



# SCHOOL STANDARDS AND QUALITY REPORT 2022/23



## Standards and Quality Report

**School: Culloden Academy**

**Head Teacher: J Vance**

**Date submitted: 16<sup>th</sup> June 2023**



### Context of the school:

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.

Culloden Academy has a roll of 1148 pupils and rising steadily. With the current building taking place in our catchment area our projected roll is due to rise to over 1400 pupils by the end of this decade unless a new school is built to serve some of our current catchment area. The fact that the school building was designed for 963 emphasises the urgency of our planned extension work and the pressure that the school is under in terms of rooms and social/eating space.

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.

Of our current pupils, 41% have recognised additional support needs, 8% are registered for free school meals and 24% travel by school transport.

### School Vision, Values and Aims:

**AMBITION,**

**COMMUNITY,**

**KINDNESS,**

**RESPECT**

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

Participants	Engagement details
Teachers and other staff	<p>SIP draft completed by JV and reviewed by SMT. Thereafter shared with EMT and briefly discussed and agreed as reflective of the Year 2 priorities of our Three Year Raising Attainment Strategy.</p> <p>Departments submitted evaluation of relevant HGIOS 4 challenge questions across the session as evidence of improvement work. These were periodically reviewed by the HT and link DHT and were used as the basis of the draft Standards and Quality report.</p>
Parents	Detailed discussion with Parent Council representatives.
Pupils	Pupils surveyed on a variety of issues by Guidance, SMT and whole school. Feedback informed the QA processes which informed the next SIP.
Associated Schools Group.	There has been discussion and agreement reached at ASG HT meeting about a shared project for next session.

### 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**

We are an optimistic staff body with a significant sense of purpose. We understand that there are seismic changes within Scottish Education at the moment but by focusing of learning, teaching, culture, ethos and curriculum we believe we can continue to develop the learner experience. We will engage with the national changes as and when appropriate without ever losing sight of the young people in front of us here and now.

## Review of School Improvement Work against the National Improvement Framework Priorities

### **What we have done to close the attainment gap:**

Our two PEF CSWs have been working to support CYPs at risk of disengaging. Where possible they have supported reintegration with the school but when a different positive destination is required, they have worked with partners to put a solution in place. End of session reviews suggest a very high level of success in that for the 20 targeted young people, for 17 of them they have given them very different future pathways than would otherwise have occurred.

Our PEF PSA worked with many of these young people to ensure that they attained essential qualifications which will allow them to move to positive destinations and which they would not have achieved without her. She resigned at Christmas and unfortunately with the 15% reduction in funding we will not be able to replace her. We are currently assessing how to mitigate this for this particular cohort of young people.

Departments have also been focused on supporting equity and closing the poverty related attainment gap. Biology and Chemistry have both reviewed their courses having acknowledged that they had a very traditional format and have improved the range of progression routes to better support equity. The BGE Science approach to assessment has also been redesigned to allow pupils to demonstrate their learning in a variety of ways to allow more pupils to experience success. Music and Drama have had an overt focus on inclusion and pupil choice in BGE and Senior Phase activities. There is much more to be said on curriculum innovation and that will be picked up in subsequent sections. Maths have introduced Applications of Maths to allow more learners to experience success at Level 4 and 5 numeracy and amended their BGE course structure to reduce the number of pupils-usually our more vulnerable- being presented at National 2 and National 3 level. English are also further refining their curriculum to give meaningful L4-6 progression routes for all.

### **Impact and data**

A comprehensive assessment of our PEF activities can be found in the 23-24 PEF plan appended to the School Improvement Plan. Signs that we are moving in the right direction can be taken from the fact that S4 FSM data for Breadth and Depth in September 2022 improved by 15% for 5@ Level 5. With regards to attendance, analysis of this year's work has identified that we need to prioritise S1 and S2 to intervene as patterns seem to be largely fixed by S3. Data suggests that our target group do feel included and are participating well. Inevitably when dealing with vulnerable young people, there have been some significant success stories and some disappointments- we have a core of pupils in S3 who are now school refusers and we are struggling to engage them in any formal certification. We have engaged various partners (Highland Virtual Academy, The Bridge, My Future My Success, alman CALA) and will continue to seek opportunities for them to achieve and attain.

We have individual pupil level data on the impressive number of qualifications that have been achieved by working with the PEF funded PSA. Whilst it is not appropriate that these are published in this document, they are available if required.

### **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**

With regards to NIF priority 2 we have completed the first year of a three-year Raising Attainment strategy. This session we have continued to evolve the curriculum offer and all departments have been researching, designing and implementing new courses and types of qualification to allow our young people to demonstrate success. The English and Maths department have started to make extensive use of literacy and numeracy units distinct from whole course awards to allow more learners to maximise their literacy and numeracy attainment levels. Across the school, departments are designing courses which have specific literacy and numeracy success criteria. Departments have engaged enthusiastically with the feedback from an Insight adviser visit and are looking at labour market intelligence and UHI courses to design a curriculum offer that has meaningful next steps beyond S6-Chemistry, Social Subjects and Technical being good examples of this. Pupil choice suggests that learners are motivated by this.

Other aspects of our Raising Attainment strategy include a focus on improving pedagogy across the school and on building an ambitious and nurturing school culture as both of these impact strongly on overall achievement and attainment. These will be addressed below in the sections on QI 2.3 and QI 3.1 below.

With regards to NIF priority 3 we have achieved Bronze Level as a Rights' Respecting school and are approximately halfway through the work to achieve Silver level. We piloted MVP with S5 pupils who reported back the positive difference it made to their mindset and to many of the junior classes that they talked to. Our Positive Relationships policy ensures that pupils have a say in key decisions that affect their learning and we will continue to develop our practice in line with the philosophy of the Rights Respecting school programme and the expectations of the UNCRC. We have also established Pupil Voice/ leadership groups for all years and these meet with the Year Head to share information and discuss key issues. Pupils are surveyed each term by Guidance in terms of SHANARRI and issues are followed up with individuals as required. In session 23-24 results will be analysed and acted on as a whole school dataset.

With regards to NIF priority 4 we continue to share information on intended destinations for all pupils with staff so that they could reference the ways in which their subjects would help pupils in their career aspirations. Anecdotal evidence is that this helped improve pupil engagement.

Departments have been setting up collaborations with industry and business partners to give pupils the opportunity to experience work-based learning. Guest speakers- particularly when ex-pupils- have also been used to motivate and inspire learners to dream big and aim high.

Closer working with SDS is an ongoing development. SDS are falling far short of their aspirational engagement rates in part because pupils are struggling to see the value of engagement.

Our positive destination figures for leavers in 2022 rose to 96.1% from 93% the year before. Guidance have worked assiduously to ensure that we have good communications with all leavers and can support them after they leave- SDS noted that they were able to locate 99.5% of leavers post school.

The DYW Board that was installed in the upper walkway has not been used as much as we had hoped- a new system will be in place for August.

#### **Impact and data:**

With regards to NIF priority 2 the impact of changes in approach is already becoming evident. S4 Level 5 literacy for August 2022 rose from 69% the previous session to 80% this session. Similarly, S4 Level 5 numeracy rose from 31% last session to 56% this session. Whilst there is a cohort element to this data, it is the case that entries and predicted grades are on a broadly upward trajectory in both subjects.

With regards to NIF priority 3 a termly survey of pupils around the SHANARRI indicators gives valuable data to Guidance which allows them to plan individual or group interventions. This data is discussed as a team and actioned by each Guidance teacher.

With regards to NIF priority 4 improved positive destinations figures with plans for further improvements, an evolving system for communicating job and career opportunities and increased engagement of subject staff in talking about future opportunities and linking learning to skills needed for life and work means our pupil body is better supported and better informed than they were at any previous point.

## 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?

- Our recently refreshed values are visible across the school and are increasingly being used in lessons and one to one discussions with young people.
- We have enthusiastically celebrated House Point winners this year- individual and class winners- and anticipate increased competition for the various prizes next session. If this increases pupil affiliation to the school values for which points will be awarded, that will prove to be a very worthwhile investment.
- This session we have completed the first year of our three-year Raising Attainment strategy with a strong focus on pedagogy and ethos.
- All departments have been reviewing and piloting new approaches to pedagogy. In March and April we surveyed all learners and have a comprehensive dataset to inform developments for next session at an individual, departmental and whole school level.
- Dr Breakspear's "Teaching Sprints" continue to be used to develop our pedagogy and offer sustainable mechanisms for improvements in pedagogy.
- Staff have continued to embed a 'positive relationships'-based approach in lessons. At a whole school level, we are working to secure silver level as a Rights Respecting School. We piloted MVP this session and plan to develop it further in session 23-24 to spread the impact that this initiative has on the culture and ethos of the school.
- All this work, and the work of the pupil led Equalities group underpin our ambition to be a nurturing and pupil-centred school where the values of kindness and community, alongside ambition and respect are felt and owned by all pupils.
- We have continued to evolve our curriculum with the inclusion of more Level 3-6 courses beyond the traditional National/Higher offer. Departments have engaged with local authority groups and national networks to be aware of innovative practice and update resources that they use.
- Our amended departmental improvement planning and quality assurance system has streamlined the work of all departments more precisely on delivering their agreed outcomes and has reduced bureaucracy at the same time. The system ensures that quality assurance discussions are focused on the learning experience of all pupils.
- We continue to have- on rotation- a PT attending our weekly SMT strategic meetings which helps build leadership capacity in the school and also ensures that middle management are represented at these key meetings.
- All PTs were surveyed about the amount of EMT meetings required next session to support improvement and a small adjustment to next session's calendar was made in light of this.
- With all our new modular accommodation in place, Languages, Social Subjects and Business Education have been able to build a new identify and to better engage pupils in what their curriculum has to offer. At the same time, the move to put all of Pupils Support in the same area of the school has had positive results in terms of communication, collaboration and support for young people as they need it.
- This session we are piloting some work to support staff wellbeing in recognition of the significant ask that we make on their time and energy. A wellbeing lead post has been created and staff are being surveyed on wellbeing issues in what will become a bi-annual approach to monitoring wellbeing and supporting staff to stay mentally, physically and emotionally healthy.
- Having a three-year strategy in place to guide improvements, keeping ourselves informed about the myriad of reforms and reviews currently afoot in Scottish education and participating in local authority or national steering groups as possible underpins all our decision making around this QI. All leaders and managers accept the responsibility to implement meaningful improvements for young people.

### Question 2

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

- The survey of learning and teaching shows high levels of pupil satisfaction in all areas but with work still to be done, specifically around questioning and higher order thinking.
- Regular Guidance surveys demonstrate how successfully we are embedding our desired ethos and point us towards next steps around safety, attendance and engagement.
- The self-evaluation that departments have carried out of their work- measured against HGIOS 4 challenge questions- contains extensive pupil voice feedback about what is working and what needs to be refined further.

- Departmental minutes and EMT discussion confirm that the time given to engage with pedagogy has been effectively used to effect change in teaching and learning at Culloden Academy.

### Question 3

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

- Session 23-24's School Improvement Plan will deliver the objectives of year two of the plan, building on our evaluation of year one.
- Year two will lead to improvements in our engagement with parents and partners, in our commitment to high quality professional development opportunities to support Teacher Professionalism and to the use of data to underpin interventions in a timely and focused manner.
- A lot of good work is underway with Equalities, Promoting Positive Relationships, Rights Respecting School awards, a raising attainment strategy and a refined QA process. Through the School Improvement Plan, departmental improvement plans and regular monitoring with pupils and staff, we need to keep these improvement tasks moving forwards.
- Plans are in place to formalise the analysis of the termly SHANARRI pupil survey and produce results which can be easily accessed, analysed and engaged with by staff.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**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?**

- Staff meetings and in-service days have been used to support all staff in reviewing and developing their pedagogy. Podcasts, professional reading materials and book-groups have given staff opportunities to work collaboratively to review approaches and trial new strategies. All departments report innovative practice in pedagogy.
- All departments have considered their approaches to differentiation and through the most recent Teaching Sprint are trialling innovative practice in this area. They are supported by a wealth of materials gathered, organised and published by a short life working group.
- All pupils were surveyed in April about their learning experience. Information has been shared with all staff and is being used to set improvement priorities for next session. Based on the feedback, in addition to differentiation staff are engaged in research on plenaries, higher order thinking skills, assessment and feedback, pace and challenge, retrieval practice, cognitive load theory and Show-Me Boards to improve engagement and learning.
- June's in-service day was used to cascade much of the professional learning with forty staff presenting in a carousel approach whereby everyone attended six sessions. Presentations have been centrally stored so that they can be reviewed and discussed across the school.
- Departments are introducing greater variety into the pupil learning experience with external visits and visiting speakers. A few examples are that all S1 recently visited the Newton Rooms at UHI for a Space and coding experience, Drama students have had the opportunity to go to Eden Court and London, Art students have had the opportunity to collaborate with Highland Print Studio and work in a professional studio, PE students has a day at Loch Insh and the Technology department has a former pupil in to talk about how the skills she learned at school helped guide her to her senior position in Dyson.
- A group of staff have worked together to agree the components of a successful lesson. This is the culmination of a three-year journey which started with the revised GTCS Standards, evolved through Teaching Sprints and has now come to fruition through research, dialogue and engaging with good practice in schools identified as very good or excellent for QI 2.3. Taken together these elements are referred to as the Culloden Classroom Climate. A website to support the capture of interesting practice and relevant research has been designed and will launch before the summer. Pupils should have a more predictable learning experience and staff can expect support and guidance to develop their practice in any of these eight areas.
- We are engaging with SDS's Meta-skills and have prioritised 8 which departments will engage with as part of their BGE curriculum delivery. Consistency of visual representation of these will help pupils identify where and when they are developing skills. Biology, Chemistry, Languages, PE, Business, and Drama are at the forefront of embedding skills- including social skills- in the learning intentions and success criteria that underpin their lessons.
- Pupil self-evaluation is being supported by the introduction in PE of the idea of identifying an INTIO at the end of a lesson. This is a process whereby the pupil is asked to identify INTIO- (I need to Improve on).
- Aside from Senior Phase courses, departments are reviewing BGE course content in light of the pupil survey to ensure there is sufficient pace and challenge.

### Question 2

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

- The forty presentations delivered on the recent in-service day are a testimony to the innovation and endeavour of staff vis-à-vis pedagogy and evidence the high level of teacher professionalism in the school.
- Seventeen staff travelled through to Aberdeen on a Saturday for a Research Ed Conference and have cascaded some of the learning since they returned- evidencing staff as learners and leaders of learning.
- The pupil survey returned very positive results about the learning experience. Asked to respond to 11 statements, agreement/approval levels above 90% for two of the statements, 80-89% for eight of the statements and 73% for one of the statements, based on over 6,000 returns.
- A follow up staff survey will be completed to June to see if the staff believe we have improved since benchmark figures we submitted in October.
- A local authority QI 2.3 visit noted the calm and purposeful nature of all lessons, the strong relationships and the high level of pupil engagement in and commitment to their learning.

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

- The School Improvement Plan for session 2023-24 again has Pedagogy as a high priority area which will lead to considerable time being allocated at Staff meetings and in-service days to further developing our practice next session. Specific actions are itemized in the School Improvement Plan.
- Departmental self-evaluation has identified a range of improvement opportunities that staff plan to engage with next session.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**good**



## Q1 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?**

- **Transition.** Our transition programme continues to grow year on year. This session our main addition was the Friday afternoon 'Treasure Hunt' when we brought each school up one at a time and sent them off around the school (after all pupils Culloden Academy pupils had left). Feedback and evidence suggests that this has made a significant difference in giving new S1 pupils confidence about attending the school.
- In addition, we have seen significant numbers of our staff attend feeder primary schools to build relationships and challenge perceptions about coming to secondary school. Feedback from primary HTs is that whilst the concept is sound, work is needed to make it impactful.
- As part of the curricular transition, one of our PTsG has been liaising with departments about how much use is made of the data we get from primary school. It is apparent that the breadth of the CfE levels limits the usefulness of the data received. With clear information about what would be helpful, we can go back to ASG HTs and discuss what is no longer required and what we would, in addition, also like.
- A survey of P7 parents suggests that communication with them is very good and that we are effectively answering their questions.
- **Ethos and Rights Respecting School.** Guidance carry out a termly wellbeing survey and the data they receive back informs PSE content, CPD for individual staff when required and allows information sharing with SMT about school culture. Information emerging suggested that a notable minority did not feel safe in school. Guidance thereafter interviewed individual pupils to understand and support around individual issues. Alongside some serious issues, there were a significant number who struggled with language of the survey and will be supported in future iterations of the survey.
- To meet the genuine concerns raised by pupils, Guidance sourced significant external input: CAP, RAF, Universities, UHI, DYW, SDS, Bloom, Police Scotland, Blood Transfusion Service, Union in Schools, Harper MacLeod, Waverly Care, CV Building, Archies and YPI with most of these organisations presenting to PSE classes. There are plans for further guests to PSE classes. By acting on feedback from pupils, these outside speakers and organisations have attempted to broaden the experience of young people in the school and attempted to engage in their interests.
- MVP was piloted this session and both S2 and S6 pupils notes significant successes and a few challenges. The programme will be repeated next session as the data suggests a significant improvement in tackling the 'bystander' culture.
- Rights Respecting Schools and Equalities groups have existed all session but many pupils are in both which made an amalgamation logical. The unintended consequence of this is that neither development has moved as far as we had hoped. We have a permanent display supporting UNCRC but Equalities does not yet have the presence that it should.
- Guidance are working hard to build a new House identify where there is no history or shared experiences. We believe that the recent celebration of House Points winners from all aspects will encourage pupils to invest in their House identify.
- **Attainment through PSE.** A range of SQA approved units were identified as appropriate- particularly for S3 and S5. Pupils buy-in has not been comprehensive as we hoped and there are some issues around sequencing that need to be addressed. Involvement with Bloom was not successful this year and staff involved are currently going through a lesson learned activity ahead of decisions about next session.
- **Positive Destinations:** Whole school positive destinations data improved significantly this session (96.7%, up from 92.96% last year and 87.5% the year before). Guidance staff are working hard to ensure that published data accurately reflects the pupil experience.
- A Warren from *My Future, My Success* has been a significant asset in supporting learners at risk of total disengagement into mentorship, qualifications and college. We await September Insight to confirm that this partnership is having the desired impact on the lives of our most at risk young learners.
- For those pupils still engaged in school we are assiduous about tracking their planned destinations and have 98-100% completion of such data on S4-6 pupils.
- We have noticed a steady decline in the numbers of pupils completing UCAS applications though an exponential increase in the number of pupils returning a year later to help with deferred UCAS applications. What is not immediately apparent is whether we are failing to prepare pupils for higher and further education or whether

COVID/ Cost of Living crisis mean pupils are more cautious about walking away from employment. More work needs to be done next session with pupils who walked away from UCAS.

- **LAC and Young Carers.** The infrastructure is in place to provide meaningful and informed support to young people. Detailed information is shared with staff and periodically reissued about LAC pupils. One PTG will focus on supporting our S1/2 pupils with the intention that by S3 all staff understand and accept their corporate parenting responsibilities for these vulnerable young people.
- Young Carers have, for the most part, written up a personal statement about what impact being a carer has on their day-to-day experience and these have been shared with all staff. Carers do not believe that all staff have read them.
- **Partnerships.** A comprehensive review of our partnerships and their impact was submitted to the local authority in March as part of the leaver destination review. We value our partners- SDS/DYW/UHI/YASS/CALA but do not take for granted that these partnerships are a success. The lead PTG closely monitors pupils engaged with them to ensure appropriate engagement, attendance and attainment and to intervene when required.
- **Mentoring.** A small number of FSM pupils were mentored but issues with identifying them and with mentors having time to mentor them undermined the effectiveness of the initiative. There will be a lesson learned activity carried out in June to refine the initiative for next session.
- **Whole school.** Departments consider carefully how they can support wellbeing and inclusion, From the open door policy of Art, to the bespoke programmes of learning offered by Drama, Music, PE and Languages via the work to support pupils struggling to concentrate in science, departmental staff acknowledge and accept the responsibility to help support pupils against all the SHANARRI indicators.
- Social subjects consistently work to support good citizenship. Examples of this include them delivering lessons around Holocaust Memorial Day and leading the way in promoting political and racial literacy in how they teach the Slavery topic.
- We continue to develop the extra-curricular programme that we offer and as part of this pupil feedback informs future developments: when pupils asked for it, staff sourced and engaged with additional training to allow them to run the table-tennis club that pupils requested. In addition, next session volleyball and rugby will be added to the Interhouse calendar.

## Question 2

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

- Termly pupil surveys inform much of our work/ analysis.
- P7 Parents Evening in May confirmed that parents had the information they needed and that communication between primary and secondary schools has allowed for an appropriate class configuration. Lead PTG has gathered feedback from primary which confirms that the preparation for transition process is working well for our young people.
- Insight data confirms the effectiveness of the interventions around Positive Destinations. Partnership working with SDS and considerable industry from the Guidance team has transformed this situation.
- Partnership review document evidences the range of partnerships and the impact that they have had.

## Question 3

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

- A meeting is set for August 23 to look at further refinements to the transition process. At the same time we will need to consider the process around enhanced transition visits which take place between December and April for our most vulnerable pupils to make sure we are meeting their needs.
- For Rights Respecting Schools and MVP we are on a journey. In session 23-24 we will move these initiatives on significantly.
- A change in management of the Equalities group has been established for next session to move the issue more assertively on.
- Departments now starting to evaluate partnership working to ensure that they are getting best value for their time and the access given to their curriculum.
- Tracking engagement with our partners will allow us to intervene in a timelier fashion with pupils at risk of underachievement. This will take place during our 16+ meetings.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**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?

- In session 21-22 we developed a tracking and monitoring system which allows us to effectively monitor learning and put in place timely interventions. This session we have worked with the local authority to build a Senior Phase tracking device which will give better information, quickly and in a usable format which is now ready to go live. This will allow us to identify pupils at risk of disengagement. Staff can analyse year groups or specialist groups by gender, ASL level or socio-economic factors to ensure that all pupil needs are being met.
- We continue to increase the curriculum offer that we have for our young people with National Progression Awards, Skills for Work courses, Leadership courses and Foundation Apprenticeship courses all running in school this session. We also liaise closely with Inverness College, UHI to make further opportunities available to our young people. Analysis of our Breadth and Depth data in September will confirm the extent to which this has been effective.
- We identified pupils at risk of disengaging and our PEF PSA then a curricular PT lead our work to get these pupils into school, into key departments and then to complete the essential work to ensure that they had some certification around literacy and numeracy. English and Maths staff have gone above and beyond expectations to support this essential work.
- Departments are engaging with local authority and national groups to review and improve materials and course delivery.
- The English and Maths department are being proactive in securing the highest available literacy and numeracy qualifications for all learners rather than trusting to whole course awards to achieve this. This will often allow pupils to experience success at a higher SCQF level than would otherwise have been the case. Maths have also made Applications of Maths available to some pupils this session and plan to use it more comprehensively next session.
- We have a strong extra-curricular offer for learners. Options include an Art and Ceramics club, STEM competitions, a debating club, two concerts, a Musical performance which offers stage and back-stage opportunities, 16 sports clubs and links to community organisations and opportunities. Opportunities are highlighted daily in the school bulletin and a Sports Fayre is being organised to encourage pupils to try something new. In addition, Maths and Chemistry run very popular House point competitions.
- Last session the Technology department introduced the "Plus One" initiative whereby each teacher identifies a pupil who needs short term targeted support- either because they are narrowly failing, are coasting or are seeing a deterioration in marks- and gives additional support and direction to that pupil until redress of the problem is apparent. They have retained this approach and several other departments have also started to introduce it. There is clear evidence of these interventions being successful- Insight in September will confirm.
- Departments have amended their S3 course delivery to give pupils opportunities to achieve some formal SQA level success in a subject particularly if they are unlikely to be carrying on in this subject in S4. Pupils will see these additional qualifications when they get their S4 SQA certificates. S3 RMPS delivering the Religion, Beliefs and Values Unit is one example.
- Learners were assisted by our Parent Council who purchased access for all to the Achieve website which had course notes, revision materials and exam style questions for almost all courses that we offer. Staff have embedded this in their course delivery and retrieval practices to support learning and achievement.
- We have worked to ensure that all pupils who entered a course at the recommended level achieve some formal success for their endeavours in the form of unit passes or a course award at a different level unless they disengage. This allows for more competitive applications for jobs, apprenticeships and colleges.

### Question 2

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

- Summative data from the Fresh Start intervention with S2 pupils shows that of the 40 pupils who participated, 85% gained over two years of progress in reading age from a four-month intervention.
- S3 CfE Level 3 literacy is up from 88% in 2022 to 89.4% this session and Level 4 up from 40% to 46%
- S3 CfE Level 3 numeracy is up from 82% in 2022 to 83% this session and Level 4 is up from 44% to 49%
- Our Choice of Course form continues to grow in quantity and range of courses available.
- As evidenced in the comprehensive attainment review we submitted to the local authority, there are many areas in which our attainment data is improving for reasons that we can identify.

### Question 3

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

- An evaluation of MFMS impact early in the new session is essential to see how effective it is in its current form.
- We have amended our tracking windows to maximise the potential impact of the local authority tracker.
- Having designed a Raising Attainment strategy and set a three-year programme to deliver these improvements, we will continue into year two of that plan in session 23-24. Details can be found in the School Improvement Plan.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good