SCHOOL STANDARDS AND QUALITY REPORT 2019/20

CULLODEN ACADEMY

School(s):   Culloden Academy

Head Teacher: J Vance

Date submitted: 9th October 2020

Context of the school:

Culloden Academy is a growing school, with a roll 1130 pupils and rising steadily. The fact that the school building was designed for 960 emphasises the urgency of our planned extension work and the pressure that the school is under in terms of rooms and social/eating space.

We are set on the outskirts of Inverness and our catchment area covers 6 primary schools- Ardersier, Balloch, Cradlehall, Croy, Duncan Forbes and Smithton. We also receive a small number of placing requests each session although for session 20-21 these are all being turned down due to the school being over capacity. With the current building taking place in our catchment area our projected roll is due to rise further- to over 1600 pupils by the end of this decade. To accommodate this increase, we are at the planning stages of a project for a significant extension to the school.

Of our current pupils, 39% have recognised additional support needs, 9% are registered for free school meals and 25% travel by school transport.

Alongside space, staffing continues to present the main challenge to progress and Culloden Academy along with other large secondary schools in the Highlands has one of the most challenging staff-pupil ratios in the country. Despite this, our staff work tirelessly to support the youngsters in our care but this undoubtedly affects our ability to offer the variety and scale of learning experiences that we would wish to offer. That said, we are very grateful to the small number of dedicated supply staff who regularly come in and help us deliver a high quality educational experience for our young people.

School Vision, Values and Aims:

Culloden Academy strives to be a:

CARING community which celebrates the creativity of all of our pupils. A school which works hard to

UNDERSTAND the individual circumstances of our pupils and to support them to achieve their potential. Where

LOYALTY and respect towards all members of the community are valued. Where a lifelong love of

LEARNING is central to all that we do; so that pupils can achieve their best, both now and in the future. We will always work hard to ensure that

OUR ETHOS is warm, welcoming and reassuring to pupils, staff, parents, partners and our community. We have a

DIVERSE CURRICULUM which responds to learners' needs and ensures that our pupils receive the highest quality of learning and teaching. We are a school community where pupils are

ENCOURAGED to excel in many different ways within a

NURTURING space, where the warm and friendly atmosphere enables pupils to thrive.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

Participants	Engagement details
Teachers and other staff	*Draft completed by JV and discussed with SMT. After revision it was issued to all departments who were given three weeks to discuss it and then feedback comments and requested amendments. Since we cannot have a whole staff meeting this was felt to be the most inclusive approach. The quality of feedback from departments has been impressive and the plan- including the PEF element- truly feels like a collaborative work*
Parents	*Discussed with Parent Council Chair.*
Pupils	*Pupil survey carried out on various dates and the feedback included in the plan*
Associated Schools Group/Improvement Family Groups	*Whilst ASG heads are working well together, priorities for discussion have been around re-opening or families in crisis. We will continue our collaboration over the course of the session.* *Improvement Family Head Teachers collaborate regularly and have shared and commented on the plans for other schools and are looking for potential collaborations.*

Our overall evaluation of the school's capacity for continuous improvement:

> *** We are confident in our capacity for continuous improvement ☒**
> *** We have some concerns about our capacity for continuous improvement ☐**
>
> Comment: The impact of the pandemic on health and wellbeing, the necessary changes in pedagogy imposed by social distancing and the ever-present concerns about local lockdowns are obvious caveats to this judgement. The decision was finally based on the willingness of staff to continue to take forward meaningful improvements at departmental and whole school level.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap:

Relevant Improvement Priority title/ Pupil Equity Funding project/ Scottish Attainment Challenge additional funding project:

In session 19-20 we appointed a replacement CSW to continue our work with specific families in the community. This established programme is based on a review of attendance, exclusion, unauthorised absence and attainment. Whilst this analysis gave us a clear SIMD group, in line with the National Operational Guidance we have been including other families for whom this support is essential. Simultaneously we have employed a PSA in school to look at literacy and numeracy recovery work for children whom we have managed to re-engage in their learning. This has proven very successful as evidenced in certificated attainment. The work that the new and established CSW have now completed means that after a resignation we have decided to alter the balance of the team to one CSW and two PSAs to focus on fully supporting the families and individuals who are now willingly working with us.

Impact and data

The fact that SIMD was revised in 2020 means that much of the statistical data has had to be reset. We know our families well enough to retain our focus on them. Prior to the reset however, over the duration of the project there is clear evidence that we were managing to change the attendance, engagement and attainment of the young people who we defined as being in our key attainment gap. This data remains on file and at individual level we have a range of success stories- with children and with families.

What we have done to address the other National Improvement Framework Priorities:
- **Raise attainment, particularly in Literacy and Numeracy**
- **Improve children and young people's health and wellbeing**
- **Improve employability skills and help our children and young people achieve sustained, positive leaver destinations**

Relevant Improvement Priority title(s):

The 2019-20 School Improvement Plan had three targets:

1) Ensure high attainment for all, particularly in Literacy and Numeracy

2) Improve outcomes for all due to enhanced tracking and monitoring, with targeted interventions where appropriate.

3) Reviewing our behaviour management policy and embedding Positive Relationships in all aspects of school life.

Impact and data

With regards to **Target 1** significant progress was made in refining our lesson observation programme, capturing our pupil and parent voice and with regards to our focus on meaningful staff development.

With regards to **Target 2**, staff training was completed and we were prepared to engage with a new tracking and monitoring facility within SEEMIS as part of a two school pilot. Unfortunately, in November the decision was taken that the pilot not proceed for us although the other school was allowed to proceed with the pilot. This necessitated going back to the start and creating our own comprehensive tracking datasheets. This was achieved and shared with the departments who spent some time prior to lockdown engaging with them. Much of this work was planned for the summer term and with the need to move to online learning very little progress was made. The work will be continued in session 20-21 and thereafter.

With regards to **Target 3**, staff training was undertaken, pupil and parents consulted and a new system devised to be launched in the summer term. This had to be delayed and the work has been carried over to session 20-21.

QI 1.3
Leadership of change

Themes

- Developing a shared vision, values and aims relevant to the school and its community

- Strategic planning for continuous improvement

- Implementing improvement and change

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school

a) At a departmental level, our embedded QA system mean that departments are always involved in a plan-do-review process leading to improvements for learners. Gathering of pupil voice at both departmental and whole school level is well established through focus groups, surveys and feedback sessions. Beyond this, the Extended Management Team are central to a major review undertaken by the returning HT in connection with attainment, curriculum and choice of course. Sub-groups were set up to review our processes and suggest improvements. One quick benefit for pupils is that new courses and qualifications have been made available for session 2020-21. The attainment groups reviewed various approaches in other schools and have settled on a more robust analysis of data which will work well alongside our work on tracking and monitoring. The curriculum review group did not make as much progress as their planned work for the summer term was curtailed by lockdown. All three elements are being taken forward again in session 20-21 as part of our commitment to continuous improvement.
Alongside this a Working Group led by a Guidance Teacher has been reviewing our discipline system and working to introduce a restorative practice based system. The roll-out was delayed by lock down but will happen in session 2020-21 as a step towards becoming a Rights' Respecting School.
b) Our QA processes ensure that all staff are involved in ongoing review and that changes are carefully monitored and plans amended in light of data and feedback. Principal Teachers work closely with SMT who are kept well aware of departmental initiatives and how these dove-tail with and support whole school priorities.
c) Strong collaborative practice meant that by October 2019, staff were ready to engage with a new tracking and monitoring system. When this plan was derailed, staff engaged very positively with a revised process and have started to breathe life into our own tracking system. It is hoped that through collaboration within our Improvement Family we will see this system develop significantly over the course of session 20-21

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) We have a revised system for departmental attainment reviews.
b) We had a Choice of Course process this session which resulted in much higher pupil satisfaction levels than the previous session.
c) We have a draft curriculum rationale statement to discuss with young people
d) Departmental QA reports show a consistently high level of commitment to continuous improvement
e) Tracking sheets for each year group are being used by departments to identify pupils who may need additional support.

Question 3
What could we do now? What actions would move us forward?

a) Lockdown meant that none of our work was finished quite as we would have liked it. Aspects of all three of our School Improvement Plan Improvement Priorities are about completing these actions and then developing these initiatives further.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	very good

QI 2.3
Learning, teaching and assessment

Themes
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school?

a) Focusing on the period up to lockdown, there were two main initiatives to improve learning and engagement- focused on differentiation and on lesson observations to improve the quality and consistency of the learner experience. Staff training was delivered on differentiation, departments were invited to review their current practice and course structure. The HT explained his expectations about future course design- both that the individual needs of learners are considered when staff are deciding on pedagogical approaches and that when being written all new and reviewed courses cater appropriately for the bottom 20%, middle 60% and top 20% of the cohort. Further work in this area was planned for the summer term and will be returned to in session 20-21.

At a departmental level, staff continued to innovate and develop new materials and approaches. One example of this is the work of the Chemistry department in differentiating success criteria in their BGE courses to support learner engagement. Very high approval rates from pupil surveys confirm the value of this work. The HE department have revised their course booklets to include dish reviews and to note skills learned. Pupil feedback suggests that this is much more meaningful because it is done at the time rather than at the end of a unit. The Music and Drama departments invest considerable time and energy in developing relationships and an ethos that supports learner engagement. Formal attainment data suggests that this is very effective. The PE department, like departments across the land, wrestle with the issue of identifying and addressing barriers to participation in PE. This session they worked with pupil focus groups to identify ways that they can increase learner participation and several of these are being trialed in session 20-21.

b) The second initiative involved the creation and piloting of a checklist for lessons to allow more accurate and specific feedback to staff. Alongside this the Learning, Teaching and Assessment group surveyed pupils to see what worked and didn't work well at Culloden Academy and used this detailed feedback to start to design a Culloden standard which we will commit to deliver for all pupils. Work on this continued through lockdown and will be rolled out to all staff before the October holidays. In the summer term during lockdown staff worked very hard to adapt courses to online delivery and to change their practices to teaching through GSuite. There was a significant change in the level of digital skills amongst staff who capitalised on opportunities to learn from and support one another and to benefit from digital learning opportunities. This has been of significant benefit to learners. To further support staff and for the sharing of good practice, the Culloden Academy EdTech Toolkit was set up by Rachel Cavellini, Teacher of Religious and Moral Education to support staff and share key messages. Feedback from parents and pupils was that on the whole staff delivered high quality learning and teaching experiences in uniquely challenging circumstances.

c) One silver lining of the cancellation of the SQA exam diet was that the subsequent process for confirming estimates gave departments a chance to review their assessment practices and the extent to which they held accurate information on how learners were progressing in their subjects. Departments knew their learners well and had a range of assessment information which they were able to use to make decisions about how Senior Phase pupils would have attained if the exams had progressed. These discussions have also sharpened the focus on BGE pupils and on the attainment data that we hold on them. Considerable work was undertaken to gather all relevant summative assessment data in one place (see next paragraph) to better understand cohort and individual needs and to plan appropriate interventions. A pilot piece of work with the Maths department showed the rich potential of this.

Prior to lockdown, departments were revising their approaches to assessment- particularly in the BGE with a view to getting pupils more 'N5 ready'. One example of this was the Biology department who amended their S3 assessments to align them with National qualifications. They also increased their focus on literacy and numeracy skills and on the quality of differentiation within their courses. The same department also introduced feedback sheets at Higher level to give pupils more detailed feedback on how to answer questions. Pupil responded favourably to this innovation.

d) Having decided to wait no longer for SEEMIS or a Council wide solution, the HT pulled together all assessment data for each year group and issued this to departments with advice on how to use it to get a different view on pupils and to support the review of courses and approaches to teaching and learning. The work was very much in the early stages when lockdown came and will be taken forward in session 20-21 as a key priority for the new DHT.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Training materials provided by Highland Council were broken down in 1-hour sections and delivered as whole staff training. Staff were surveyed to help us understand what 'differentiation' meant in different parts of the school and an agreed definition and priorities were in place prior to lockdown.
b) LTA group minutes, presentation to the Extended Management Team and information shared with all staff.
c) This is difficult to evidence but is the professional opinion of the HT and SQA Coordinator who met with every department to discuss their estimates, their data and their processes.
d) Spreadsheets and supporting documentation.

Question 3
What could we do now? What actions would move us forward?

a) Complete the delivery of the Highland Council materials, revisit the staff understanding and ask the LTA group to disseminate interesting practice as they become aware of it.
b) Finalise the "Culloden Gold Standard" which reflects a shared understanding of high quality learning and teaching, share with staff and support staff to engage with this through training.
c) A 'lessons learned' exercise with regards to the recent exam diet will be completed by all staff during the September in-service days. After this SMT will meet to consider appropriate next steps.
d) What is required is an easy to use joined up system for tracking, monitoring and interventions. We are fortunate to be working closely with Millburn Academy who have an established system through Google and we hope they will support us to create a Culloden specific version as part of our ongoing collaborative work.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	good

QI 3.1
Ensuring wellbeing, equality and inclusion

Themes
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school?

a) Our Behaviour Management policy was reviewed and as a result plans to move to a Promoting Positive Relationships model was introduced. The Positive Relations working group met regularly and agreed a roll out and all staff engaged in staff training. All pupils have engaged in a Scheme of Work relating to Positive relationships and Restorative Practice to ensure they were clear about the process and expectations. Consultation of all partners took place and the policy was set to roll out. Covid-19 has delayed this slightly but this will be fully implemented this session.

b) Our pupils generally show consideration and respect for their peers and the school has a very inclusive and open ethos. A number of our pupils follow bespoke timetables to reflect the diverse range of needs which we have and our Pupil Support team work extremely hard to be creative with limited resources to ensure that pupils needs are met. We work extremely closely with partners and enjoy very positive relationships as a result of the hard work and dedication of the staff to ensure the best outcomes for pupils. Our pastoral staff meet regularly with other agencies to discuss pupils whose attendance is below our desired level of at least 93% and weekly data is generated to keep a track of all pupil's attendance. This ensures that we are aware of changes in trends and for specific pupils and are able to respond with timely interventions. The impact of attendance is key moving forwards this year and is a key aspect of this year's School Improvement Plan.

c) Our Child Protection training is delivered twice a year and is recognized as being of a very high standard. We now deliver to other partners to ensure that everyone connected to the school has received the same message. We use credit card sized CP cards to support staff that are unlikely to have a pupil disclose to them very often. These wallet sized cards are helpful as prompts so staff are reassured that they know what to do and not do, who to seek advice from and the cards also have up to date contacts for Duty Child Protection Officer and social work teams, both day and out of hours to ensure that school trips are also covered. Regular safeguarding briefings are sent to all staff on diverse topics to keep everyone abreast of the latest developments and to cover a wide range of topics from FGM to Deep Fake. We also made changes to how we record summary data for all Child Protection issues to ensure that we meet the HGIOS4 targets to having an overview of all issues to see patterns and trends.

d) Our two PEF funded CSWs and our PSA Attainment Mentor work with a busy caseload of pupils. The changes to the SIMD criteria will have disrupted our data but by following specific pupils we can demonstrate the impact. As a result of their work we have seen attendance rise and parental engagement increase for a significant number of these young people. We have a number of pupils who experience significant challenges in their life and in learning and we strive to ensure that they are fully included in school life. Our ASN department is a busy and thriving area of the school, despite its lack of facilities. Staff and pupils volunteer to support our ASN pupils, at social times and in lessons, both in the ASN department and in class. The ASN Google classroom was a huge success over lockdown with all students engaging in activities and supporting each other.

e) Over lockdown we utilized Google classroom to enhance the transition of the P7 pupils into the Academy. A Transition Google classroom was set up to which all new pupils became members as well as their teaching staff. Information was posted every week, with details about the school, videos from departments about what to expect, from Pupil Support staff introducing themselves and what they do and covering all aspects of transition. Daily quizzes or question of the day were published for those who wanted to get involved and weekly tasks were published to allow the pupils to bond as a Year Group and to start to develop their House identity. The Year Head met with every Primary 7 class in a Google meets to answer questions and was available to answer questions from pupils, staff and parents throughout the lockdown period and most of the summer holiday. The Google classroom meant that our P7/S1 pupils had more information than they have ever had, and more access to the support staff and this is a practice which we will now continue with each year.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Consultation documents evidence the positive view of all stakeholders to the Promoting Positive Relationships work. Minutes of the working group meetings. Surveys of pupils and staff.
b) The wide range of timetables which pupils follow. The emails and comments from visitors to the school about the 'feel' of the school community. Outcomes for our young people who are most at risk and the interagency working. Pastoral Notes. CPM minutes. Minutes from PARM's.
c) All disclosures handled correctly by initial staff. Feedback from staff to Safeguarding briefings. Overview sheet for cases and ability to filter and sort by different categories.
d) Our PEF work, although disrupted by the change in SIMD boundaries, continues to engage students and families. Increased attendance and attainment for pupils and the increasing engagement with the PEF mentor. Increased engagement with some hard to reach families. Levels of engagement with the ASN Google Classroom over lockdown.
e) Feedback from Primary staff, parents and new S1 pupils. Level of engagement. The number of vulnerable pupils who were not expected to transition well into the Academy, are attending and confident learners.

Question 3
What could we do now? What actions would move us forward?

a) Final roll out of the Promoting Positive Relationships and being fully embedded in school life and seeing a decrease in escalations as a result.
b) Utilise ASN staff to provide one to one support to help close the gap for literacy and numeracy and further develop the SQA accreditation for pupils using the support department.
c) Look at the new SEEMiS to see if recording of CP issues could be incorporated into this.
d) Employment of another Attainment Mentor to enable more pupils to access this service.
e) Survey pupils as to what more could have been provided, now that they have experienced the move to secondary school and modify our resources so that they are applicable to a non-lockdown transition and support the face to face transition days.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	**very good**

QI 3.2
Raising attainment and achievement

Themes
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school?

a) Looking at all leavers:
- Level 4 Numeracy has risen above 90% for the first time- to 93.6%.
- At Level 5 literacy there is a 5 year high of 81.4%
- Level 5 Numeracy is also a 5 year high of 66.28%.

This is the result of work carried out over several years across the school to promote literacy and numeracy in all subject areas, alongside very focused literacy and numeracy interventions from English, Maths and PEF staff. The additional time that the English and Maths departments have been given to support literacy and numeracy in the BGE should ensure that we continue to perform strongly against these measures. Other departments are also working hard to support literacy and numeracy with Physics and Social subjects being two good examples of this.

b) As can be seen above, overall, our data is going in the right direction. The narrative behind S4 leavers' data will always be fundamentally important- where they disengaging early/are there health or wellbeing issues limiting their attainment which need to be recognised? If so, did we do all we could to provide opportunities to succeed? Guidance and PEF staff in particular work hard to minimize disengagement and we now target pupils in S2 or S3 at risk of disengaging for specialist input and formal recognition of their achievement. Looking at the basic attainment information for S4, there is a small increase in the number of S4 N5 entries between 2016 and 2019 but an 11% decrease in A's and small decrease in entries and passes per pupil. Once again, the question emerges of whether our pupils are sufficiently N5 ready by the end of the BGE. I am aware that departments are engaging with the need to push for more As. With regards to S5, a recurring trend seems to be that S5 leavers performed well and S6 leavers did not sustain this standard- I suspect it is more a comment on the lack of ambition/other priorities on the part of our S6 pupils though investigation is needed of the idea that some of our best attaining pupils are leaving at the end of S5. The Improvement priority for session 20-21 about the 'refreshed narrative of the curriculum' will have to consider and respond to this. Looking at the basic attainment information for S5 there are some alarming messages. A 39% drop in the number of A's, 37% reduction in passes and 31% reduction in entries since 2016 is not adequately explained by the reduction in roll. We are seeing a year on year reduction in entries per pupils and for the first time last session we dipped below an average of 2 Higher passes per pupil for our S5 pupils. *Initial analysis of the session 19-20 results suggests that there have been significant improvements in this area.*

c) Our revised subject choice process and the revision of our curriculum rationale are both very timely- the 4-year decline in attainment for the top 20% of all leavers, combined with the regularity with which we are below our VC data for other measures means that more of the same will not suffice. Students attain a broad range of qualifications and our ASN department have been proactive in gaining recognized qualifications for young people unable to engage the mainstream curriculum.

d) We have identified through analysis of our Insight data an issue with the attainment of young people with ASN which has fallen behind comparative national data. Managers have assessed the attainment profile of individual pupils and SMT and Guidance meet to look at pupils deemed to be at risk of underachievement. I believe that this can only be tackled through pedagogy, training in how to deliver learning to young people with neuro-developmental difficulties and the instilling of greater ambition for and on the part of these young people. The staff have worked hard throughout session 19-20 to address this situation.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) The data with which to answer this question is embedded in answer 1 above or available through Insight.

Question 3
What could we do now? What actions would move us forward?

a) The work that the staff started in session 2019-20 with regards to differentiation needs to be accelerated. This has been included in this session's School Improvement Plan.
b) As the school's tracking and monitoring system develops so our ability to identify potential underachievement and intervene in a timely fashion will improve. This has been included in this session's School Improvement Plan.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	good

KEY THEME from QI 2.2 Curriculum	Theme 3 • Learning pathways

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school?

a) The curriculum provides flexible learning pathways to ensure we meet the needs of our pupils. After an unsatisfactory Choice of Course process last session, we consulted departments and revised our processes to move away from free choice to a column structure in S4-6. The lead DHT worked closely with Guidance and the PT ASN to look at a broad range of learner journeys and to produce a Choice of Course form which reflected the needs of our learners. This session's process was much more successful in terms of the number of pupils able to get their first choices.

b) Supporting this, departments have been encouraged to identify and introduce new courses and qualifications which better meet the needs of our young people. The Choice of Course form contained 13 courses making their first appearance, of which 9 had sufficient uptake to form viable sized sections that are running in session 2020-21. PE Excellence in Sport; PE Leadership; Furniture Making, Politics H; Scottish Studies; Bakery, Drama Professional Theatre; PE Practical Performance, Health & Wellbeing; Travel & Tourism/Activity Tourism, Built Environment, Drama Acting & Performance; Scientific Technologies; Bike Maintenance. As mentioned elsewhere a curriculum rationale review group was formed to begin engaging with the national discussion on the refreshed narrative around CfE. Lockdown meant that limited progress was made but this will be continued in session 20-21.
At BGE level, departments continue to innovate- one noteworthy example is the collaboration between the Technical department and Academy 9 (an organization funded by the companies developing the A9 and looking to promote key skills in the next generation) which will lead to certification for S3 pupils.

c) Pupil feedback has led to an overhaul of the PSE curriculum to ensure that it remains up to date and relevant. Responding to pupil feedback, additional time will be given to issues around mental health and LGBTQI+ topics. As part of this overhaul we plan to introduce the new Wellbeing NQ course through PSE.

d) Curricular maps for every department are available and annually reviewed. These track learning in relation to experiences and outcomes and build on prior knowledge and learning to ensure progression. This coupled with high quality learning and teaching and a wide variety of outdoor learning experiences ensure that our students are challenged and stretched.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) We hold data on the % of pupils gaining their first choices and the numbers for session 20-21 show a clear improvement from session 19-20. Beyond this, bespoke timetables are created for individuals and utilize a wide variety of partners to ensure their delivery. A significant amount of support is dedicated to support these bespoke plans and to ensure that these young people experience appropriate challenge and success. Every room has the How Employable Am I? infographic which can be referred to in lessons and departments are increasingly developing a pathways noticeboard to ensure that pupils can see where the skills and knowledge can take them. Close links with further and higher education providers and employers also supports this. There are a huge variety of opportunities open to our pupils to demonstrate their skills. These are advertised and celebrated in various ways, through Daily Notices, school website, Facebook, Twitter and departmental blogs. These include school shows, YPI, Young Enterprise, Highland Youth Parliament, our curricular Ambassadors, various sporting tournaments, Duke of Edinburgh, and the COPFS School Public Speaking Competition to name but a few. *A significant review of this is underway since Covid19 has put paid to many of these opportunities.*

b) Choice of Course form data held by DHT.

c) Minutes of departmental meetings and pupil surveys.

d) Departmental documentation.

Question 3
What could we do now? What actions would move us forward?

a) A Working Group has already been convened to keep improving the form and therefore the offer that we have for our learners.
b) Covered above
c) The Working Group needs to reconvene and start to engage with local authority and national messages.
d) These need to be part of a regular review process as already happens in some departments.

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<td>**KEY THEME**

from QI 2.7

Partnerships</td>
<td>**Theme 3**

- Impact on learners (focus on parental engagement)</td>
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Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

a) Through effective partnerships, especially with parents, we have improved our learning provision and secured positive impacts for our pupils and their families. Our PEF support is most successful when the staff are able to work alongside parents, to develop the relationship with the whole family, to understand the dynamics and help resolve some of the wider issues to bring about capacity for the child to focus on schools.

b) Positive relationships with partners, such as Practice Lead for schools, Care & Protection, Primary Mental Health team, Youth Action Team, CAMHS and Literacy coordinator mean that we are able to access services and offer support to our families at the earliest possible opportunity. Other partnerships benefit our students such as Skills Development Scotland, Sustrans, Sports Co-ordinators and local businesses as these enable us to enrich our curriculum and target the needs of our pupils. One such partnership has seen our Sustrans partner assisting in developing staff skills to enable them to deliver different courses in PE and introducing the Bike Maintenance course. We have been assisted in seeking funding to develop our equipment and this is then used in both Bike Maintenance lessons as well as PE classes for all pupils. Our PE classes now benefit from bike riding and we have seen PE lessons on scooters for some of our younger pupils. This partnership has been hugely successful and the additions to our courses have proved very popular, encouraged healthy living and promoted independent, safe and sustainable travel to and from school.

c) Parental engagement in our extended learning opportunities such as school shows, Young Enterprise, Duke of Edinburgh. An example of this is a parent who volunteers as consultant to our Young Enterprise team to ensure that they had the input of a business leader. This parent gave up time every week to work with the group, to help them tackle and resolve challenges and enable them to see a real world context to their learning

Question 2

How do we know? What evidence do we have of positive impact on our learners?

a) Evidence is the coming on board of previously hard to engage families because their peers have talked about the positive impact of our PEF staff. The community value their input and this encourages other to engage.

b) Minutes of meetings, CPM's, CP's, referral documentation, SQA qualifications in sports leadership and bike maintenance, SDS enhanced referrals, departmental links with business partners.

c) Pupil and parental engagement in activities such as musicals, school performances. Evolve for engagement in trips and activities. YE meeting minutes.

Question 3

What could we do now? What actions would move us forward?

a) New restrictions in response to Covid19 and the need to adhere to the control measures in our risk assessment for re-opening means that a comprehensive review of what we can sustain in session 20-21 is underway.