



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24

Culloden Academy
HIGHLAND COUNCIL | KEPPOCH ROAD, CULLODEN, IV2 7JZ

Ambition, Community, Kindness, Respect

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 1130 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. Until recently we believed we were going to be moving into a new building on the adjoining field. This is not now proceeding, and we are focused on maximising the facilities that we have. The arrival of a MUGA pitch this summer will enhance our PE department considerably.

The headteacher is supported by 4 DHTs, 12 curriculum PTs, 6 PTs of 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and some children are exceeding nationally expected levels.

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

Further statistics about the socio-economic composition of the school are available on the next page.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
1138	87%	40	86.2

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
205	214	196	220	191	111

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
7.7%	15.76%	23.1%	31.52%	21.92%	0%

Overall ASN	Free School Meal	EAL	Glossary:
44.98%	9.1%	6.16%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

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

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Reading	Writing	Listening and talking	Numeracy
85%	86%	87%	84%

Level 4

Reading	Writing	Listening and talking	Numeracy
64%	63%	65%	53%

Senior Phase

Breadth and Depth/ Curriculum offer

In S4 there are clear signs that our curricular offer and the flexibility shown in trying to get pupils certification in all courses that they commit to is working. Evidence of this is:

5 @1 was 71.5% pre-Pandemic, 76.8% in 2022 and 87.68% in 2023.

6 @1 was 46.99% pre-Pandemic and rose to 58.76% in 2022 and 79.62% in 2023. We have gone from being 23% behind VC to being 0.9% behind and it is a significant relief to have addressed the issue that most of our pupils failed to attain in one column.

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

1+@5 was at 90% this year, compared to 87% last year and a VC of 88%

3+@5 was at 77.25% this year, compared to 73.71% last year and a VC of 77.22%

5+@5 was at 59.72% this year, compared to 54.12% last year and a VC of 60.05%

This improvement is also evident in the data for FSM pupils and pupils with ASN where almost all measures are higher than last session and with ASN, higher than this session's VC data also. This is attributable to the greater rigour brought to the ASL curriculum and the increased engagement of departments with the detailed ASL pupil information that we hold.

Literacy

Overall, the picture around Literacy remains very positive. There has been an improving trend at Level 5 in S4 over the past few years and we have now overtaken our VC data at Level 3-5. This has been achieved by allowing more pupils who would traditionally sit level 4 the opportunity to complete Level 5 Literacy- also by very high National 5 English entries. This is also reflected in S5 where our Level 5 data is now almost on par with our virtual comparator after successive years of improvement. Better identification of pupils yet to achieve Level 5 underpins success here. This is being expanded to ensure that any S5 & 6 pupils who have yet to achieve Level 5 are given the opportunity.

Numeracy

Overall, the Numeracy picture at S4 shows signs of continued improvement. We are now matching our VC at Level 4 and are very close to our VC at Level 5. The broader introduction of Apps of Maths will increase the number of pupils being entered for Level 5 numeracy qualifications.

In S5 our Level 5 data is improving but is still behind VC. Greater numbers of pupils are now sitting Apps of Maths in S5 instead of pure N5 Maths and the department hope to see Level 5 achievement improve because of this. The introduction of Higher Apps next session should help more candidates achieve Level 6 Numeracy.

Destinations of School Leavers

Whereas published data shows 11 pupils in non-positive destinations, our research shows three of them are in a positive destination- albeit one that was not known to SDS. Beyond that we continue to have a much higher percentage of our leavers go into employment compared with similar pupils across Scottish schools. This is a longstanding pattern from pre-Pandemic and reflects, in part, a reluctance of our young learners to leave the Highlands.

Establishment	Year	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Culloden	2022/23	38.1	19.05	35.98			1.06	2.65	3.17		189
VC	2022/23	24.87	26.19	41.53	0.16	0.85	3.07	1.32	1.75	0.26	1890
Highland	2022/23	39.05	20.53	33.1	0.16	0.16	1.9	1.62	2.95	0.53	2474
RIC	2022/23	30.18	24.84	37.03	0.64	0.61	1.98	1.85	2.43	0.45	9690
Scotland	2022/23	24.34	26.62	40.3	0.32	0.75	3.35	1.57	2.24	0.52	54719
Culloden	2021/22	40.11	11.54	42.86	0.55	1.1	1.1	1.1	1.65		182
VC	2021/22	26.32	20.33	47.86		0.27	1.7	1.15	1.81	0.55	1820
Highland	2021/22	38.73	19.54	34.11	0.9	0.23	1.52	1.76	2.89	0.31	2559
RIC	2021/22	30.84	23.34	38.31	0.66	0.48	1.93	1.63	2.3	0.52	9701
Scotland	2021/22	25.12	25.45	41.27	0.4	0.51	2.91	1.55	2.32	0.47	55211
Culloden	2020/21	37.09	13.62	38.97	0.47	0.47	2.35	2.35	4.23	0.47	213
VC	2020/21	23.24	21.78	46.95	0.33	0.23	3.43	1.46	2.07	0.52	2130
Highland	2020/21	36.6	18.08	36.38	0.43	0.13	2.71	2.1	3.14	0.43	2328
RIC	2020/21	27.47	22.8	41.67	0.46	0.34	2.75	1.89	2.33	0.31	8851
Scotland	2020/21	22.58	23.29	45.11	0.3	0.47	3.67	1.69	2.53	0.37	50719
Culloden	2019/20	21.05	22.37	40.13	1.97		3.95	2.63	7.89		152
VC	2019/20	15.13	25.53	49.28	0.39	0.59	2.5	1.84	3.82	0.92	1520
Highland	2019/20	23.83	25.41	39.53	0.86	0.09	3.2	2.17	4.42	0.5	2216
RIC	2019/20	18.78	27.5	43.39	1.23	0.37	2.57	2.08	3.7	0.38	8406
Scotland	2019/20	16.18	28.06	44.2	0.67	0.79	3.68	1.83	4.14	0.45	47430
Culloden	2018/19	36.63	14.53	33.14	2.33		6.4	2.33	4.07	0.58	172
VC	2018/19	20.87	24.71	47.27	0.47	0.17	2.15	1.05	2.44	0.87	1720
Highland	2018/19	33.88	23.14	32.2	1.68	0.04	4.81	1.46	2.08	0.71	2264
RIC	2018/19	27.28	27.16	36.9	1.05	0.35	2.69	1.36	2.61	0.59	9021
Scotland	2018/19	22.92	27.27	40.35	0.42	0.47	3.47	1.41	3.12	0.58	49717

Departments

Last session Applications of Maths was delivered to the upper S4 sets and of the 78 pupils who entered it, 72 passed it meaning 71 of our pupils achieved 7@5 when the number had previously been 0. Also, 10 achieved a N5 Apps pass whereas they failed the N5 Maths course which will make a significant difference to their options moving forwards. The English department's success in getting 158 S4 N5 passes also needs to be recognised.

9 of our S4 N5 groups had at least 50% of the cohort achieve an A whilst thirteen has a pass rate (A-C) of over 90%. Music had a 96% pass rate with 64% As. Biology was approximately 15% ahead of Highland at this stage and level for A-C passes and Geography's renaissance continues with over 50% attaining A and an 87% pass rate. N5 Practical Electronics turned a 27% pass rate in 2022 into an 88% pass rate last session.

We have been diversifying our curriculum for several years now to bring in more ungraded courses and have successfully delivered: Laboratory Skills (Level 6 NPA), Health Sector (Level 5 NPA), Baking NPA Level 4, Furniture Making NPA Level 5, Professional Theatre Preparation NPA Level 6, Foundation Apprenticeship inc NPA Level 5, SfW Hospitality Level 4, SfW Uniformed and Emergency Services, SfW Travel and Tourism Level 5, Communication Group Award Level 6, and this coming session we are also delivering NPA Criminology Level 5, NPA Computer Games Development Level 5, NPA Exercise and Fitness Leadership Level 6 and NPA Customer Service Award Levels 4 and 5

In S5 at Higher level, 10 subjects has a pass rate of 90% or higher at S5 Higher Level and even the one with the lowest Pass rate- Design and Manufacture- were amongst the best results recorded for Highland schools. Art, Geography and Spanish all had over 50% of their entries attain Grade A.

Given the impact of their S5 performance on S6, analysis is not straightforward. Geography, Graphic Communications, Music, Music Technology, Physics and Spanish need to be commended on 100% pass rate for S6 Higher entries and attainment at AH Level was very strong across the school.

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Curriculum Rationale for Culloeden Academy- our vision for all learners.

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 following points:

- 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 feels safe to assume 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.

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*

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 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 FIVE: 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 SIX: 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 2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1- Curriculum and Assessment	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Very good progress has made in delivering the stated purpose of the plan vis-à-vis developing our curriculum as evidenced by the recent Choice of Course process. ✓ Some progress has been made vis-à-vis the assessment aspect including a clear plan in place for session 24-25. ✓ Almost all staff understand the meta skills being prioritised within the school and there has been some progress in embedding these in the curriculum. ✓ We have been part of a national steering group on profiling of skills and achievements but, concerned at the pace of progress, have purchased a commercial solution for the next three years. ✓ The local authority Senior Phase tracking tool has been successfully rolled out and is being used well in most departments. ✓ A recent survey of PTs has confirmed that whilst staff are more confidently engaging with data than they were a year ago, there is work to be done to raise awareness of the meaning and possible use of some of the data held. 	<ul style="list-style-type: none"> ➤ There is a significant focus in next session's plan on assessment- specifically the standard and purpose of assessment in the BGE. ➤ The roll out of the commercial package will strongly support staff engagement in skills development for all learners. ➤ We will continue to evolve our systems and practices to maximise the impact that data has on learner outcomes. ➤ We are piloting the next version of the authority tracker.

School Improvement Plan Priority 2- Pedagogy	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Very good progress has been made with almost all staff engaging positively with opportunities to develop their pedagogy and deliver high quality learning experiences. ✓ Teaching Sprints, Learning Walks and Learning Lunches have provided opportunities to share interesting practice and engage in reflective conversations. ✓ Learning and Teaching surveys of all pupils have given staff detailed information on the learner experience which they have been able to cross reference with benchmark data from last session. All eleven aspects saw improvement between May and December. 	<ul style="list-style-type: none"> ➤ A plan for session 24-25 has been designed and agreed with staff. ➤ Adherence to the standards and deadlines of this plan will see continued professional learning for all teaching staff.

School Improvement Plan Priority 3- Ethos	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Changes in key personnel mid-session have hampered the progress of this plan but we end the session having made good progress and with momentum that we will take into next session. ✓ There has been a strong focus on SHANARRI and by the summer we will have robust data in place to support our work next session. ✓ Limited progress has been made in developing our work around Equalities, but a plan is in place to significantly accelerate this next session. ✓ Some progress has been made on raising pupil awareness of the systems in place to allow active participation in decision making about their education and their lives. ✓ Engagement with ESAS has been a powerful experience for staff- this has been instrumental in shaping one of the improvement priorities for next session. 	<ul style="list-style-type: none"> ➤ The Silver RRS evaluation in September will hopefully set direction for developments thereafter. ➤ Equalities, anti-bullying and the delivery of the school values by all, for all, will be significant drivers for the school in session 24-25.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- ✓ The attendance data for session 23-24 strongly suggests that we have resolved the issue of comparatively poor attendance by FSM pupils. The data shows that S1 and S6 FSM pupils attend above the year group average, S2, S4 and S5 are within 1% and S3 FSM pupils attend 1.26% lower than the cohort average- this is a significant improvement on the situation in previous sessions.
- ✓ Using Insight's "Attainment for All" measure, our lowest 20%, middle 60% and top 20% of S4 FSM all improved on the previous session.
- ✓ S4 FSM pupils improved on last session in Literacy at Levels 4 and 5 and in Numeracy at Level 5.
- ✓ BGE Literacy and Numeracy data which is available within the session 24-25 PEF Plan demonstrates the progress that has been made and the areas for further development next session.

Wider achievements

Coileanaidhean nas fharsainghe

- **Scottish Space School** – S5 pupils were invited to apply for a week long residential programme. Of 80 spaces available across Scotland, two of our pupils were successful and will attend the University of Strathclyde in the week beginning 10th June.
 - **Duke of Edinburgh** – A cohort of Bronze has been through in 2023 and by September we will have had another cohort of Bronze and our first of Silver through.
 - **Mock COP 28**- 7 pupils took part on behalf of the school in November.
 - **Maths Brain-Teasers Competition** – Many pupils across all year groups have taken part in multiple rounds of maths puzzles every three weeks across the entire year
 - **S3 Lifescan trip** – in Autumn last year we took two groups of 30 S3 pupils to Lifescan to take part in maths related activities and learn more about what Lifescan and their apprenticeship/employment opportunities is all about
 - Advanced Higher History pupils took part in the **Lessons from Auschwitz programme**
 - Higher History – **Trip to Berlin** to learn about life in Nazi Germany, the Holocaust and Cold War
 - National History – **Dr David Alston** delivered talk on Inverness and the surrounding areas links with the Slave Trade
 - S3 History – **WW1 trip to battlefields around Flanders** Belgium and around the Somme in France. Pupils laid a wreath at the Menin Gate ceremony in Belgium and at Newfoundland park.
 - 2 pupils competed in the **Donald Dewar Memorial debate** organised by the Law Society Scotland. A third pupil was also given a prize for best floor speaker.
 - **Global Underwater HUB STEM Competition**. A group of 6 S2 pupils attended the Highland regional heat for the Global Underwater HUB STEM Competition where the pupils designed a underwater robot to collect litter for the seabed. They build a prototype of the robot and programmed it to perform key tasks. They had to then market their robot to potential buyers. The pupils worked extremely well and were placed 3rd in the heats.
 - Pupils involved in the **Highland Young Musicians Concerts** Festival in March
 - **Royal Conservatoire of Scotland - Music Leaders Silver Award**- completed by 2 S6 pupils.
 - 4 pupils qualified for the **Disability Sports Scottish Championships** and two won medals at this level. 6 pupils won medals at the Regional finals.
 - **S1 Boys Football Team** reached the quarter final of the North of Scotland cup before being beaten by the eventual winners.
 - **S2 Boys football team** reached the semi-finals of the North of Scotland Cup.
 - **S1/2 Girls football team** qualified for the regional finals of the Spar Cup.
 - **S1 Girls basketball team** won the Scottish Schools Cup.
 - **S3 Boys football team** reached the semi-final of the North of Scotland Cup
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- **S4 Boys football team** reached the quarter final of the Scottish Schools Cup
- **U15 Boys Basketball** reached the semi-final of the Scottish Schools Basketball Cup
- **Senior Girls Basketball** team won the Scottish Schools Cup.
- 7 boys selected for **the u15 North of Scotland football team**-who made it to the final of the Scottish Schools Cup.
- 1 boy selected for **the senior North of Scotland football team**.
- 1 S1 girl, 1 S2 boy, 1 S2 girl and 4 senior girls all now selected to play for Scotland following their school/club successes.

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

- Pupils value consistency across classrooms in terms of how the Positive Relationships policy is used.
- Younger pupils are motivated by House Points and like it when teachers make it clear that they are awarding them.
- Pupils are always keen for more clubs and activities but think that there is a wide range on offer.
- Pupils are keen for there to be more fundraising activities in the school
- My Future Friday has been useful for some pupils, some reps asked for more talks about careers that they are likely to go into after university (rather than more manual jobs)
- Issues around bullying/safety concerns are felt to lessen significantly as the pupils go up the school. S5/6 reps felt that these are not generally issues that impact their year groups.
- Pupils are keen for more study opportunities, and for these to be advertised clearly.
- Parent Council have appreciated the inputs from DHTs explaining the functioning of the school and their remits.
- They are strongly supportive of us developing our Learning for Sustainability policy further.

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:

	2023-2024
QI 1.3 Leadership of change	Very good
QI 2.3 Learning, Teaching and Assessment	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

Improvement Priority Title
1. Identity and Culture at all Levels
2. Desired outcomes for all learners
3. Structures and practices to support success

Planning ahead A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website at www.cullodenacademy.com/information/ or by contacting the school office

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions

QI 1.3 Leadership of change

How well are you doing? What's working well for your learners?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Develop a shared vision, values and aims</p> <p>Culloden Academy's core values are increasingly woven into the day-to-day life of the school. House Points are given throughout the year for actions and attitudes aligned to the school values. Prize giving at the end of session acknowledges pupils whose conduct has been strongly aligned to our values. Teachers refer to them when establishing their own classroom climate.</p> <p>Guidance have held assemblies with their House group to look at each of the four values. Alongside these overt statements, a cultural shift led by staff and taken-on by a majority of pupils is embedding the behaviours and ethos that we are trying to promote in school.</p> <p>The Senior Pupil Leadership group created 4 subgroups to each lead on one of these values. Due to the point in the year when this started there was limited impact. It was nonetheless an important step forward and a visual reminder by pupils to pupils that our core values matter.</p> <p>We have made very good progress in embedding a shared vision of what high quality learning experiences are. Almost all staff have engaged strongly- and all have engaged- with the roll-out of the Culloden Classroom Climate which is a summary of the component parts of a very good lesson. The CCC is displayed in every classroom so that learners are aware of how staff support their learning. This has been discussed with some year groups by one of the DHTs and will be further discussed next session- mainly with pupil leadership groups. Young people report increasing levels of engagement and empowerment in their learning.</p> <p>The shared vision and aims for our curriculum are embodied in the refreshed curriculum rationale for Culloden Academy which has been revisited and updated this session and endorsed by all managers in the school.</p>	<p>Prize Giving formally acknowledges the four school values as drivers of excellence. They are visible on the website, in official communication, in classrooms and in the main stairwell of the building.</p> <p>A staff learning and teaching survey has highlighted that most staff feel well supported to review and improve their pedagogy. The survey results will allow us to refine the support offered in session 24-25.</p> <p>The process for departments to introduce new courses includes demonstrating that they are aligned with the principles of the curriculum rationale.</p>	<p>One of our three school improvement priorities for next session is about our identity- about defining it, promoting it and building allegiance to it.</p> <p>We aim to further develop the work of this session's S6 Senior Leaders who formed 4 subgroups to promote each of the values. Whilst tangible progress was limited, the principle of senior pupils as ambassadors to the values is something that will be further developed.</p>	<p>Very good</p>

<p>Systems are in place underway to ensure that future innovations are aligned with this agreed approach.</p> <p>The Extended Management Team is an integral part of strategic decision making in the school which has helped quality assure and refine develop our shared vision, values and aims. A PT represents the group at SMT strategic meetings to help with communication and improve professional learning for middle leaders.</p>			
<p>Theme 2: Strategic Planning for continuous improvement</p> <p>This session we have delivered year two of a three-year plan focused on raising attainment. All departments have supported this work through their own departmental priorities.</p> <p>Quality assurance at a whole school and departmental level is an ongoing process throughout the session. HGIOS4 challenge questions (which the department identify at the start of the session as appropriate success criteria for individual initiatives) are regularly reviewed to ensure stated aims remain achievable at a departmental and whole school level. This analysis is detailed, candid and evidence driven. This 'live' analysis is available to SMT and feeds into the ongoing evaluation of the school improvement plan throughout the year.</p> <p>In the summer term, all staff contribute to the evaluation of departmental improvement work and the judgements made about the capacity of the school to support continuous improvement come directly from this.</p>	<p>The three-year Raising Attainment Strategy paper was agreed with staff in 2022 and has been the basis of our three year improvement journey. It was appended to Year one and Year two's plan and is available upon request. Detailed departmental submissions have been read by link DHTs and all synthesised in the production of the first draft of this report by the HT. These are available to official visitors if required and date back several years.</p>	<p>Work closely with EMT to improve the consistency, the quality and the impact of the work in this area.</p>	

<p>Theme 3: Implementing improvement and change</p> <p>Staff at all levels are implementing change and acting innovatively to promote equity and social justice and to raise attainment.</p> <p>Changes to the curriculum are one obvious part of this. Earlier in this document we outlined the new courses introduced to broaden the curricular offer and here I would like to highlight a few.</p> <p>Scottish Studies has been introduced as a qualification for all S4 pupils. This involves curriculum delivery from almost all parts of the school and has been led by one of our social subjects teachers. There are significant opportunities for personalisation and choice- in research topic and manner of presenting their learning and the course is very relevant for subsequent employment in the travel and tourism industry.</p> <p>The introduction of Applications of Maths- at National 5 and next session at Higher- has significantly increased the pathways open to senior pupils. Uptake has already exceeded expectation which confirms that this was a worthwhile addition to our offer.</p> <p>The PE and HFT department continue to finesse their curricular offer- including John Muir at S2, Childcare for S4-6 and a new Level 7 course which will eventually deliver an AH equivalent qualification.</p> <p>Our approach to Promoting Positive Relationships continues to be reviewed on an annual basis and it is this session that review was led by a team comprising a DHT, PT and unpromoted member of staff.</p> <p>As noted above this was year two of our Raising Attainment strategy and all departments have prioritised actions which help deliver the desired outcomes identified in this strategy paper. This combination of autonomy and commitment to school priorities has been a powerful driver of change.</p> <p>Almost all departments have regularly quality assured their work at key points in the session to support continuous improvement.</p>	<p>As per above- details are available in internal school documents and have been carefully scrutinised in the production of this report.</p>	<p>Promote change that is evidence based, sustainable and proportionate to need.</p>	
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QI 2.3 Learning, teaching and assessment			
How well are you doing? What's working well for your learners?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Learning and engagement</p> <p>Led by one of our Guidance Team, the school has made good progress towards the completion of the Silver Rights Respecting Schools Award. Our ambition is that all learners prosper in a rights respecting environment that nurtures our core values. Mentors in Violence Prevention, Equally Safe at School and anti-bullying work are also designed to support learner wellbeing and engagement.</p> <p>Most pupils engage strongly in their learning and work steadily in class with less than 10% having had to pause and reflect on their behaviour even once a term this school session.</p> <p>Most pupils (86%) report that the timing and variety of tasks keep them engaged and focused. 88% of staff believe that they almost always have appropriate pace and challenge.</p> <p>Almost all pupils report high levels of staff engagement with learning intentions (93.9%) and success criteria (90.3%) which help them understand and evaluate their learning.</p> <p>Most pupils (85%) believe that teachers at Culloden Academy give opportunities to lead their learning and demonstrate what they know.</p> <p>We have work to do to re-engage with the four capacities and will do so next session to explicitly ensure that pupils are successful, confident, responsible and participating purposefully. We believe that these outcomes are aligned with our ethos and approaches but will be better placed to evidence this in twelve months' time.</p>	<p>Pupil Survey results (based on over 6000 returns) and detailed quality assurance reports from every department attest to the messages contained here.</p> <p>One example is the work of the PE department to increase uptake and participation. One initiative this session was Active Girls Week which included external visitors for Dance, Boxercise, Weight Lifting, Disc Golf, Football, Tennis, Spinning, Basketball.</p> <p>Similarly, 'Maths in the wild' – encouraged pupils to recognise maths in settings out with the classroom. IDL again here as photography was encouraged and seemed to be the main medium used for submissions. Many took photographs of naturally occurring sequences, manmade structures where symmetry or geometry played a huge part in the design.</p> <p>Social subjects deliver a robust S1-S6 curriculum whereby we meet the needs of almost all learners, including neuro divergent pupils. Their departmental curriculum is strong in developing transferable skills. They effectively make real world links to give learning context and how our subjects can help them in future careers.</p> <p>S3 Languages pupils participated in 3 DYW Live @Langugaes and your Career' events.</p>	<p>We have devised and agreed a Year Planner for pedagogy to support professional learning, share interesting practice but, at regular intervals, pause and evaluate that our actions are moving the overall learner experience in the correct direction. We anticipate being able to rate Learning, Teaching and Assessment at Very Good in 12 months' time.</p>	<p>Good</p>

	<p>The Technical department have created TikTok and YouTube channels to allow pupils to review skills in their own time or via their Chromebook during a practical lesson.</p>		
<p>Theme 2: Quality of teaching The main driver for most of our school improvement work has been delivering consistently high-quality learning experiences. Almost all staff have demonstrated commitment to the shared vision for every classroom articulated in the Culloden Classroom Climate. Resources are shared and interesting practice highlighted in learning walks, teaching sprints and through staff led interesting practice sessions. This information is shared on an internal school Google Site to allow reflection and professional learning. The Professional Learning library continues to grow and all departments were given a set of <i>The Teaching Delusion</i> trilogy which is now being used to support whole school professional learning. Most pupils believe that teachers ask questions that make them think deeply. Our most recent Teaching Sprint was focused on questioning which we hope will lead to further positive feedback when pupils are surveyed in session 24-25. Most pupils report that they receive useful feedback about their learning which helps them identify next steps.</p>	<p>Some of the innovative practice this session includes:</p> <ul style="list-style-type: none"> • The introduction of differentiated success criteria in all Business Education BGE courses. • Professional learning around success criteria and learning conversations in Maths underpinned by the work of C Barton and B Robertson. • The Chemistry department reviewing their engagement with all aspects of CCC and continuing to develop their approaches to differentiation. • Biology investigating the teaching of higher order thinking skills, differentiation and engaging with professional learning around dyslexia. • Social Subjects engaging with a programme of professional learning that included The Science of Learning, The Neurodivergent Classroom, Supporting Learners with Autism, Responsive Teaching, The Inclusive Classroom, Neurodiversity & Education, Pride & Progress and The Educator's Guide to PDA • Most staff report that participation in Teaching Sprints and Learning Lunches has positively impacted on their pedagogy. The majority of staff who have participated in Learning Walks are similarly positive but we have work to do 	<p>As above- share, support, challenge and review practice to promote continuous improvement.</p>	

	<p>to ensure all parties are clear about expectations and communication.</p> <ul style="list-style-type: none"> • Most staff also report that they believe the quality of their teaching has improved in the last twelve months. 		
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<p>Theme 3: Effective use of assessment</p> <p>At the start of session 23-24 we finalised our Assessment and Progression policy which gives all subjects clear guidance on approaches to assessment that are based on national advice. Senior Phase internal verification processes are robust and acknowledged as such by SQA. These will be implemented in the BGE phase next session when departments will revisit their BGE curriculum to ensure alignment with whole school expectations. Departments are already innovating with Physics developing a skills tracker for their S3 course, the Technical department increasing the use of structured peer assessment in S1 and S2 around metaskills and literacy and numeracy skills.</p> <p>Almost all pupils (91%) report that assessments are set at the appropriate level of difficulty.</p> <p>ASL department have revisiting their approaches to assessment for courses delivered in the department.</p>	<p>Some of the innovative practice this session includes:</p> <ul style="list-style-type: none"> • The introduction of more high-frequency, low-stakes assessments in Business Education. • A review of what they test and when in Maths to protect learners from overassessment whilst giving opportunities to attain as high a level of numeracy as possible. • The use of an experiences and outcomes table in BGE Drama to allow pupils to better self reflect and identify next steps in their learner journey. • ASL Intervention groups using Fresh Start & Numicon have embedded assessment tools to monitor student progress. 	<p>A review of assessment approaches features prominently in the School Improvement Plan for 24-25. It will also feature feature in almost all departmental plans.</p>	
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<p>Theme 4: Planning, Tracking and Monitoring</p> <p>Departments regularly gather feedback from learners-particularly but not exclusively through show me boards. This allows for immediate checking and reacting to evidence of pupil learning.</p> <p>The majority of departments have their own discreet departmental tracking system which is used to review learning and support feedback to individual learners and groups. All departments make use of a range of data measures about their learners –performance information (Literacy & Numeracy) is shared with staff about all pupils as well ASN, FSM, LAC details. This enables staff to understand the context of the class in front of them.</p> <p>Beyond that, departments use assessment opportunities to review learning and pupil feedback is gathered at regular points about materials, activities and pedagogical approaches used in units or courses.</p> <p>We piloted and then implement the local authority tracking tool. One advantage of working with the designer was that the needs and asks of the school were built into the system from the start. Staff have therefore been able to pick up and use the tracker to speedily identify individuals and cohorts in need of interventions.</p> <p>One of our Guidance staff oversees a discreet tracker for Free School Meal pupils, LAC pupils and Young Carers- this information is shared with staff regularly and used not only to evaluate interventions but to identify required interventions in a timely fashion.</p>	<p>Some departments are making use of the key data to build their own bespoke BGE trackers. English have developed a strong tracking and monitoring system that they use to inform progress of learners and help them to ensure pupils are at appropriate levels. Social subjects have been leading the way with Show me Boards and have presented at staff professional learning events.</p>	<p>The authority tracker will allow subject, teacher and individual subject tracking including the use of Slicers to analyse FSM and ASN pupil progress. Supporting staff engagement and leveraging the opportunities of this data being available so quickly will be a major task for the lead DHT in this area.</p> <p>Lead DHT will lead training for PTs and all staff around using the headline data to build departmental specific BGE trackers</p>	
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QI 3.1 Ensuring wellbeing, equality and inclusion			
How well are you doing? What's working well for your learners?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Wellbeing</p> <p>All staff in Culloden are aware of their responsibilities to promote and protect the wellbeing of our young learners. By July 24 we will have detailed knowledge of pupil perceptions of how well we support the component parts of SHANARRI and these results will inform some of our priorities for next session.</p> <p>Most staff are confident about their understanding of SHANARRI and believe that they liaise appropriately with Pastoral staff.</p> <p>We have a variety of initiatives in place to support pupil wellbeing. These include our pursuit of Silver- and then Gold- as a Rights' Respecting School. We have completed our second year of delivering the Mentors in Violence Prevention programme and pupils report that it is increasing their confidence to challenge unacceptable behaviours and attitudes.</p> <p>In recent months we have started to engage with the Equally Safe at School initiative to challenge gender-based violence and discrimination in the school and community. Staff understand the importance of this work and we are progressing confidently through the early stages of this work in designing a policy and with all staff completing initial training.</p> <p>Our approach to Promoting Positive Relationships is leading to respectful positive relationships across the school between almost all staff and pupils. (Data?) We work in a nurturing manner with young people who are struggling with this ethos and have seen a significant reduction in the number of pupils being referred under the system.</p> <p>One aspect of wellbeing that we have started to work on this term is a pupil led campaign around anti-bullying. Starting with clarity around what we as a school mean by bullying, pupils will define the expectations and systems</p>	<p>Pastoral Staff are data rich about pupil wellbeing and the Guidance DIP and QA processes include links to many pupil surveys and pupil voice activities.</p> <p>Initiatives like MVP and ESAS have their own information gathering systems and we know the strengths and areas for development coming from these.</p> <p>We are currently revising our PPR policy to enhance clarity for both pupils and staff. Focus groups comprising pupils have pinpointed specific aspects for improvement. Additionally, staff have contributed through INSET sessions and feedback forms, sharing their insights on classroom management, culture, and values. These contributions will help us determine our key focus areas both before and after the summer break.</p> <p>Pupils have completed various welfare-related surveys via Google Forms, covering topics such as Transition, PSE content, wellbeing, SHANARRI, transitions, RRS, bullying, MVP, ethos, anxiety, post-16 options, and support for young carers. However, we have noticed a decline in participation this year, raising concerns about potential "survey fatigue" among learners.</p>	<p>There is a slight sense of wait and watch here- we anticipate a major report on how well we are doing vis-à-vis SHANARRI at the start of the holidays and we have our Rights Respecting School silver visit in September. Both of these will be instrumental in deciding priorities for next session.</p> <p>The results of the wellbeing surveys have been instrumental in guiding Pupil Council discussions. Moving forward, we will maintain this approach while placing a greater emphasis on SHANARRI.</p>	<p>Good</p>

<p>required to ensure that they all feel safe and respected in school. We aim to share our anti-bullying charter with all members of the community during session 24-25.</p>			
<p>Theme 2: Fulfilment of statutory duties Staff complete all mandatory training and above and beyond the GTCS expected hours for professional learning. Time has been taken this year to engage with several authority mandated courses alongside other whole school courses such as ESAS and PPR. In session 24-25 we will ask all staff to complete Stage 1 of Time for Inclusive Education training</p>	<p>We record staff engagement with Child Protection training, PPR training, ESAS training and mandatory corporate training.</p>	<p>Continue to identify and engage fully with statutory duties and training which helps in the delivery of this. We will develop a comprehensive three-year child protection and safeguarding plan to ensure we provide the necessary training and maintain thorough documentation to meet our statutory duties.</p>	
<p>Theme 3: Inclusion and equality Although we have been clear and consistent in our messages about the rights of all people with protected characteristics, we have not made as much progress as we had hoped on the issue of Equalities- next session's School Improvement Plan will include work to significantly increase the pace and impact of this work. A staff and pupil Equalities group has published an Equalities magazine and sought to raise awareness of the rights of all individuals. All staff attended CPI training with the message of inclusion and relationships. Almost all staff were positive about the training and a follow up Teaching Sprint was designed and delivered. A follow up session in May 24 has helped set a programme for next session. Pupils at risk of being marginalised by external pressures- be that Care Experienced young people, Free School Meals entitled pupils or Young Carers have a champion in the staff who ensures that all staff are aware of the challenges and support needs of these young people. We are working to achieve the status of being a Young Carer positive School and will be the first in Highland Council to achieve this. Young carer statements- when they have been happy to author them- have been shared with staff who are now better placed to deliver the principles of equity for these young people. Our PEF budget remains focused on delivering equity for Free School Meals pupils. The hard work and dedication of</p>	<p>Our infrastructure is designed to provide meaningful and informed support to our young people. Staff receive detailed information through confidential notes and the risk matrix, ensuring they are well-equipped to offer appropriate assistance. We collaborate closely with Highland Council, NHS, and counselling partners to support our most vulnerable students, granting them access to the most suitable educational packages tailored to their needs. When gaps in the curriculum or staff knowledge are identified, we consult experienced professionals for their expertise.</p> <p>A recent example of this proactive approach is the Rape Crisis Scotland workshops, covering topics such as Power, Pornography, Understanding Sexual Violence, and Consent. These sessions were facilitated by RASASH, a local charity, in response to concerns about misogynistic behaviour. Pupils from S2 to S6 participated in a combination of these workshops, ensuring they received age-appropriate, relevant and comprehensive education on these critical issues.</p>	<p>Culloden Academy is dedicated to ensuring that wellbeing entitlements and support for protected characteristics enable all learners to reach their full potential. We are committed to developing our Equalities Policy in line with current legislation, consulting with pupils to ensure it is integrated into our daily practices.</p> <p>We are actively conducting the 'Our SHANARRI School' Survey, co-created with children and young people across Highland. This survey allows us to hear and act upon student feedback. We will receive the results before summer and use this data to guide our direction for the upcoming year.</p> <p>As an aspiring Young Carer positive school, we continue to support our young carers, ensuring they receive the assistance they need to thrive.</p> <p>Despite changes in Pupil Equity Fund (PEF) staffing, we remain committed to building on existing good practices and adapting our</p>	

<p>the PEF staff has paid off and we have seen a significant improvement on attendance for this cohort, which is the essential first step for achievement and attainment in later years.</p>	<p>Our Young People, along with others across Highland, were invited to support the development of a Participation Strategy. We aspire to be a leading SHANARRI school.</p>	<p>model to continue to improve their attainment.</p> <p>RASASH is eager to continue collaborating with our Guidance staff, helping our students navigate the complexities of both online and offline relationships. Additionally, our growing links with WAVE Highland exemplifies our proactive approach to fostering a safe and inclusive school community, with staff training scheduled for June 2024.</p>	
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QI 3.2 Raising attainment and achievement			
How well are you doing? What's working well for your learners?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Attainment in Literacy and Numeracy</p> <p>As previously mentioned, the picture around Literacy remains very positive. There has been an improving trend at Level 5 in S4 over the past few years and we have now overtaken our VC data at Level 3-5. This has been achieved by allowing more pupils who would traditionally sit level 4 the opportunity to complete Level 5 Literacy- also by very high National 5 English entries.</p> <p>S5 Level 5 continues to progress for the fifth year in a row and is close to VC level while Level 6 remains slightly behind VC though comfortably above pre-Pandemic levels. The English department continue to innovate with course design in S5 and S6 to maximise the number of pupils who can access Level 6 literacy.</p> <p>Looking at leavers, evidence of the progress is even more apparent: although there was a decline at Level 4 literacy for S4 leavers- though still ahead of VC- Level 5 literacy improved by 25% on last year and sits 13% ahead of VC. S5 Level 5 leavers literacy is the highest in the last five years and ahead of VC for the first time. Level 6 literacy is the second highest in the last five years and 5% above VC.</p> <p>Overall, the Numeracy picture at S4 shows signs of continued improvement. We are now matching our VC at Level 4 and are very close to our VC at Level 5. (There was an admin error which resulted in 34 pupils not being certificated for Level 5 numeracy in August. This was quickly identified and certification has now been processed. Instead of 53% having attained Level 5, 69% have now achieved it.) The return of the AVU to National 4 Maths threatens this progress- the time spent delivering Level 5 Numeracy to National 4 Maths pupils will now be needed for the AVU. Applications of Maths will allow some additional Level 5 passes but it is unlikely to allow us to sustain this year's level.</p>	<p>All data on Senior Phase lifted directly from Insight data reports- National and Local Measures.</p> <p>Analysis extracted from September and March results analysis report for the school.</p>	<p>We believe that we have appropriate review systems in place so we will continue to trust these to identify areas for intervention.</p> <p>An additional PEF appointed PSA will support the work of ASL and Guidance staff in helping S1-3 pupils experience success in literacy and numeracy in a way that strongly prepares them for senior phase success.</p> <p>Guidance intervention tracker to be introduced to monitor progress of at risk pupils and ensure there is an assigned adult responsible for each learner.</p>	<p>Good</p>

<p>Where Applications of Maths will prove most beneficial is in S5/6 where we anticipate a significant increase in the number of pupils who will eventually leave with a Level 5 numeracy qualification. We also have over 30 pupils signed up for Level 6 Applications of Maths which will further boost Level 6 numeracy levels.</p> <p>Looking again at S4 leavers, Level 3 numeracy has risen by 23%, Level 4 by 11% and Level 5 by 9%- the Level 5 figure is almost double the previous highest in the last 5 years. At S5, Level 5 Numeracy is the second highest in the last 5 years. We still lag behind VC at all levels but the curricular changes explained above should change this picture over the next 24 months.</p>			
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<p>Theme 2: Attainment over time</p> <p>Looking firstly at Insight's Attainment for All data, it is pleasing to note that the lowest 20% of S4 pupils are ahead of our VC data for the first time with the highest number of tariff points achieved by these pupils in four of the last five years. The gap between our data and Highland's also suggests that the work we are doing with pupils we identify as being at risk of not attaining is working. The grade neutral aspect of this performance suggests that a significant part of this is better course selection for these pupils.</p> <p>It is a similar story with the middle 60% of S4 pupils where we are above VC, Highland Council and National data. 2nd highest amount of tariff points in the 5 year period.</p> <p>The fact that our top 20% did not achieve the aspirational 420 points for the third year in a row and is the lowest in the last 5 sessions is a concern. However, when seen in terms of total tariff points rather than complimentary tariff points a different message emerges. Our top 20% achieved 587 tariff points after 508 and 497 in the last two years. I believe that in significant part that is because many of our N5 Maths pupils also sat and passed Applications of Maths this session.</p> <p>Through either complimentary or total tariff points there is work to be done to get these pupils to A grade level and departmental attainment reviews this session have looked at how to convert more Bs into As. Retrieval practice seems to be one successful approach working in some departments.</p> <p>S4 pupils with ASN also performed better than in previous years- the lowest 20% had the highest points total in the last 5 sessions, so too with the middle 60% who were also ahead of VC data for the first time. The highest 20% had the second highest attainment in the last 5 years.</p> <p>The S5 cohort are still below the VC data in all 3 groups- as they were at S4 level. The data is significantly influenced by the fact that there were 32 pupils who achieved less than one N5 in terms of tariff points. Most were leavers or school</p>	<p>All data on Senior Phase lifted directly from Insight data reports- National and Local Measures.</p> <p>Analysis extracted from September and March results analysis report for the school.</p>	<p>We will review our attainment data in August, September and March and entrench or amend as analysis suggests appropriate.</p>	
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<p>refusers but this senior phase phenomenon of starting S5 and not completing it is leading us to look at again at course choice and at the messages we give in March, June and August about commitment and resilience. The fact that the top 20% are 51 points short of the aspirational 1020 points highlights that there is a significant issue: our top 20% on average attain 3As and 2Bs. This confirms that a focus on the S5 experience putting pupils in position to achieve Grades A and B rather than C is key. This applies equally to the middle 60%. The picture for the Lowest 20%- particularly boys- is different in the it appears a focus on getting them into more courses- probably ungraded courses- would be highly beneficial- however these are the aforementioned school refusers and leavers so this data is somewhat compromised as a basis for changing our curricular offer.</p> <p>S6 data remains challenging to analyse. 12 out of 104 pupils in this cohort achieved less than one National 5 in terms of tariff points- this has defined the low tariff points score for the lowest 20%. The middle 60% have the lowest attainment of the last 5 sessions and this was driven by pupils disengaging from subjects with parental support, pupils working long hours in part-time jobs and pupils simply deciding that they only wanted to complete some of the classes that they started. Senior classes ended up with significant numbers of non-completions. There is some good news with the data on the top 20% where we are ahead of our VC data for the second year in a row. The grade neutral figure (the highest in the last 5 years) suggests that we are having success in getting these pupils into a more ambitious programme of study. We will continue to support and challenge S6 pupils to finish what they start but are up against economic pressures and the impact that unconditional offers and employment opportunities have on 17 year olds who don't 'need' the qualification they started studying for.</p> <p>Breadth and depth data has been covered above and the data this session is a significant improvement that is based</p>			
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<p>entirely on the creativity and energy of staff in finding and implementing new courses and on the determination to deliver something for learners who start a course and keep attending. The range of courses offered to pupils through the recent Choice of Course process (36 in one S5/6 Column) should make this improvement secure.</p> <p>Departmental achievements have also been mentioned above and through our rigorous analysis of the raw attainment data and Insight data, we are confident that we know are strengths and respond in a timely fashion to issues that emerge- seeking to understand but not overreact to one disappointing set of results but looking to understand and change when this starts to look like a trend.</p>			
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<p>Theme 3: Overall quality of learners' achievement</p> <p>Through uncertainly caused by significant social change and widespread economic anxiety, almost all of our learners have continued to contribute positively to the life of the school and to demonstrate the development of the 4 capacities that underpin the curriculum. The achievements section above gives some sense of the breadth and quality of the achievements of our young people.</p>	<p>Music and Drama:</p> <p>Christmas Concert Community Afternoon for the elderly in the area – music concert, refreshment and community singing Spring Concert Pupils involved in the Highland Young Musicians Concerts Festival in March William Gilmour Composition Competition Music Prefects RCS Music Leadership course Culloden Acting Academy- seniors. Culloden acting academy- juniors. S4 leadership with junior academy Production of DNA</p> <p>Young STEM Leader Programme</p> <p>The Young STEM Leader Programme ran successfully this year, allowing six pupils to gain a formal level 4 award. The pupils worked together to deliver activities in STEM subjects to their younger peers, allowing them to build their skills in communication, leadership and teamwork. Overall, the candidates completed their work to a good standard and, on successful certification by SSERC, will have gained themselves 3 SCQF credit points</p> <p>National and Higher geography students took part in fieldwork near Aviemore and Inverness town centre.</p> <p>Maths</p> <ul style="list-style-type: none"> • Crochet club – around 18 pupils come every Monday to learn how to crochet. This year they completed bunting that is on display in the social area. 	<p>We will continue to develop our broad curricular offer and when possible respond to pupil requests to deliver new experiences.</p>	
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| | <ul style="list-style-type: none"> • S3 Lifescan trip – in Autumn last year we took two groups of 30 S3 pupils to Lifescan to take part in maths related activities and learn more about what Lifescan and their apprenticeship/employment opportunities is all about • ‘Making Maths Fun’ hospitality workshop – Grant Murray from CRU Holdings visited the school and did some mixology/maximising profits in a restaurant setting/recipe costing with 20 S2 pupils • Pi Representation Project – Multiple classes took part in getting creative in representing pi in different ways – our school had 92 entries in total, by far the most submitted by any school this year • Scottish Space School – S5 pupils were invited to apply for a week long residential programme. Of 80 spaces available across Scotland, two of our pupils were successful and will attend the University of Strathclyde in the week beginning 10th June. | | |
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Theme 4: Equity for all learners

We believe that the increasing use of NPAs, SfW and FA courses promotes equity by giving pathways for progression and opportunities for all learners to succeed.

One of our PTs built a database of over 1,400 units that we prior approved for and which can be used to enhance learning for individuals or groups. These have been categorised according to curricular area for ease of access. For some of our learners, these allow bespoke ways to evidence their learning.

S4 pupils with ASN also performed better than in previous years- the lowest 20% had the highest points total in the last 5 sessions, so too with the middle 60% who were also ahead of VC data for the first time. The highest 20% had the second highest attainment in the last 5 years.

This is emphasised through departmental attainment analysis through Insight which shows an improving picture vis-à-vis attainment for ASN pupils- Art, Biology, Chemistry, Geography, History, Music and Practical Woodwork providing particularly strong examples.

The review of the Pupil Equity Fund plan above provides further detail on our work to deliver equity for all learners. Beyond what can be quantified through Insight and SDS we have the testimonies of families who have been supported by PEF staff about the life changing difference that their support has made- and often not just to the child but to siblings and sometimes to the parents. These interventions and engagements- have ensured positive destinations of an order that had never previously been considered by these young people and households.

Our work has been focused on being as inclusive as possible and ensuring success for all. One small dataset shows the progress that we have made- Insight’s Breadth and Depth measure comparing S4 ASN pupils in 2019 with 2023.

ASN-S4
2019

Awards	Level 1	Level 2	Level 3	Level 4	Level 5
1 or more	92.86%	92.86%	92.86%	91.07%	73.21%
2 or more	89.29%	89.29%	89.29%	85.71%	57.14%
3 or more	85.71%	85.71%	83.93%	80.36%	42.86%
4 or more	80.36%	80.36%	80.36%	62.50%	33.93%
5 or more	64.29%	64.29%	62.50%	55.36%	25.00%

ASN-S4
2023

Awards	Level 1	Level 2	Level 3	Level 4	Level 5
1 or more	95.24%	95.24%	95.24%	92.86%	82.14%
2 or more	94.05%	94.05%	92.86%	86.90%	72.62%
3 or more	85.71%	85.71%	85.71%	82.14%	59.52%
4 or more	83.33%	83.33%	83.33%	76.19%	51.19%
5 or more	77.38%	77.38%	75.00%	67.86%	34.52%

The analysis of the PEF plan tells a similar story.

Raise staff awareness of the support needs of pupils at risk of underachieving.

QI 2.2 Curriculum: theme 3 Learning pathways			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Almost all departments have been reviewing their BGE curriculum to ensure that there are progression routes for all pupils. The curriculum rationale that we have agreed is included above and evidences the focus and ambition in our planning. Departments are revisiting the design principles in light of recent and planned changes to Scottish education to ensure their offer remains relevant and ambitious. Furthermore, the diversification of our senior phase offer and the recognition that Higher Education is the destination for the minority of our learners has led to departments revisiting the S1-3 learner experience to better align it with the knowledge, skills and capabilities required for the Senior Phase.</p> <p>Despite the ambiguous status of the expectation that all pupils experience all curricular areas until the end of S3, we have maintained the principle of no binding choices until the end of S3, though increasingly specialisation in S2 and S3. Bespoke curricular packages have been agreed depending in individual pupil needs.</p>	<p>Departmental QA returns show considerable time spent in reviewing and amending their BGE offer- in light of relevance, pupil voice and the extent to which experiences were preparing learners for National % and life beyond school. Strong examples of this include Business, Technical and Modern Languages.</p> <p>Looking at the Senior Phase curricular offer, pupils entering S4 have a total of 89 options. Pupils entering S5 and 6 have a total of 73 options. This gives a total of 162 courses/levels available to pupils in the formal senior phase offer.</p>	<p>Consolidate and develop the courses that we have. New courses in the coming few years will either be in process already or heavily evidence based. We believe that we have a fit for purpose offer and need to spend time developing our expertise and pedagogy to deliver their courses.</p>	<p>Very good</p>

QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>This session staff have been monitoring and evaluating the impact of all partnerships. The analysis is beyond the size of this document to share but the key messages are as follows: Departments have identified over 60 external partners who have supported and enhanced the curricular offer and learner experiences in Culloden Academy. Some of these have been one off inputs while others are long-standing and of significant impact on aspects of the curriculum. A curriculum which remains relevant and responsive to need and to Labour Market Intelligence is dependent on these collaborations and there is evidence that we are in good hands.</p> <p>Pastoral staff have identified 15 key partners and looked at the nature of the impact of each partnership. This ongoing evaluation allows us to intervene and redirect if success criteria are likely to be missed and also to consider at key points whether a review and redirection meeting is required.</p> <p>Through our partnerships with Skills Development Scotland (SDS) and Developing the Young Workforce (DYW), our learners gain a comprehensive understanding of the diverse learning pathways and opportunities available to them. The integrated TOM calendar, shared among the school, SDS, and DYW, ensures that our students continuously develop essential skills for learning, work, and life throughout their educational journey. This collaboration significantly enhances their chances of securing sustainable, positive destinations.</p>	<p>Detailed Partnership review document for the session populated by all departments.</p> <p>Examples of DYW activities this year include: S3 Careers Speed dating event; S3 YPI Charity Fayre; School Leaver Programme; S4 Mock Interviews; Careers Fayre; and My Future Friday.</p> <p>Additional SDS activities for S1 & 2 pupils included the Classroom Clash and Drones in Construction sessions.</p> <p>The partnerships mentioned above have significantly enhanced parental engagement in their children's learning. Parents have shown great enthusiasm for these opportunities, actively participating and engaging in discussions with staff.</p>	<p>Nurture the partnerships that worked, understand the partnerships that didn't and either develop them or replace them with new ones we believe to be more fit for purpose.</p> <p>Staffing changes, including DYW in October 2023 and SDS in June 2024, have caused delays in the execution and completion of planned projects. However, with a full team now in place, we are confident that our current plans will foster even stronger partnerships and boost engagement from both pupils and parents, all of which will contribute positively to the school's ethos.</p>	<p>Good</p>