

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



Culloden Academy

HIGHLAND COUNCIL | KEPPOCH ROAD, CULLODEN. IV27JZ

School Profile

Pròifil na Sgoile

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

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. There are currently 1127 children on the school roll. A programme of extensive house building in the area sees pupils joining us in a steady trickle throughout the year.

The headteacher is supported by 4 DHTs, 12 curriculum PTs, 6 PTs Guidance and one PT of Additional Support for Learning. Staff work hard to deliver a comprehensive curriculum offer to our young people- culminating in the Senior Phase when pupils entering S4 have a total of 89 options and pupils entering S5 and 6 have a total of 73 options.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. By the end of the BGE phase 71.5% were at Level 4 literacy (up approximately 7% on last year and 63.5% were at Level 4 Numeracy- up 10% on last session. It should be noted that the S3 cohort has a very broad ability range- evidenced by Level 3 performance dropping in all literacy measures. Numeracy, however, increased by 8.5% at Level 3.

Looking at Literacy in the Senior Phase the S4 performance was disappointing though expected. In S5 Level 5 and 6 Literacy was above VC Level with Level 5 on a 5 year upward trajectory. Level 5 and 6 Literacy for ASN pupils was also above VC. In S6, Literacy improved on almost all measures and is close to VC level. Looking at Numeracy, S4 Level 3 performance has improved for five years and is 3% above VC. Level 4 and 5 are also on an upward trend though have not yet reached VC levels. S5 and S6 saw improvements at Levels 3-6 as the impact of introducing N5 Apps becomes apparent.

This session, we have had 28 Exclusions, down from 40 last session as our behaviour and relationships policy continues to impact on the learner experience. Further statistics about the socio-economic composition of the school are available on the next page.

Data relating to our context

Pupil Numbers		Attendance		Teacher Numbers	
1127		86.7%		85	
S1	S2	S3	S4	S5	S6
187	206	213	198	188	135
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
2.1%	14.87%	23.54%	37.59%	21.62%	0.46%
ASN	FSM	EAL	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language		
43.08%	8.67%	6.23%			

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
84.1%	82.7%	83.6%	92.5%

Level 4

Reading	Writing	Listening and talking	Numeracy
71.5%	71.5%	71.5%	63.5%

Senior Phase

Breadth and Depth

S4

The S4 cohort performed broadly as expected and were not able to sustain the levels of attainment from the previous cohort. Evidence of this is:

5 @1 (71.5% pre-Pandemic) was 76.82% for the 23-24 exam diet with a VC of 88.05% last session. This is a drop of 11% from the previous cohort.

6 @1 (46.99% pre-Pandemic) and 67.27% for the 23-24 exam diet with a VC of 79.64% last session. This is a drop of 12% from the previous cohort.

Looking at the measures most often used to evaluate school performance,

1+@5 was at 84.09% with a VC of 88.05%

3+@5 was at 69.09% with a VC of 73.95%

5+@5 was at 52.73% with a VC of 60.86%

Analysis of the data through an ASN filter provides clarity around where the first focus should be for this session with this cohort.

1@5 for pupils with ASN was 9.4% below VC. For non-ASN pupils it was 0.7% above VC (96.64%)

3@5 for pupils with ASN was 11.8% below VC. For non-ASN pupils it was 0.9% above VC (89.08%)

5@5 for pupils with ASN was 11.3% below VC. For non-ASN pupils it was 5.4% below VC (71.43%)

S5

1+ @6 is 75.39% which is better than our performance in 2022 or 2023 and is less than 1% behind the VC figure.

3@6 47.12% is 6% behind VC

5@6 20.94% is 8% behind VC

As distinct from S4, however, S5 ASN pupil data does not point to an obvious issue as for most measures the data is the best in the last three years.

S6

2-6@5 are all above VC as is 1@6. Thereafter we fall behind our VC to the extent that by 5@6 we are 11.7% behind VC. This we believe is strongly connected to the messages available in our Positive Destinations data- these young people have the qualifications that they need for the places they plan to move on to and are in school because it is a safe place, their friends are here and they enjoy the wider aspects of personal development that S6 offers.

Literacy and Numeracy

Literacy

S4

S4 Literacy mirrors all the other S4 metrics in being a decrease- albeit not a surprising decrease- on last session. Literacy at Levels 3-5 is the fourth lowest in the last 5 years and Level 5 is 13% down on last session- though only 3% below VC.

S5

S5 Level 5 and 6 Literacy data is above the VC data with Level 5 Literacy on a 5 year upward trajectory which has seen it rise above 90% this session. ASN Literacy at Level 5 and 6 are also ahead of VC.

S6

S6 Literacy improved on almost all measures though remains below VC on all measures. As with S5, females are 25% ahead of males at Level 6- (87% v 62%).

Numeracy

S4

S4 Level 3 Numeracy has improved for 5 consecutive years and at 97.27% is 3% above VC. Level 4 Numeracy is the second best in the last 5 years at 89.09% and Level 5 Numeracy is the best in the last 5 sessions- though still 11% behind VC.

S5

S5 results this session improved on last year at Levels 3-6 for S5 in part due to a significant shift in pupils who previously were resitting National 5 Maths but are now trying National 5 Applications of Maths.

S6

Results this session improved on last year at Levels 3-6 although they remain behind VC data.

Senior Phase Leavers

There is a clear good news story for which the Guidance team deserve considerable credit: 98.04% of our 204 leavers ended the year in a positive destination- we had never previously reached 97% and this is 2.45% above VC and 1.54% above Highland.

Based on this, whatever other parts of our approach to leavers we need to review, securing positive destinations is not one of them. The increased use of specialist training – including referrals to Calman Trust, New Start and the Highland Council Employability Service have clearly made a difference here for which recognition must be given to MFMS.

S4 leavers

It is cheering to see that only one pupil was not in a positive destination (female). As with previous years, we have a higher number than our VC (by 14% this session) going into employment and a lower number (by 13% this session) going into further education.

The distinction between our male and female leavers emerges again here with 58% of females going to college, compared to 13% of males but 33% of females going into employment, compared to 56% of males.

S5 Leavers

Of our 59 S5 leavers, 57 are in a positive destination (the 2 not in a positive destination are males). As per S4 we have more pupils going into employment (44%) than our VC (33%) but less going into Further Education (34% v 40%) and Higher Education (8% v 14%). The quality and pathways within the employment defines how happy we should be with that outcome.

The gender split replicates the S4 experience- 45% of females go to college versus 25% of males but 48% of males go to employment versus 37% of females.

Summary

There is a significant tension when analysing our data between the individual performance of pupils and departments and the too often disappointing whole school measures- particularly in S4. There is a lot of good work being done in classrooms across the school and pupils and departments are experiencing significant success as a result of their endeavours. There is always room for improvement- it is one of the inspiring challenges of teaching and education leadership and we have good staff, well supported and working hard to deliver success for our learners. We are in the third and final year of our Raising Attainment Strategy and will continue to develop or capacity across the six areas covered in the strategy and the last three SIPs- curriculum and assessment, pedagogy, ethos, parents and partnerships, teacher professionalism and performance information.

This does not really help if the pupil in question does not attend school or some classes. We know that internal truancy, emotionally based school avoidance (EBSA) and reduced faith in the value of education are societal challenges exacerbated by the Pandemic. But they are also our challenges and the thing that we have been doing differently is trying to put more of an emphasis on engaging these families and on communicating different messages since the previous ones are clearly not working. Simultaneously we have been asking more and different of our partners- be that HTS, The Bridge, MFMS, PMHW, Social Work and staff at HQ. Internally, there has been a strong focus on chasing these pupils who have been disengaging- phoning home and getting them into school or a nearby Church Hall we rent just to complete assessments that will allow them to evidence their ability. This system is being formalised to start earlier next session as we do not believe that this challenge is going away.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ambition, Community, Kindness and Respect

in all that we do and all that we are.

Curriculum Rationale for Culloden Academy

The core principles of the Scottish curriculum were established in *Building the Curriculum 3*¹ and remain unchanged: pace and challenge in all learning experiences, coherence, opportunities to develop the four capacities and opportunities to develop skills for learning, life and work. These principles need to be delivered across the “totality of all that is planned for children and young people throughout their education” and as a school we need to consider

- The ethos and life of the school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement

After a series of national reviews and seismic socio-economic events, it is clear that we are entering another period of significant change in Scottish education and that a static curriculum will not be fit for purpose. The aforementioned design principles remain, but how we deliver these is changing and whilst navigating these changes, we need to retain a focus on the experience of the learners in our school now.

Two quotes from the recent “National Discussion” summary paper offer clarity and direction about the nature of a school curriculum.

Firstly,

“The most powerful message emanating from the National Discussion in Scotland is the need to educate **all** learners in Scotland for an uncertain and unpredictable future.”²

And secondly

“A regular curriculum review process should be established to ensure that the curriculum remains fit for purpose, reflects contemporary learner needs, and can be effectively delivered in ways to ensure that all learners in Scotland have high quality curricular linked learning experiences.”³

Our curriculum rationale therefore is simply this: we will continue to review and develop the curricular offering we make to our young people based on

- 1) Delivering our values for all learners
 - 2) Understanding their strengths, needs and aspirations
- and by
- 3) Considering the working world that we are preparing them for.

Our recent School Improvement Plans have explicitly referenced using our analysis of Pupil Voice, pupil choice and Insight data to support discussions about the viability of certain courses and the need for curricular change in BGE or Senior Phase. This has allowed us to introduce new courses that meet the needs of our learners.

PRINCIPLE 1: *if courses are not popular with pupils, or not successful for pupils then they will at the appropriate moment be removed from our curriculum and the lead department invited to introduce alternative courses of study.*

Beyond responding to messages from Insight data, 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 on senior phase

¹ See Appendix 1 for details.

² *All Learners in Scotland Matter: The National Discussion on Education. 2023. Pg 19*

³ *All Learners in Scotland Matter. Pg 65*

curriculum further challenged us to look again at what we do to support learning. This ongoing review of our curriculum offer is also directed by departments making use of all relevant data to evolve our curricular offer and put relevant and interesting course options to our learners.

PRINCIPLE 2: We will engage with research, data and innovative practice in other schools to continue to evolve our curriculum offer to best meet the needs of our learners.

Pupil Voice

Students are key stakeholders in the school's curriculum and they have an active role to play in the evolution of our curricular offer. Departments meet with pupils- either individually or in focus groups- to review the learner experience and part of this involves a discussion of the appropriateness of the curriculum and where appropriate discussion of other experiences or courses that they would like to see us offer going forwards.

PRINCIPLE 3: All decisions about reviewing departmental courses will include a demonstrable element of pupil voice and/or pupil uptake data. It is entirely appropriate to withdraw a course one year if it is not relevant for the incoming cohort and reintroduce it at a future point when a different cohort with different needs reaches that stage.

Guidance teachers discuss the curriculum with pupils ahead in PSE and individually ahead of Choice of Course. Guidance are responsible for liaising with SMT when they have information about omissions in the curricular offer or about how the Choice of Course Form is not supporting learner pathways.

Senior Managers meet with Year Group representatives and in the third term (January-March) will have a focused discussion about how the current curriculum has worked for the learners and areas that they would like to see further development of or more time given to.

PRINCIPLE 4: Guidance teachers and SMT gather and share information to enhance the relevance and coherence of the curricular offer.

Data driven decisions.

Decisions about which aspect of the curriculum to nurture or amend need to consider some or all of the following datasets:

Demographic Data: SIMD, ASL and Labour Market Intelligence predictions

Achievement Data: Tracking, CfE Levels, Insight, self-evaluation and leaver destinations

Programme Data: Courses, pupil evaluations, learner pathways, assessment and progression policy

Perceptual Data: Learner, parent and teacher feedback, observation data and survey feedback

PRINCIPLE 5: Staff will engage with as many of these datasets as appropriate when making decisions about changing the course.

National developments

This document started with reference to the National Discussion and ends with reference to the Independent Review of Qualifications. In all significant changes to our curricular offer it is essential that the slow evolution of Scottish education towards the Scottish Diploma of Achievement is considered- are we developing courses which align with the principles and practices underpinning the 'Hayward' review.

PRINCIPLE 6: All planned curricular innovations have to be evaluated against the changes happening on the national stage to ensure that we develop courses and training that will align with the expectations of the Scottish Diploma of Achievement.

Review of progress of improvement plan projects for session 2024/25

Ath-sgrùdadh air adhartas airson an t-seisein

School Improvement Plan Priority 1: Identity and Culture at all levels	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ There has been clear progress at both departmental and whole school level in embedding the values of the school and the four capacities in the life of the school. ✓ The school achieved Silver Level as a Rights' Respecting School in December and work is already underway to pursue certification at Gold Level. ✓ All staff have completed Stage 1 individual <i>Time for Inclusive Education</i> training and Stage 2 group training. This learning will be taken forward by an Equalities group next session. ✓ A Staff wellbeing policy is embedded in the life of the school and is shared with new staff. ✓ Pupil feedback from the termly SHANARRI survey and updates from the Risk Matrix are regularly shared with staff to increase awareness of the level of need amongst our pupils. ✓ We have worked with Pupil Councils to reach an agreed definition of bullying and an anti-bullying policy. We are now awaiting some Highland and National messages to complete this process. ✓ One of our Guidance staff has taken on the additional responsibility of being champion for Young Carers and LAC pupils and regularly updates staff. Young carer statements are available for all staff to read to understand the pressures. <p>Overall, very good progress has been made this session against this Action Plan.</p>	<ul style="list-style-type: none"> ➤ What needs to happen next in this area will be picked up under the "umbrella" that pursuing Gold Level RRS gives to the school.

School Improvement Plan Priority 2: Desired outcomes for all learners	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ We have embedded the Senior Phase Tracker in the systems and processes of the school so that each reporting window is followed by whole school, departmental and individual pupil data analysis leading to interventions. ✓ We have taken Education Scotland guidance and designed a set of principles that all BGE departmental trackers will adhere to and sets of data that they must be able to generate. Work is ongoing on the technical build of these systems. ✓ We have created cohort datasets of all available attainment and achievement data to support a better understanding of progress over time for pupils. ✓ In the recent pupil learning and teaching survey 83.8% of pupils confirmed that learning in class was helping them develop skills for later life ✓ In the same survey, 87.72% of pupils agreed that feedback they received helped them identify where they are in their learning and what they need to do to improve. ✓ The rollout of the Unifrog package to support skills development, profiling and recognising achievement has been very well received by pupils. ✓ A Learning for Sustainability policy has been created and a working group is in place to support the Learning for Sustainability agenda next session. <p>Overall, very good progress has been made this session against this Action Plan.</p>	<ul style="list-style-type: none"> ➤ The development of departmental BGE trackers to allow timely interventions and ensure pace, challenge and differentiation for all S1-3 courses will be a major priority next session. ➤ The full roll-out of Unifrog will make a significant difference to the school's capacity to profile skills and recognise achievement. ➤ The roll-out of the Learning for Sustainability plan will involve three elements- curriculum and learning approach, school operations and environment & pupil and community engagement

School Improvement Plan Priority 3: Structures and Practices to support success	
Summary of impact	Next steps

<ul style="list-style-type: none"> ✓ An EMT meeting in May reiterated the principles of our agreed Curriculum rationale which all departments will use when evolving their curricular offer. ✓ At the same meeting a checklist to support consistent articulation with the school's assessment and progression policy was also discussed and given to PTs. ✓ A comprehensive Quality Assurance system has been piloted this session which has generated a wealth of data that SMT have used to intervene and improve outcomes. ✓ Whilst some aspects of the learning and teaching year planner will be amended for next session, it has had a positive effect on staff engagement and reflection about the quality of their teaching. ✓ This session's work to support Pupils at Risk of disengaging has been more comprehensive and impactful than before due to the extensive involvement of one of the DHTs and one of our part-time PEF staff. ✓ 92.2% of pupils confirm that their teachers share Learning Intentions and 89.5% agree that teachers share Success Criteria both of which support independent and successful learners ✓ 90.4% of pupils agree that their work and assessments are at the right level of difficulty for them. <p>Overall, very good progress has been made this session against this Action Plan.</p>	<ul style="list-style-type: none"> ➤ The "Pupils at Risk" system will be launched with staff by October and thereafter will be the responsibility of one of the DHTs to lead. ➤ Learning Walks, Teaching Sprints and observations will remain part of the school calendar of events for next session. ➤ The pilot QA system has been refined and will be fully implemented next session via a QA Calendar.
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

FSM attainment in the BGE shows a significant gap between pupils with FSM and those not in receipt of FSM by the end of S3. The answer to this is to get FSM pupils into class more often, their strengths and needs known to staff and well supported from S1. That is why this was a transition year for our PEF programme as we moved away from a focus on Senior Phase to a focus on BGE pupils who needed interventions to support engagement. The data we have generated and processes by which we reached this point are a benchmark against which we need to measure improvement next session. Details appended to the School Improvement Plan.

Wider achievements

Coileanaidhean nas fharsainghe

- **Silver Accreditation as a Right Respecting School.** UNICEF is the world's leading organisation working for children and their rights. The Rights Respecting Schools Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children, and young people to respect the rights of others in school. We achieved our Silver Award in December 2024.
- Accreditation as a Silver Reading School – The Scottish Book Trust are a national charity that believes books, reading and writing have the power to change lives. The Reading Schools Award is granted to schools that show a commitment to building and sustaining a reading culture in the school. Following on from our Core accreditation in March 2024, we built on our foundational work by providing additional opportunities to broaden our learners' experiences with reading both in and outside of the classroom and achieved our Silver accreditation in March 2025.
- **Duke of Edinburgh.** Bronze - Every year we put 28 students through Bronze. We are now on the third cohort since Covid. Silver - 23/24 we had 18 in Silver, this year, 24/25 we have 14. Gold - This will be the first year we do Gold. We have 12 doing Gold, we did have 14 but 2 students left school.
- UK Maths Trust – **Team Maths Challenge Regional Winners.** A team of two S1s and two S2s won the regional event in Kingussie. They then travelled to London to compete in the National Finals.
- **S6 Young Enterprise** – A group of S6 pupils set up and ran a small company- gaining lots of employability skills as they went. The group won the Sustainability Award and the Pioneering Award at the Highland Finals.
- **Mock COP 29-** 6 pupils took part on behalf of the school in November.
- **Climate Smarter – Celebration of STEM** – 8 pupils represented the school at the celebration of STEM presenting the model school and taking part in problem solving activities provided by different STEM industries e.g. building a trebuchet
- Eva Simpson was awarded runner up in the St Andrews University Scotland-wide S2 Writing competition: Science: Fiction: Make: Believe. The competition involves writing a 750 word creative piece about any Scottish scientist (Science, Technology, Engineering and Mathematics) alive or dead, or the impact of their discoveries or inventions in a creative way.
- Jamie Cuthbertson won a place at the **Scottish Space School** run by Strathclyde University. It is a week-long eclectic mix of space-themed lectures, labs and workshops, delivered by leading academics and researchers from the University, and supported by NASA astronauts and engineers who travel to the University to spend the week with the attendees.
- **Young STEM leaders.** Awarded for supporting and running a range of initiatives throughout the year relating to Science, Technology and Maths. Eight pupils achieved level 4 and 10 achieved level 5.
- In the **Scottish Maths Challenge**, an S1 pupil was awarded a Gold level certificate. Another S1 pupil and an S2 pupil were awarded Silver. This competition consists of two rounds of extremely demanding maths problem solving tasks.
- **Global Underwater Hub: STEM Event participation** – 6 pupils represented the school at GUH STEM challenge, designing and building an ROV using Lego Mindstorms and creating a marketing pitch, which was presented to their fellow competitors and the judges. Throughout the project, our team of S2 pupils consistently demonstrated dedication, perseverance, and a remarkable willingness to step far outside of their comfort zone. One of the most impressive moments was when they stood in front of an audience of over 100 strangers to confidently present their ideas.
- Eva Simpson won a place on the **WEIR-WISE girls in Engineering program.** This is a University run program supported by the Weir engineering group. The university selected only 200 girls from across Scotland to take part in person.
- Sophie Jones won a place on the **Mission Aviation Fellowship Scheme.** This is a program run during the summer to encourage UK Engineering talent.
- The library has nine S2 pupils that are working on their HLH Leadership Awards alongside the Saltire Awards. Seven of them have received their navy hoodies for 25 hours of volunteering and four of them have received their purple hoodies for 50 hours. They are a huge asset to the library and HLH featured them as, inspiring young women in their International Women's Day celebrations.

- Over the course of the year many pupils participated in the **Maths Brainteasers** puzzles. Every third week there were 6 new tricky questions.
- Culloden Academy **won the Rotary Club quiz** for the second year in a row. The General Knowledge quiz required a team made up from the range of year groups in secondary school.
- Two S3 pupils were selected into the **Engineering the Future for Girls** programme at Strathclyde University
- **Lessons from Auschwitz** – Two S6 pupils took part in the Lessons from Auschwitz project with other pupils from around Scotland, they heard live testimony from a survivor and visited the memorial museum in Poland.
- Pupils performed in the **Highland Young Musicians Concert Festival** in March
- Pupils have rehearsed at lunchtime each week in the String Group and the Windband. They showcased their talents at both the **Christmas and Spring Concerts**, alongside the Percussion Group, Culloden Pipers, Singing Group and pupils who auditioned in order to perform. This hard work raised money for the School Fund.
- The Music and Home Economics department worked together to entertain slightly older members of our community with **music and refreshments at Christmas**.
- Five pupils from Culloden Academy will be joining the **Highland Schools Wind Orchestra** on their tour to Inverness' twin town in Bavaria, Augsburg. They will performing four concerts with various German High School bands as well as visiting Dachau and attending a concert of the Munich Philharmonic.
- **School Musical** – 37 pupils will be performing on stage – acting/singing, working the puppets and playing the band. Pupils have been rehearsing all year in order to put on four shows to the school community.

SPORTS

Football

- Will MacGregor, Lewis Mackay & Oliver Lamont represented the North of Scotland Schools football select and Oliver went on to win the Scottish Schools Cup with his age group.
- S1 boys reached the final of the North of Scotland Schools Cup.
- U15 girls have reached the National finals stage of the Spars Cup.

Basketball:

- Boys S1 played in the Scottish Cup group stages but didn't get to the knockout stages
- U15 Boys Reached the Semi-Final of the Scottish Cup
- S1 Girls Won the Scottish Cup
- U15 Girls Won the Scottish Cup
- Senior Girls Reached in the Semi-Final of the Scottish Cup
- Scotland Caps Charlotte Alexander, Grace Alexander, Isla Devlin, Jessica Gibson and Emily Hill.

Cross Country:

- U15 girls won the North of Scotland Cross-Country Championships

Highland Disability Sporting Achievements

- Students won 4 Gold Medals, 4 Silver Medals and 2 Bronze

Comments from learners, families, stakeholders and staff

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

"I personally really enjoyed Girls do STEM as it helped me realise that not everything will go the way you want it to and that you don't always need to have a perfect score in exams since you can get there another way and your interests will change. I definitely recommend for people to go as it's a once in a lifetime experience and bring great memories and friendships!"

In May, Music and Drama staff discussed the key aspects of SHANNARI with their classes. Pupils said that they "felt 100% safe to try new pieces and to play in group performances" and "encouraged to work on more difficult pieces" in music. Pupils discussed the fact that they found Music classes "soothing, you can just focus on the music you are playing". Pupils said that they "felt safe to try new scary things" in Drama. They liked having freedom to move around the room and work with other pupils – "it helped me mature and be ready to succeed next year."

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Due to a change in the timings, this information for session 25-26 is not currently available.

Improvement Priority Title
1.
2.
3.