Culloden Academy

Contents

<u>Introduction</u>

Between January and March 2022, the staff of Culloden Academy developed a comprehensive Raising Attainment Strategy. Recognising the ambition within the strategy paper, we designed and agreed a 3-year Improvement Plan and prioritised the time and resource spend on each of the 6 areas over the next three years. The strategy and the prioritisation are attached in Section 5 and Section 6 of this document. This plan covers year two of the strategy. With all due apologies that it does not follow the formatting of the first four sections of this document it is true to its design principle of being simple, accessible and usable for staff. I am happy to discuss any aspect of this with interested parties.

Dr J Vance

Rector

May 2023

Improvement Project 1: Curriculum and Assessment

Purpose: Relevant, engaging and appropriate courses motivate young learners. Access to courses at the right level allows for progression in learning and we are better served than we have ever been with the tracking data that we hold to identify which levels or courses are required. Well planned assessment approaches, utilised in a timely fashion, allow pupils and staff to agree next steps in learning and will support achievement and attainment.

Priorities

NIF Priority:
Improvement in skills and sustained, positive school-leaver destinations for all

NIF Driver:
Curriculum and assessment

HGIOS/HGIOELC Quality Indicator:
2.2 Curriculum
HGIOURS Theme:
Our learning and teaching

Highland Council Priority:
We will ensure the highest quality of learning and teaching for each and every learner

GME Priority (for GME and Secondary):
Choose an item.

Resources	Summary of activities	Evidence	Mid-session desired Impact	End of session desired impact	Where do we want to be in 3 years?
✓ Time ✓ Database of relevant courses and units ✓ Assessment and progression policy ✓ Engagement with other schools	• The continued evolution of our curricular offer • Embedding meta skills development in courses. • Profiling of skills and achievements for pupils. • Review of senior phase pathways to identify cohorts who we need to develop new courses for. • Engage with national focus on Outdoor Learning.	• EMT minutes • DM minutes • Pupil Survey results • Insight data- specifically breadth and depth & attainment for all. • HGIOURS pupil survey- Theme 2- learning and teaching • Profiling system	• Feedback suggests departments engaging confidently with skills framework • Tracking data is supporting timely interventions for pupils at risk. • Insight analysis has identified courses to retire and courses/levels at which innovation is required. • Clear plan in place for Profiling- probably interim school system • Departments have identified ways in which they can engage with Outdoor Learning.	• Next session's Choice of Course form contained further innovation. • Skills development included in all courses and assessment programmes. • BGE curriculum and tracking systems working well to support learning and achievement, evidenced by progress against NIF Stretch Aims targets • Clarity around Profiling for all learners. • Outdoor Learning embraced by all curricular areas.	• An ambitious and diverse curricular offer which meets the aspirations of all learners. • Tracking data supports attainment for all. • Labour market intelligence a clear part of the curricular design. • High attainment driven by an appropriate BGE experience for all learners. • Skills development understood by all learners and actively supported by all staff.

CONTEXT/CONDITIONS OF YOUR WORK

As a staff we have been reviewing and amending our curriculum for several years now, since the launch of the refreshed narrative by Education Scotland. The OECD report, leading on to the Hayward Review further challenges us to look again at what we do to support learning. Using Labour Market intelligence, we can continue to evolve our curricular offer and put relevant and interesting course options to our learners.

In-Depth Action Plan 1

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring (This should state how and by whom and may related to particular desired outcomes or individual actions)
1) Complete work around the Assessment and Progression policy to ensure consistent practice and pathways for all from S1-S6	PTs and JV	EMT in September to finalise additional work	1) Assessment and progression policy 2) EMT PPT to support shared understanding	First EMT of session 23-24 will confirm what work remains to be done at departmental and whole school level. Subsequent deadlines communicated to EMT.
2) Introduce Highland Council's senior phase tracking tool to support analysis of assessment data and allow timely identification of which individuals or cohorts are struggling in their current courses. Thereafter, plan interventions.	IW Year Heads	As per tracking windows in school calendar	HC Tracking and Monitoring tool	Commitment that updated tracker shared with all staff within 48 hours of tracking window closing and updated list of pupils/ interventions within further 48 hours.
3) Continue to evolve our curricular offer with new courses and the retirement of dated or no longer successful courses. Alongside Senior Phase, departments need to evaluate how well the BGE experience is getting young people N5 ready by S4 and amend the BGE curriculum accordingly.	CDO, JV, PTs	By October holidays courses to retire identified. By Christmas holidays new courses drafted for Senior Phase.	P Crossley has designed a database of courses to support departments.	SQA analysis will include discussion on how successful and viable each course is. If concerns are raised departments have September-Christmas to look for Senior Phase alternatives and by June for BGE courses.
4) Increase the opportunities for outdoor learning including the reintroduction of John Muir in S2.	PTs PT HWB JV	Ongoing from August	Inservice day activity about outdoor learning. NIF and ES resources.	Each department to design one activity as part of in-service day to be treated like a Teaching Sprint at the appropriate point in the session. Departmental Link to monitor and feedback to SMT.
5) Departments engage with the skills agenda and help develop skills for learning, life and work as part of their courses.	RIS and SLWG supporting PTs	Ongoing through session. Update available for first week of each new term	1) Meta skills Framework, 2) School Skills focus	RIS to establish how skills are being embedded in every department. SLWG to help find solutions and share interesting progress. Termly update to all staff. Monitoring through termly review of SIP challenge questions.
6) Profiling system for learners devised in line with national developments	RIS, IMc, MB	Depends on developments with national steering group.	Membership of national steering group	Timing is difficult as we are developing in tandem with the national programme. RIS-JV monthly update the only definite at this stage.
Parents and Partnership Aspect				
1) Continue to evolve and improve Parent's Information Evenings, building on the PT and partner involvement in session 22-23	EMT and DYW Co-ordinator	November EMT to design. Delivered as per school calendar		EMT in second term will design what we want the evening to look like.
2) Revisit and improve communication to parents about courses and qualifications, making it more of an ongoing process.	EMT	At least two blog posts per term about courses and qualifications	1) School Blog 2) Facebook and website to showcase.	Ongoing. Monitoring through termly review of challenge questions

3) Support departmental engagement with the Culloden Academy Partnership database	SMT, KMc	Introduced in term one, reviewed November and May.	Partnership database.	Departmental link and PT to review November and May
4) Engagement with DYW co-ordinator about parental involvement in curriculum delivery	JV, DYW, PTs	Monthly. Briefing reminders to staff as appropriate.		JV to organise monthly meeting with MW specifically to look at curricular inputs that PTs want.
5) Principles of assessment information prepared and shared with parents- superseding the Handbook contents	JV	By December	To be designed	Messages about assessment shared with Parent Council at second meeting. Refined and shared with all parents in January. Handbook reflects new message.
Teacher Professionalism Aspect				
1) Staff supported to develop understanding of Labour Market data and 16+ pupil information to inform curricular change	JV, DYW, PTsG	Second EMT in term one.	All required data is already accessible.	EMT discussion about what level of support is required.
2) Staff training around our Assessment and Progression policy continues	PTs, JV	September EMT to design necessary support. Termly review.	As above	First EMT of session 23-24 will confirm what work remains to be done at departmental and whole school level. JV to identify additional training or support as per PT request. Monitoring through termly review of DIP challenge questions.
3) Staff encouraged to engage with research to support curricular innovation	EMT	February inservice presentation from those engaging in research based learning.	Sharing of opportunities and staff learning	In August, identify how many staff have research-based learning in their PDRS. Look to identify ways to support this and celebrate the learning.
Performance Information Aspect				
1) Share BGE tracking data with teaching staff via Sharepoint and update after each report. Staff use this to plan meaningful assessment and evaluate if the courses they offer are meeting the needs of each cohort.	IW, PTs	As per school calendar	Sharepoint site and associated training provided.	EMT regularly review the effectiveness of the data. Monitoring through termly review of challenge questions
2) Senior phase tracking tool introduced and shared with all staff. SMT have formal meetings to assess the data.	IW then Year Heads.	As per school calendar	HC Tracking and Monitoring tool	Meetings with JV and Year Head after each tracking window.
3) PTs to look at uptake, completion and attainment data to inform curricular development- including monitoring pathways for all learners	PTs, JV	September- November.	Results analysis documents and dialogue	Information collated at end of analysis period in October/November.

Evaluation: HGIOS 4 QIs 2.2 and 3.2 challenge questions	Evidence:
1. To what extent do we make effective use of available support materials and information to inform the development of our curriculum? 2. To what extent does our curriculum promote equity and raise attainment for all children and young people? 3. Is the level of personalisation and choice improving outcomes for children? 4. Do we have a shared understanding of what progression looks like? 5. How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?	

6. How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning? 7. How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?	

Improvement Project 2: Pedagogy

Purpose: Where there is high quality differentiated teaching, learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Pupils are motivated by this and take ownership of their own learning and thinking. This in turn nurtures ambition and helps develop skills which underpin the long term consolidation of learning. Staff commitment to professional reading and learning is essential to achieving this.

Priorities

NIF Priority:
Improvement in attainment, particularly in literacy and numeracy
NIF Driver:
School and ELC improvement

HGIOS/HGIOELC Quality Indicator:
2.3 Learning, teaching and assessment
HGIOURS Theme:
Our learning and teaching

Highland Council Priority:
We will ensure the highest quality of learning and teaching for each and every learner

GME Priority (for GME and Secondary):
Choose an item.

Resources	Summary of activities	Evidence	Mid-session desired impact	End of session desired impact	Where do we want to be in 3 years?
✓ CCC Website. ✓ Professional Reading Library. ✓ Podcast library. ✓ Working Time Agreement and In-service time. ✓ Learning and Teaching bi-annual survey. ✓ Learning Walks. ✓ Teaching Sprints. ✓ School Blog	• Create opportunities for staff to engage with professional learning around pedagogy. • Provide meaningful data about the learner experience and use it to prioritise areas for development. • Communicate with parents and pupils to improve understanding and buy-in	• Pupil Surveys • Staff Feedback after key meetings/ stages • Learning Walk feedback • Parental survey	• Staff engaging confidently with new materials to support the development of their pedagogy. • Increased pupil and parental awareness of the science of learning and the rationale for our practices.	• Pupil surveys evidence high quality learning experiences. • Staff survey shows confidence in using a range of strategies to support learning. • Parental survey evidences increased awareness of and engagement in CYP's learning.	• A staff body who regularly discuss and review pedagogy and share interesting practice • A pupil body who have absolute faith that their learning experience is allowing them to attain and achieve at high levels.

CONTEXT/CONDITIONS OF YOUR WORK

In session 22-23 time was taken to engage with research around pedagogy, to trial new strategies, to support increased understanding of approaches to differentiation and to engage learners in meaningful dialogue about their experience. Staff engaged enthusiastically and look forward to continuing to evolve their skills in the coming session. High quality pupil feedback has given us a very helpful focus for next steps in learning.

In-Depth Action Plan 2

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1) Staff are supported to deliver the "Culloden Classroom Climate" (CCC) in all lessons.	RIS and Pedagogy SLWG	Ongoing	1) CCC posters 2) CCC website 3) Teaching Sprints process	Learning walks and pupil feedback shows consistent standard of learning and teaching as defined in CCC. Staff survey confirms that high quality support materials are available. Staff feedback confirms opportunities for high quality dialogue and learning about pedagogy. Monitoring through termly review of SIP challenge questions.
2) Departments use the pupil learning and teaching survey to prioritise areas for development.	All teaching staff	After October and April updates. (tbc)	March Survey and follow up in October.	DIPs have a clear improvement focus and allocated time used to make a difference. Monitoring through termly review of DIP challenge questions.
3) Staff meeting time is used to allow research, dialogue and the development of new practices.	JV	Ongoing	WTA Calendar	Staff feedback confirms opportunities for high quality dialogue and learning about pedagogy.
4) Learning walks/visits are designed by EMT and start in Autumn term.	EMT	Designed September, Start in November	Agreed structure. Cover used to free staff.	Sharing of interesting practice. Staff professional learning. Greater consistency of language and approach.
5) Approaches to differentiation continue to be developed and discussed with all staff.	Pedagogy SLWG then all teaching staff	Ongoing	CCC website Meeting time	Subsequent pupil surveys and learning walk feedback show strong engagement with approaches to differentiation.
Parents and Partnership Aspect				
1) Use "School Spotlight" weekly email/blog to share understanding with parents and wider community.	All teaching staff	Twice a term	Website	Invite parental feedback on a termly basis about how useful the information is.
2) Develop the number of partners used to bring relevance and expertise to course delivery.	JV, PTs, DYW	Monthly updates	DYW Coordinator's contacts	As part of monthly meeting, JV and MW review partner engagement and track progress.
3) Revisit the idea of parental open days where parents come in and experience several lessons.	EMT	November discussion. Possibly December to trial		Survey about interest and focus of potential visit- S1, S2 and S3 distinct?
4) Parental survey confirms that school communication has enhanced their understanding of how to support their child's learning	JV	April		Discussion with Parent Council about the wording of the survey. Transparent analysis of the results.
Teacher Professionalism Aspect				

1) Staff provide exemplars to flesh out the CCC website.	All teaching staff. RIS to support.	Ongoing. Monthly reminders	CCC website	Monitoring through termly review of SIP challenge questions.
2) Pedagogy group to develop the professional learning library with books, articles and podcasts.	Pedagogy SLWG, All teaching staff.	Ongoing	1) Staffroom 2) CCC website	Monitoring through termly review of SIP challenge questions.
3) Use *Teaching Sprints* to trial new approaches.	All Teaching Staff	September and May	1) Teaching Sprints resources 2) WTA time	Staff feedback gathered after both sprints.
4) Ensure protected time to discuss Pedagogy and share interesting practice.	JV	As per school calendar and WTA hours.	Staff Group Meetings and Departmental Meetings	DHT link to review effectiveness of approaches on a termly basis.
5) Learning lunches offered to promote dialogue and sharing of interesting practice.	RIS, Volunteers	Ongoing	Staff time and talent	Staff feedback gathered each term about impact of learning lunches.
Performance Information Aspect				
1) Bi-annual learning and teaching surveys used to monitor progress and areas for development in our teaching.	JV, RB	October and April	Survey Dashboard	EMT discussion about effectiveness and impact of the survey results.
2) Teachers supported to reflect on what messages to take from assessment data about the efficacy of their teaching approaches.	JV, EMT	February inservice	ES resources	Inservice day activity. Staff feedback and identified next steps.

Evaluation: HGIOS 4 QI 2.3 Challenge questions	Evidence:
1. How well do we motivate and engage all learners in all aspects of school life? 2. How well are we enabling learners to become independent learners and develop the four capacities? 3. How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? 4. How well do we communicate the purpose of learning and give effective explanations for all learners? 5. How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? 6. How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? 7. How effectively do we involve learners and parents in planning and evaluating learning?	

Improvement Project 3: Ethos

Purpose: When the ethos and culture of a school reflects a commitment to children's rights and positive relationships, pupils feel valued and show increased commitment to their learning. An inclusive and nurturing environment supports the social and emotional development of all young people and helps identify and address barriers to learning. A commitment to both excellence and equity supports ambitious learners.

Priorities

NIF Priority:
Placing the human rights and needs of every child and young person at the centre

NIF Driver:
School and ELC improvement

HGIOS/HGIOELC Quality Indicator:
3.1 Ensuring wellbeing, equality and inclusion

HGIOURS Theme:
Our relationships

Highland Council Priority:
We will maximise health and wellbeing for all children and young people to give them the best possible start in life

GME Priority (for GME and Secondary):
Choose an item.

Resources	Summary of activities	Evidence	Mid-session desired impact	End of session desired impact	Where do we want to be in 3 years?
✓ PIVOTAL training ✓ Working Time Agreement and In-service time ✓ Rights Respecting School Silver level guidance ✓ "Equally safe" resources ✓ SEEMIS House Points system	• Time given to promoting our core values and catching young people getting it right. • Engagement with various external initiatives and providers to further develop our ethos and culture.	• Review of PPR data gives baseline for new session. • Completion of Silver Level Rights Respecting School • Pupil feedback on HGIOURS Theme 1- relationships • Staff survey after Pivotal and Equally Safe interventions.	• Improved behaviour, evidenced by reduction in Stage 2 and Stage 3 referrals compared with session 22-23. • Improved engagement with school values which feature in staff-pupil dialogue.	• Staff confidently engage with restorative and nurturing approaches • Pupil behaviour responds positively to this. • School values and known and owned by all • Rights Respecting is a state of mind as well as a Silver Award	• Achievement of Gold Award as a Rights Respecting School • Recognised as a nurturing school • Pupils learn in a culture which is based around relationships and inclusion, leading to high attendance, achievement and attainment.

CONTEXT/CONDITIONS OF YOUR WORK

Contemporary research shows that schools are facing new challenges with pupil behaviour, pupil engagement and the social skills required in a learning community. We believe that a rights respecting and nurturing environment with the values of ambition, community, kindness and respect is the way to respond to these challenges and that is what we will continue to walk towards.

In-Depth Action Plan 3

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1) A calendar of regular assemblies from a variety of staff and senior pupils delivering strong, consistent messages about our school values.	SMT, PTsG	From August. Review each term.		Monitoring through termly review of SIP challenge questions.
2) Ethos awards introduced to support the development of the school's values- House points allocated for demonstrating our values.	JV, VF, Ethos group	August.	SEEMIS	House point summary reports used to monitor engagement. Survey of staff and pupils mid-session about whether this is helping embed values.
3) External training sourced to share interesting practice with staff about developing a nurturing and rights respecting culture.	VF	Provider dependent	Pivotal training- cost permitted.	Staff feedback opportunities is part of the package.
4) Equalities staff and pupil group looks at areas of concern and opportunities for messaging about Equalities issues.	D Munro VF	Plan in place by end of September		Termly update from VF/DM to SMT and EMT
5) School complete the necessary steps to achieve our Silver *Rights Respecting School* Award.	RW	Ongoing from August, completed by May.	Programme materials	VF and RW review progress each term and share with all teaching staff.
6) "Equally Safe" external support delivered to help embed our culture.	VF	Provider dependent	Programme materials	VF to organise staff survey after interventions. Future engagement directed by this.
7) MVP delivered again and linked to Level 5 qualification.	VF, Volunteers, Senior Pupils	From August. Termly review	Programme materials	Feedback from volunteers gathered after each phase. Pupil survey at end of session.
Parents and Partnership Aspect				
1) Use "School Spotlight" weekly email/blog to share understanding with parents and wider community.	VF, Volunteers	At least one blog post per term	Website	Feedback gathered from parents
2) Engage parents and partners in delivering experiences to our young people which improve their confidence, mental health and resilience.	VF, PTsG, DYW	Ongoing	Partner agencies, parents.	Pupil feedback after specific interventions. Pupil survey at end of session.
Teacher Professionalism Aspect				
1) Engage external trainer- PIVOTAL- to support staff development with embedding a nurturing, rights respecting culture.	VF, JV	Provider dependent	PIVOTAL	Regular staff feedback.
Performance Information Aspect				
1) Key datasets presented to staff in easily accessible ways.	VF, CD, JV	Available for first week of term	SEEMIS	DM minutes from discussion after each release used to evaluate effectiveness of approach.
2) All staff scrutinise PPR data to look for trends and plan appropriate interventions.	All teaching staff	Ongoing		DM minutes and mid-session staff survey.

Evaluation: HGIOS 4 QI 3.1 Challenge questions	Evidence:
1. How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child? 2. How well do all staff understand their role and responsibility in supporting learners' health and wellbeing? 3. How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? 4. How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? 5. How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? 6. How well do we communicate with parents, partners and learning across these key themes? 7. How well do we know the steps we have taken have improved outcomes for children? 8. Have we successfully established an inclusive learning environment? How do we know? 9. To what extent does our school celebrate diversity? 10. How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination? 11. How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?	

Section 5- Strategic Three Year Improvement Plan					Session 22/23- 24/25
Curriculum and Assessment	**Pedagogy**	**Ethos**	**Parents and Partnerships**	**Teacher Professionalism**	**Performance Information**
Supported by:					
National: QI1.1 and 2.2 Education Scotland resources NIF 2022 OECD OECD Senior Phase	*National:* QI 1.2 and 2.3 ES Digital Learning ES Professional Learning GTCS Standards NIF 2022	*National:* QI 3.1, 3.2 and 3.3	*National:* QI 2.5 and 2.7	*National:* QI 1.1, 1.2, 1.3, 1.4 and 3.2 GTCS Standards NIF 2022	*National:* QI 1.1 and 3.2 National dashboards Insight
LA/School: Curriculum review Working Group	*LA/School:* Learning and Teaching Policy Learning and Teaching Policy- pupil version Differentiation Working Group Teaching Sprints	*LA/School:* PPR policy RRS initiative Pupil Learner Journey working group Plus One initiative (Technical Dept)	*LA/School:*	*LA/School:* PEF initiative Monitoring of vulnerable pupil data Annual Review system Leadership Development opportunities QA reports and meetings	*LA/School:* School/ASG level data Tracking and Monitoring spreadsheets. SEEMIS T & M data School exam results review process

Curriculum and Assessment

Key Statements

> • High quality courses and programmes, including cross-cutting themes (BGE)
> • High quality curricular provision in the Senior Phase.
> • Effective use of a range of assessment to inform next steps in learning

How does this help raise attainment?

"The OECD, reporting in June 2021, found wide support for CfE and stated that Scotland's curriculum "continues to be a bold and widely supported initiative, and its design offers the flexibility needed to improve student learning further." The OECD also identified areas for review and improvement, and said that Scotland should adopt a structured and long-term approach to implementation. Implementing the OECD's recommendations will allow us to build on our current approach and ensure that our curriculum continues to inspire learners now and in the future." (2022 NIF, Pg 17)

Relevant, engaging and appropriate courses motivate young learners. Access to courses at the right level allows for progression in learning and we are better served than we have ever been with the tracking data that we hold to identify which levels or courses are required. Well planned assessment approaches, utilised in a timely fashion, allow pupils and staff to agree next steps in learning and will support achievement and attainment.

Next steps

- Efforts to increase staffing are important in order to support the introduction of new courses.
- Continue to encourage departments to revisit their curriculum- is the BGE experience making our young people N5 ready?
- Engage with national debate about the OECD led review of the curriculum.
- An audit of skills development through the curriculum needs to be carried out this calendar year
- Departments should be reviewing their curriculum to ensure progression routes for all learners.
- Departments must be able to support our promise to young people that any pupil entered in a course will experience success at some level by end of session.

Pedagogy

Key Statements

- High quality teaching to support learning
- Ownership of learning by the child/young person

How does this help raise attainment?

"The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve. Access to high quality early learning and childcare can make a huge difference to children's lives, particularly when they are growing up in more disadvantaged circumstances." (2022 NIF, Pg 29)

Where there is high quality differentiated teaching, learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Pupils are motivated by this and take ownership of their own learning and thinking. This in turn nurtures ambition and helps develop skills which underpin the long term consolidation of learning. Staff commitment to professional reading and learning is essential to achieving this.

Next steps

- Staff engagement with the GTCS Standards and key messages from HGIOS 4 continues to be supported.
- Teaching Sprints become embedded in the culture of the school to facilitate meaningful dialogue.
- Differentiation will remain an improvement priority for all departments next session.

Ethos

Key Statements

> - A deeper understanding of the challenges and barriers for children and young people
> - Positive relationships, high expectations and a culture of learning

How does this help raise attainment?

"*Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners*" (HGIOS 4 QI 1.2)

"*The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning*" (HGIOS 4 QI 2.3)

When the ethos and culture of a school reflects a commitment to children's rights and positive relationships, pupils feel valued and show increased commitment to their learning. An inclusive and nurturing environment supports the social and emotional development of all young people and helps identify and address barriers to learning. A commitment to both excellence and equity supports ambitious learners.

Next steps

- Continue to develop the Promoting Positive Relationships initiative to ensure consistency and equity across the school.
- Continue to develop as a Rights Respecting School.
- Strengthen our culture to become a nationally recognised 'nurturing school'
- Use the new House system to develop pupil engagement and to celebrate success

Parents and Partnerships

Key Statements

- Effective partnerships with other education and training providers
- Greater awareness of the cost of the school day and impact this can have on families
- Parental engagement is leading to improved outcomes for learners living in the most deprived communities and circumstances
- Effective partnership with parents focused on the learning of the child/young person

How does this help raise attainment?

"*Research shows that when parents and carers engage in their children's learning, and when children and young people live in a supportive home learning environment, it improves their attainment and achievement. Where high quality personalised communication between schools and ELC settings and parents/carers takes place, relationships are strengthened. This supports parents and carers to engage more with their child's learning*" (2022 NIF, Pg 34)

Pupils spend only 15% of their time in school. We need to work closely with parents to support learning in all settings. Meaningful partnerships enhance the curriculum, improve our capacity to support wellbeing and open up new opportunities for learning.

Learning and teaching flourishes when there is a partnership with pupils- shared goals and a genuine role for pupils in the evaluation and review of the learning experience.

Next steps

- At a departmental level- including Pupil Support and ASL- identify suitable partners and commit time to making these partnerships work.
- Use social media to celebrate partnership working (BAM Nuttall) and invite new partnerships.
- Parental Information Evenings- in person- to be developed to support better parental engagement and Family Learning
- Investigate sharing research based study advice with parents.

Teacher Professionalism

Key Statements

- •   Moderations, monitoring, tracking and assessment should include a particular focus on equity
- •   Robust and rigorous self-evaluation and quality assurance
- •   A clear investment and focus on career long professional learning including the use and application of evidence based research
- •   Shared responsibility and highly effective leadership at all levels

How does this help raise attainment?

"The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve. Access to high quality early learning and childcare can make a huge difference to children's lives, particularly when they are growing up in more disadvantaged circumstances." (2022 NIF, Pg 28)

Teachers who understand their learners and understand the effectiveness of their teaching and assessment approaches deliver more effective learning experiences. Teachers who are committed to their own professional learning and to the idea of continuous improvement will refine and improve learning experiences for all learners. Teachers who demonstrate leadership of learning strive to use their own development to improve the quality of experience for young people.

Next steps

- •   Survey staff about professional development priorities that the school can support.
- •   Establish in-school professional learning support structure: library, discussion group, twilight events.
- •   Develop the use of the whole school tracking, monitoring and mentoring initiatives.
- •   Restart the staff leadership development groups.
- •   School leaders committed to developing their staff through encouraging professional growth.

Performance Information

Key Statements

- Data and other evidence is being used effectively and leading to improvement
- Clarity in setting out outcomes, measures and targets and being specific about poverty related attainment gaps
- A focus on excellence and equity in order to increase the pace of change and close the gap
- Improved use and analysis of a wider range of qualitative and quantitative data

How does this help raise attainment?

"*Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms that there is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve*" (2022 NIF, Pg 50)

Analysis of our ASG's data allows us to understand our learners and plan appropriate learning opportunities. Analysis of performance data generated in school facilitates understanding about the effectiveness of the curriculum, teaching and assessment approaches within a department. Without it staff will not identify high impact areas to amend or consolidate. The same data will show the extent to which we are promoting equity by highlighting the experience of young people who experience disadvantage.

Next steps

- Survey staff in May about the effectiveness of the data made available this session and refine as required.
- Publish the ongoing analysis of the performance of pupils whose learning is affected by the poverty related attainment gap.
- Departmental QA reports and the whole school Standards and Quality Report will all include a range of qualitative and quantitative data.
- Use attainment data to review the effectiveness of our BGE curriculum and Senior Phase configuration.

Below is our three-year approach to developing and embedding excellence in the 6 agreed areas.

If an activity is **High Priority** then it will be allocated time at Inservice days, at Staff meetings, EMT meetings and in departmental meeting time. It will appear on SIP and should be included in all DIPs.

If an activity is **Medium Priority** then it will be allocated some time at Inservice days and monitored through EMT. It will appear on SIP and may appear on DIP.

If an activity is **Low Priority** then it will be consolidated at departmental level. EMT will decide if it needs staff meeting time.

	Year One	Year Two	Year Three
Curriculum and Assessment	Medium	Medium	High
Pedagogy	High	Medium	Medium
Ethos	High	High	Low
Parents and Partnerships	Low	Medium	Medium
Teacher Professionalism	Low	Medium	High
Performance Information	Medium	Medium	Low

School Name   Culloden Academy

PEF – 22/23 Review

Table 1 is a review box where you should insert a short summary of 22/23 PEF progress / review (this could be lifted from 'progress' column in last plan). Within this summary, the recommended word limit per intervention is 100 words.

Table 1 – 22/23 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)	
Attendance. CSW continues to work with CYPs and families to support engagement in learning for all FSM pupils.	**S1- 5 improved, 7 declined** **S2- 6 improved, 1 declined** **S3- 11 improved, 6 declined** **S4- 6 improved, 1 declined** **S5/6- 3 improved, 1 declined**	The support is making a difference for a significant number and we have reversed a negative trend into better attendance and therefore the possibility of success. Two details are crucial however- the high number who are in S1 and going the wrong way and the fact that all 6 of the declining S3 pupils are now school refusers. It is clear that there needs to be a renewed focus on the younger years in what we do next session.		
Attainment. Looking at progress over time for S1-3 and Insight measures for S4-6. PSA works with pupils struggling to engage with learning.	**Of 12 S4 pupils, only 1 is sitting 6 National 5s, 2 are sitting 4, 2 are sitting 3, 3 are sitting 2 and 2 are sitting 1. One has dropped all 6**	This is disappointing and significant. We are hopeful that the new Senior Phase tracking system will allow us to more immediately monitor and intervene for these pupils- this will be part of the plan for session 23-24. S1-3 comparative data is inconclusive given how broad Level 3 is.		
Inclusion. A range of staff interventions to look at different aspects of what is a very broad issue. CSW and DHT lead and co-ordinate.	**S1 – 27 FSM pupils. 6 had received demerits. Overall total of 80 demerits. One pupil had 52.** **S2 17 FSM pupils. 8 had received demerits. One pupil had 35.**	We believe that this demonstrates progress in the engagement of our FSM pupils in their learning. This data will form a benchmark from which we hope to see improvement next session. Data will be tracked in year.		

	S3 27 FSM pupils. 7 had demerits one pupil had 26. **Exclusions – 5 FSM have been excluded. 26 pupils have been excluded across the school.**	We have a draft plan to reduce to zero the number of FSM exclusions and are in discussion with HQ about whether this can be resourced. Numbers too small for year on year comparison.		
Engagement. Monitoring of access to the full curriculum for FSM pupils. SDS data used to monitor positive destinations for FSM pupils. Monitoring of success within their curriculum. Monitoring of parental engagement in learning. HT overview, supported by PTsG and clerical.	13 FSM leavers in total. Only 4 have full timetables by the end of the term/exams. All bar 1 FSM pupils in the senior phase have a planned positive destination. PEF CSW have a positive relationship with all families except one where they have refused support and contact.	The lack of full timetables is a concern. Processes for session 23-24 have been tightened up accordingly. A 15% reduction in the PEF budget puts the work of the team in jeopardy. We expect to fund the difference this session though will have to reduce experiences managed by the duo.		
Participation. Monitoring and encouragement of FSM pupils engaging with the wider life of the school. PTsG monitor and feedback. Special focus on developing profile to consider and develop skills and attributes.	We have 19 pupils in senior school with FSM. This is compared to 37 pupils last year. No pupils with FSM are in leadership roles.	13 pupils left at the end of session 21-22. This is a reduction from 22 the year before and 17 the year before that. Obviously, many factors are at play here but the evidence from the CSWs is that the curriculum, the experiences and the support available is leading to increasing numbers staying on and achieving and attaining.		

2023/24 Analysis of Pupil Equity Data   *Use the Risk Matrix to determine FSM numbers*

Tables 2 & 3 below are to give an overview of current data being used to determine new / existing gaps (either whole school or stages).

Target outcomes of how you would hope this data to improve following interventions should be indicated in the second table.

Data referred to in these sections should align with measurement in the Action / Intervention table (3rd table).

SCHOOL OVERVIEW - FSM   **(Adapt classes /stages accordingly)**

Target Group (at risk of underachievement)	Number of pupils	% of school roll	S1 PEF number	S2 PEF number	S3 PEF number	S4 PEF number	S5 PEF number	S6 PEF number
FSM / SIMD (please total these figures)			20	25	19	25	13	4
Other _____			0	0	0	0	0	0
Target Group Total (FSM + Other)	106	9%	20	25	19	25	13	4

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

Measurement data	Number/ percentage FSM not achieved/below age expectations	Comment and target outcome - **Target outcome** following interventions in plan below (i.e. – spelling age increase by 6+ months for 80% /16 pupils of target group)
Attainment for All S4 (Sept 23 v September 22) *Lowest 20% FSM* *Lowest 20% All* *Middle 60% FSM* *Middle 60% All* *Upper 20% FSM* *Upper 20% All*	**Analysis completed in September and targets set for September 24. Ongoing monitoring thereafter**	
Breadth and Depth- All leavers (March 23 v March 24) *4 awards at level 4 FSM* *All* *6 awards at level 4 FSM*	2023 **69.23%** **69.23%**	

All *1 award at level 5 FSM* *All* *4 awards at level 5 FSM* *All* *6 awards at level 5 FSM* *All*	**76.92%** **53.85%** **38.46%**	
Literacy & Numeracy (Sept 23 v September 22) *Literacy Level 4 FSM* *All* *Numeracy Level 4 FSM* *All* *Literacy Level 5 FSM* *All* *Numeracy Level 5 FSM* *All*	**Analysis completed in September and targets set for September 24. Ongoing monitoring thereafter**	
Positive Destinations- ALL LEAVERS (March 23 v March 24) *FSM* *All*	2023 **92.31** **96.7**	
S1 Literacy and Numeracy CfE levels- % on track at end of each tracking window *FSM* *All*		
S2 Literacy and Numeracy CfE levels- % on track at end of tracking window *FSM* *All*		
S3 Literacy and Numeracy CfE levels- % on track at end of each tracking window *FSM* *All*		

Attendance of FSM pupils v year group data (May 23 v May 24)	
S1 FSM v cohort	18/26 FSM below average
S2 FSM v cohort	12/19 FSM below average
S3 FSM v cohort	15/17 FSM below average
S4 FSM v cohort	8/13 FSM below average
S5 FSM v cohort	1/4 FSM below average
S6 FSM v cohort	Both FSM above average

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

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&Q Report in May.
S1-S2	45		**Attendance.** CSW continues to work with CYPs and families to support engagement in learning for all FSM pupils.	FSM individual pupil attendance this session versus previous session. Regularity of monitoring defined by RAG status		
S1-S3 CfE Levels and S4-6 as itemised above	64		**Attainment.** Looking at progress over time for S1-3 and Insight measures for S4-6. PSA works with pupils struggling to engage with learning.	At expected CFE level for S1-3 literacy and numeracy. As above for S4-6.		
S1-4	89		**Engagement.** Monitoring of access to the full curriculum for FSM pupils. SDS data used to monitor positive destinations for FSM pupils. Monitoring of success within their curriculum. Monitoring of parental engagement in learning. HT overview, supported by PTsG and clerical.	Pupil engagement in learning through full time timetables. FSM pupils sitting 6 at Level 5 or 5 at Level 6. Sustained positive destinations. FSM pupils refusing to engage and truanting- regular data gathering and interventions. Parental engagement with school, reports and Parents Evening.		
S1-S6	103		**Participation.** Monitoring and encouragement of FSM pupils engaging with the wider life of the school. PTsG monitor and feedback. Special focus on	Participation levels in clubs and extra-curricular activities. Stay on beyond 16 years of age. FSM pupils taking leadership roles within the school.		

			developing profile to consider and develop skills and attributes.	Supported study uptake levels. Parent classes offered on literacy, numeracy and wellbeing.		

Please tick which of the Following Apply

Is this PEF plan looking to address?

Literacy	Numeracy	HWB
✓	✓	✓

What is the focus of this PEF plan?

Attainment	Attendance	Inclusion/Exclusion	Engagement	Participation
✓	✓		✓	✓

Financial Breakdown

PEF Carry forwards is the balance of PEF funding at the close of the August 2023 period in Integra. This should be minimal as there should be no large carry forwards this year unless you have had approval from Colette Macklin. If unsure, please contact Julia Short for assistance. Figures provided below will be approx. and should be reviewed throughout the year.

Funding	£
PEF Carry Forward 2022/23	
PEF allocation 2023/24	
Total Available Funding	61,434

PEF Posts (if you have someone in post please contact Julia Short for a more accurate figure, if not please use the approx. costings below click here) **Important, once post is appointed you must revisit the planned Cost and amend your plan and send updated version to Julia Short.**

Post	Hrs	Approx. Cost	Already in Place (Y/N)	Anticipated Start date
CSW	35	35,609.55	Y	
CSW	35	33,518.83	Y	
Total Cost of PEF posts(B)		69,128		

Partner Services/Highland Council		
Service Provider	Approx. Cost	When will this start?
FCR 15% Highland Council		*(AUG)*
Total Cost of Partners/Highland Council {C}		

Ambition, Community, Kindness, Respect

Resources/Training		
Breakdown Resources	Approx. Cost	When will this Happen?
Mileage	*£1,000*	
Total Cost of Resources(D)	*£1,000*	

Summary Of Spend	
(E} Total Funding (figure A)	£61,434
(F) Total Spend (Staff/Partners/Resources) (Figures B+C+D)	£70, 128
Balance Of Funding (E-F)	£8694

Please note the balance of Funding should be £0 Without the 15% reduction I would have been slightly in credit which could have been allocated to experiences. I have identified several budget lines in DSM which will make up the difference.

Approved by   Date

Ambition, Community, Kindness, Respect