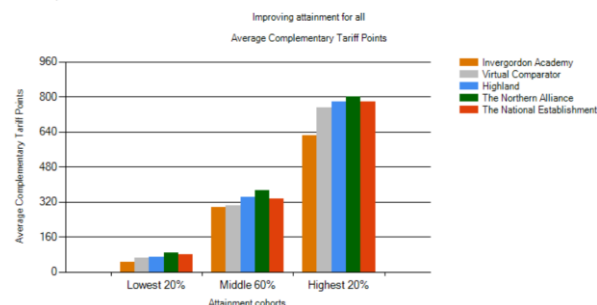


We continue to outperform our virtual comparator with our lowest attaining 20%. This is linked to our PEF interventions, and our CSWs who work closely with this group of learners to ensure they complete assessments and courses relevant to their ability.

Our middle 60 and upper 20 are below our virtual comparator. We still have too many students achieving 'D' in National 5 courses, which is not captured in this measure. We are working to expand our curricular offer to give more L5 awards which carry the same points as National 5 'C' passes, whilst offering traditional courses too. It is hoped that with more stable staffing this will support improved learning and teaching, engagement and attainment.

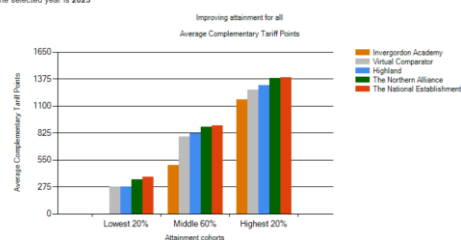
S5

The selected year is 2025



Our lower 20 and middle 60 are performing in line with our virtual comparator. Some leavers mid-year have impacted the lowest 20 data.

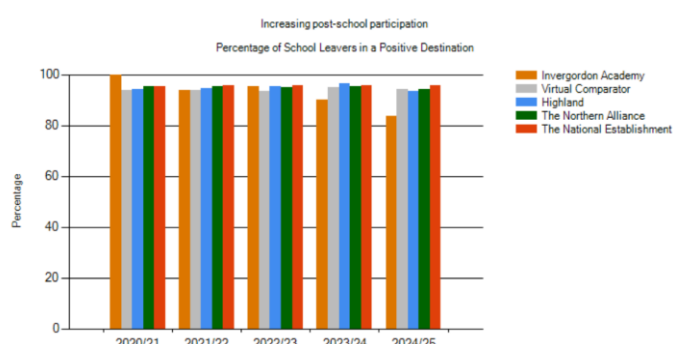
Our upper 20 are below our virtual comparator. We will focus on introducing more L6 NPA courses which can help more of our learners achieve at this level, whilst offering traditional curriculum for those who require this for higher and further education.



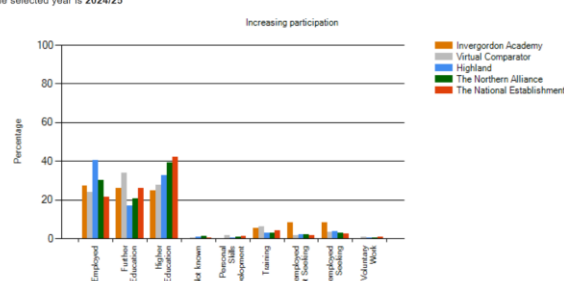
Our S6 data is an area for improvement. In our lowest 20 measure, we had a number of asylum seeking children who had not been in formal education before, and either moved out of area or did not complete school this session. This has resulted in no attainment in this measure.

Our middle 60 has also been impacted, though we recognise with an improved curricular offer we can improve this measure for our S6 students. Our upper 20 is closest to our virtual comparator, and we are confident that with our Raising Attainment policy, we can improve attainment for this measure in the coming session.

Destinations of School Leavers



The selected year is 2024/25

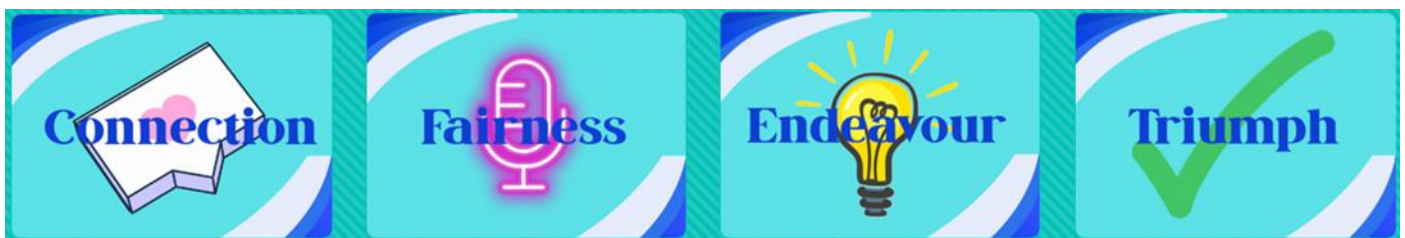


Positive destinations dipped last session. This is following the same pattern as the year before. This is in part due to students withdrawing from college destinations partway through the year. The decline is also impacted by our asylum seeker students who are not able to work in the UK and having not been in full-time formal education have not made a successful transition to this after leaving the area partway through the year. We continue to have robust 16+ planning meetings, and are confident that this measure will improve over time.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision for Learning, Teaching & Assessment



Following on from the launch of our values at the end of last session, we have worked to embed these. We use our social media channels to share news of learners' achievements, and link these to our values. We host celebration end of term assemblies, where we award prizes to learners from BGE and Senior Phase in recognition of them promoting and displaying these values. We continue to develop extracurricular experiences across the school for all learners, giving opportunities for them to enjoy experiences and develop skills in a range of areas. This session we have focused on connection, which culminated in a 'community give back' day for our BGE. Learners opted into sessions where they either worked to tidy up the community; created stained glass stencils to brighten up our school corridors; baked and created thank you cards which were then delivered to over 20 different community partners who have supported them across the year.

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

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority 1: Learning, Teaching and Assessment	
School Improvement Plan Priority 1:	
Summary of progress	Next steps
Significant progress has been made in this area. - We have used self-evaluation in term 3 and 4 of last session to inform collegiate programme (student surveys, Northern Alliance toolkit, staff surveys) - Learning Focus Weeks- student surveys, focus groups, observations and learning walks have ensured that we are making progress with our Learning and Teaching framework and policy. - Feed back shared at staff meetings, and then actions around areas of improvement. E.g. most recent work is our new rubrics to support staff shared understanding of lesson stems - Collegiate Programme is now led by 2 Faculty Heads, with pre-tasks linking to meet content. Grouping staff brings in professional enquiry via teaching sprints. Feedback on this ‘for staff, by staff’ approach has been very positive - Faculty Head is leading mentoring of new staff, with programme of training/professional dialogue - Updated elements of our policy, with a view to continuing work and sharpening focus on these- digital learning, outdoor learning, with project based learning to follow - Circle Framework has been engaged with across the year, with faculties working on their strategies to engage learners and remove barriers in the learning environment - Digital supports for learners are well embedded, with staff and learners well versed in the digital supports and which suits them best as individuals - SIG development of the Invergordon Strong Learning and Teaching Toolkit- googlesite. Provides CPD resources and professional reading, all linked to the Invergordon Strong Learning & Teaching Framework - We have expanded our moderation partnerships beyond Invergordon Academy, supporting staff to understand national standards, and plan courses and supports for learners accordingly - We have a new approach to moderation of literacy and numeracy, a responsibility of all in the BGE. This is supporting staff to become more collegiate in their understanding of the standard, and to capture more attainment and achievement of learners across the curriculum. - Staff training on report writing has ensured consistent quality of reports for parents.	Continue to work on our CLPL programme to upskill staff in pedagogy. Invest in outside agency to upskill the Faculty Heads leading to collegiate programme. Collegiate programme will focus on improving pace and challenge, and will tackle the key elements of the Invergordon Strong Lesson which will have greatest impact on this area. Learner conversations, profiling and tracking will continue to be refined in the new session, supporting learners to lead their own learning and engage with their feedback in a more impactful way.
Impact	
Leadership of Change approaches have empowered and inspired staff to lead. Improvements in pedagogy results in consistency in quality of learner experiences. Learners are happier and engagement is improving. New staff supported with approaches to LTA. Pace, Challenge & Differentiation: gradings have improved from the lowest of 2.50 in March 2025, to 3.42 in February 2026. And the highest grade has increased from 4.15 to 4.27. However, as HMIE found pace and challenge still to be an area for improvement, this will be the focus for our SIP next year.	

Environment, Experiences & Interactions: improvement in gradings by staff.

Increase from 28% to 37% 'teachers use digital tech to support learning'

Consistent student responses over 2 years 'my teacher helps me when I...'

In June 43.5% of our young people surveyed said they felt safe. In November 87.9% of our young people said they felt safe.

87.9% of pupils feel they are making good progress with their learning

In June 26 we have been awarded the Bronze Reading Schools Award, demonstrating our commitment and hard work to build and sustain a reading culture in the school.

School Priority 2: Raising Attainment & Achievement

School Improvement Plan Priority 2

Summary of progress

Next steps

Good progress has been made in this area:

- BGE courses mapped out with opportunities to assess Lit & Num. Pedagogy also supported- Literacy Mats as Graph Skills.
- Moderation calendar linked to reporting calendar, to ensure reporting data is accurate.
- Skills framework- SDS. Linking experiences to skills development. New profiling- adopted but to be evaluated/embedded.
- Senior phase course offer reviewed, linked to staffing and also data informed- 16+ information linked to curricular offer, and links to FE and vocational training to support improved transitions into positive destinations.
- Introducing more NPAs to support Middle 60 learners to achieve Curriculum offer giving more opportunities for certification in SP
- Faculties are planning curricular offers in advance e.g. F&T offering L5 costume design to better suit cohort next session. PE offering L6 alternative to Higher PE, allowing more learners to progress.
- Evolved new trackers are giving better overview of individuals and cohorts, for earlier intervention
- New Raising Attainment and Achievement Policy supports implementation of trackers, informing progress against targets, identifying students for support.
- Data held in central location so all staff/ faculties can access as required.
- Data used to inform options process to support Pastoral Team in assertive coursing.
- Data informed recommendations of choice- all staff involved in pathway planning.
- ELT 'RAG' exercise of our learners in B&D measures- discussions around coursing and interventions. Interventions discussion to share and highlight most successful.
- Literacy & Numeracy strategy reviewed. Actively targeting learners for further support. Giving more opportunities for achieving next level in addition to course completion of level below.
- Improvements in BGE better preparing learners for SP courses
- Interventions- earlier communication with home, targeted parents evening early in session. Move to monthly tracking in SP to support close monitoring and highlighting concerns.
- Outreach work to support attainment for school refusers.

Continued focus on raising attainment in literacy & numeracy, and S4 course awards.

We will continue to expand our curricular offer and ensure consistent approaches to accreditation.

Literacy & Numeracy strategy continues to develop with full compliment of staff in each area.

Tracking continues to develop, with more regular tracking in BGE, and more moderation opportunities, including across ASG.

Interventions will be tracked and also evaluated for impact and sharing of good practice.

Impact

Continuing improvements in ACEL data.

15 new accredited courses introduced (8 across whole school, 7 SfL)

Senior Phase Literacy and Numeracy improvements in session 25/26

Improved attainment projections for session 25/26.

Improved knowledge of student progress, earlier interventions, staff accountability, via trackers. Transitions enhanced- positive destination data is showing improvement for this session.

School Priority 3: Wellbeing, Equality & Inclusion

School Improvement Plan Priority 3

Summary of progress and impact

We have made good progress on some actions within this priority:

Through embedding our attendance policy, and an attendance pilot in conjunction with our Youth Development Team, we have achieved an improvement in our whole school attendance rate, which has increased by 3% to 86%.

Wellbeing groups have been expanded beyond PEF pupils. Our ASN department have taken a bigger focus on wellbeing, and we have created links with partners such as The Field, which support wellbeing interventions and we've also been able to link Personal Development Awards (PDAs) and Skills for Work Awards such as Horticulture.

Our partnership working has expanded, and we are now linking with Equally Safe in Schools (ESAS), Stronger Together and Planet Youth. These partnerships help drive our work on inclusion, rights of the child and putting respect for all at the heart of our school ethos. This also ties in with our Rights Respecting School work, ensuring equalities are at the heart of our school policies and procedures. Staff training sessions, stakeholder surveys and student workshops have all contributed to the focus on equality and inclusion.

The school's values are further embedded and evident in how we celebrate learner successes. Staff report that the values underpin their work, and these are supporting a calm and inclusive learning environment across the school.

Parent engagement has been supported with consultation on uniform and homework policies. In addition, we've had workshops on literacy and numeracy at our S1 Cuppa Tea @InverG event as well as Mikey's Line workshops and signposting parents to Planet Youth workshops at a local café.

Next steps

We will continue to work on improving attendance next session, with particular focus on addressing gaps in learning with students with low attendance.

Our new partnerships will continue with ESAS, where staff training will be extended and particular issues highlighted by learners will be addressed.

Our work with Planet Youth will now inform a community action plan.

We will review our anti-bullying policy as part of our Positive Relationships and Behaviour work, to ensure all instances of bullying behaviour are responded to in line with the refreshed national and local guidance.

Impact

Attendance pilot/interventions: EAL cohort rising from 75% to 89.35%, SIMD 1–3 cohort from 81.85% to 84.16%

Improved attendance has led to more students attaining in school-based course assessments.

87.9% of pupils feel they are making good progress with their learning and 87.1% feel they are supported to do well.

Wellbeing measures in Merits, Flag and Referrals are all showing improvement. Flags School Average 19. Referrals School Average 2. Merits School Average 59

Wellbeing surveys: In June 2025, 43.5% of our young people surveyed said they felt safe. In November 87.9% of our young people said they felt safe. In Feb this had risen again to 89.2% (with more students completing survey).

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We have continued our 2 ISWs, who support caseloads of learners in attendance, wellbeing and attainment.

Impact: Students feel well supported; attendance is supported as well as completing coursework and assessments to ensure they remain on track to attain. Parent contact and relationships are strengthened by ISW communication. School refusers still gaining awards through outreach work.

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)																				
Attainment	See table in next column.	<table><tr><td></td><td>Level 4 Numeracy or Maths</td><td>Level 5 Numeracy/units</td><td>Level 4 Literacy or English</td><td>Level 5 Literacy or units</td></tr><tr><td>2025</td><td>14</td><td>7</td><td>2</td><td>4</td></tr><tr><td>2026</td><td>24</td><td>10</td><td>20</td><td>16</td></tr><tr><td>Other Qualifications</td><td colspan="4">Assisting learners with 8 other awards: Level 4 Business (3 pupils), Chemistry (1), Scottish Studies (1), Uniform and Emergency Services (6) and PE (7).</td></tr></table> ISW have supported an increased number of CYP to achieve and attain in not only Literacy and Numeracy, but also other SQA units and full course awards. Added to this, they have been supporting learners to achieve positive destinations such as college, Nigg Skills Academy, paid placements and Barnardos.		Level 4 Numeracy or Maths	Level 5 Numeracy/units	Level 4 Literacy or English	Level 5 Literacy or units	2025	14	7	2	4	2026	24	10	20	16	Other Qualifications	Assisting learners with 8 other awards: Level 4 Business (3 pupils), Chemistry (1), Scottish Studies (1), Uniform and Emergency Services (6) and PE (7).				ISWs
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Attendance	School Ave: 85.7% PEF Ave:83.6% 48% of PEF pupils are below average attendance	Our whole school average of attendance has increased. The PEF students with attendance support have also increased. The differential has narrowed between the whole school and PEF students, by 0.2%, with a differential of 2.1% The support from the ISWs has been worthwhile, as these students have maintained connection with the school and learning. Outreach work has been ongoing for some students who have had serious barriers to regular attendance. Some students still have significantly low attendance, and further supports from partner agencies are required to support	ISWs																				

		improvement in this area.	
Nurture Group Caseload 1-1 support	S1: 6 students on caseload 2 in nurture group S2: 8 on caseload 9 in nurture group S3: 19 on caseload 5 in nurture	Caseloads are reviewed via weekly ISW meeting which scrutinises attendance and behaviour data along with qualitative updates. Wellbeing surveys once term show the progress of the CYP and highlight any further concerns, as well as an ISW Nurture groups and 1-1s provide learners with opportunities to connect, regulate and feel safe and secure in school. Small group went to Outward Bound. 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. Impact on behaviour and relationships has been positive: 1% of exclusion openings in 25-26 were PEF students. 4 of the 11 excluded were PEF (36%). 9% of total BGE pupils excluded belong to PEF. This is lower than the % of pupils in BGE identified as PEF, which is 23.5%.	ISWs

Wider achievements

Coileanaidhean nas fharsainghe

We have worked to expand our accreditation offer, to give learners opportunities to gain more than one award per subject choice. Below are examples of where we've achieved this and the numbers of students benefitting from this approach.

Art NPA level 5 x 12

Drawing NPA level 5 x 11

Painting NPA level 5 x 14

Personal Finance Award level 4 x 8

Personal Finance Award level 5 x 1

Scottish Studies Award level 4 x 7

Introduction to Basic First Aid level 5 x 25

Literacy & Numeracy, number of pupils upgraded National 4 with a level 5 Lit/Num awards

We also offer a range of wider achievement awards and experiences across our curriculum. Learners who attend our Support for Learning department, or link with partners such as our Youth Development Officer or Active Schools Coordinator have participated in the following activities and had opportunity to gain the following awards:

Qualification	Partnership	No of pupils
Small Animal Handling	Loch View Rural Training, Easter Ross and Bee Keeping	6
Rural Skills	Loch View Rural Training	6
Barista Skills	Corner on the square	6
Dynamic Youth Award	YDO/YSO	4
Wellbeing Award	YDO/YSO	10
Leadership	Sports Development Officer	
Youth Achievement Award	Strathpeffer Rowing Club	17
Employability Award	DYW coordinator	26
Fire Skills	Scottish Fire and Rescue Service	10
Personal Achievement Award	Boxing Academy	5

Comments from learners, families, stakeholders and staff

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

Learners: We regularly survey our students to listen to their experiences, what they are enjoying and gain feedback on how they think school life could be improved. We also hold focus groups with junior and senior students to have in depth discussions on their thoughts and opinions on school. Here are some of the results from this session.

Almost all learners say they feel safe in school.

Most learners tell us they have someone they can speak to if they feel worried about something.

Most learners say they are treated with respect by staff.

Most learners say school helps them to understand and respect other people.

Most learners are happy with the quality of teaching and are encouraged to do well by staff.

Parents & Carers: We survey parents and carers when they attend parent contact evenings, as well as sending surveys by email, and consultation/feedback opportunities on school policies.

Almost all parents say their child is happy at school.

Almost all parents say they have a good relationship with the school.

Almost all parents say they have enough information about the curriculum.

Almost all parents say the school is doing a good job.

Most parents say they believe their child is safe at school.

Most parents say they feel comfortable approaching the school with a question or problem.

Staff: We are keen to work collegiately with staff, and regularly consult, give opportunities for leadership and are open to hearing new ideas and solutions.

Almost all teachers find it rewarding to work at Invergordon Academy

Almost all teachers say the school's vision and values underpin their work

Almost all teachers say staff treat learners and colleagues fairly, and with respect.

Almost all teachers say learners are encouraged to treat each other with respect.

Recent feedback on the new collegiate programme has provided the following:

I enjoyed working in my TLC collegiate group

I found the collegiate sessions had a positive impact on my learning and teaching

Connection Fairness Endeavour Triumph

I learnt new strategies / techniques from the collegiate sessions

I would like this format for collegiate sessions to continue

I found the collegiate sessions relevant to my needs

I am more confident at using a range of AifL strategies now

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Approaches to Learning, Teaching and Assessment will see improved learner engagement, pace and challenge across all lessons.
2. Raising Attainment & Achievement, in particular S4 courses and leavers Literacy & Numeracy
3. Health & Wellbeing supports improved attendance and engagement in school.

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 [Invergordon Academy](#) or by contacting the school office.