

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



FORTROSE ACADEMY

HIGHLAND COUNCIL | ACADEMY ROAD, FORTROSE, IV10 8TW

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.

Fortrose Academy is located in a rural, coastal setting serving the local community of Fortrose, Rosemarkie, Cromarty, Avoch, Culbokie, Munloch, Tore, and Resolis on the Black Isle.

There are currently 646 children on the school roll. Some pupils attend following placing requests from other areas. The majority of pupils are transported to school by bus.

The headteacher is supported by 3 Depute Head Teachers and 7 curriculum principal teacher(s) and 4 principal teachers of support.

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, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets. There are some important strengths however some aspects require improvement.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
646	87.6%	11	49

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
108	124	114	121	90	73

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	0-10%	10-20%	80-90%	0-10%	0-10%

Overall ASN	Free School Meal	EAL	Glossary:
40-50%	0-10%	0-10%	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 -

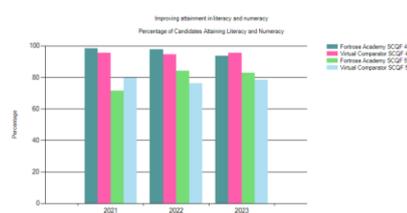
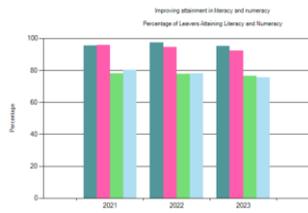
Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Reading	Writing	Listening and talking	Numeracy
32%	32%	26%	10%

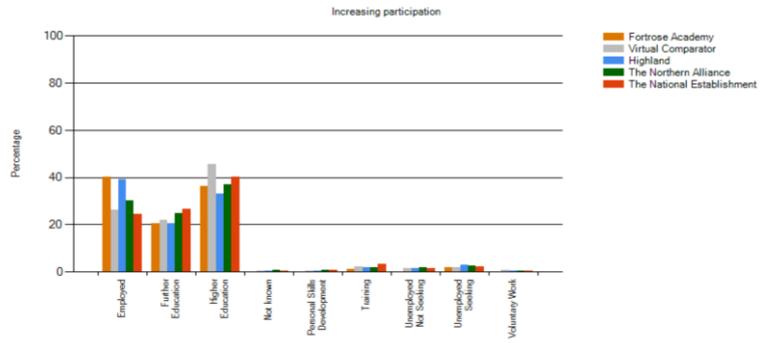
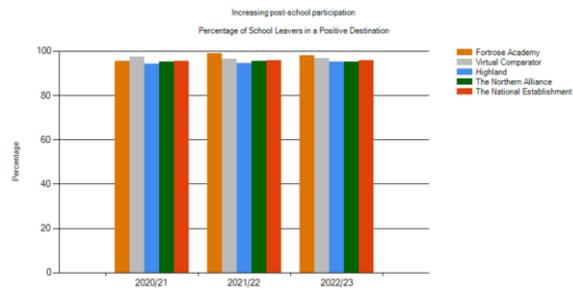
Level 4

Reading	Writing	Listening and talking	Numeracy
49%	49%	52%	85%

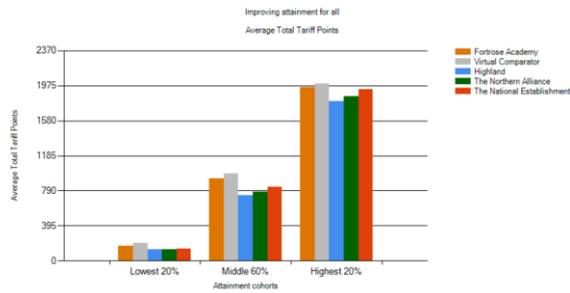
Senior Phase



Destinations of School Leavers



Cohorts



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Following work with our Senior Leaders we have streamlined our Values and are working on our aims.

Our values are a key aspect of our improvement journey and they focus on what makes Fortrose Academy a values part of the community. We promote positivity and a collegiate approach to improvement and community engagement. Our young people are well versed in our shared values and understand their importance to their own life and the life of the school.

To provide high quality educational experiences that will allow our young people to thrive and achieve their full potential

GOING FORWARD TOGETHER

Respect, Unity and Ambition

- Respect - we encourage our school community to respect themselves and to respect the views and values of others.
- Unity - we aim to have our school fully embedded in the heart of our community. We encourage our young people to have pride in their school. We will consider the rights of others and accept and value diversity. A key focus is to work together as a community, to form and maintain strong community links and deliver for the common good of all.
- Ambition - all our young people will be ambitious for the future. We wish them to develop self-esteem, self-confidence and resilience. We are ambitious for our young people and strive to give them a quality education and a positive destination.

Review of progress of improvement plan projects for session 2023/24 (Maximum 2 pages)

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 Leadership of Change	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Promoting Positive Behaviour policy has been launched with all staff and pupils. ✓ Professional Learning library has been updated with leadership reading materials leading to an increase in school leadership. ✓ Staff have been offered and taken on leadership roles within the school. 	<ul style="list-style-type: none">  Effective practice from departments to be shared by PPB group.  Whole school approach to recognising positive behaviour to be evaluated.  Evaluate professional learning offer.  Continue to develop opportunities for staff to lead within the school.

School Improvement Plan Priority 2 Health and Wellbeing	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ 3 mentors were trained in Mentors in Violence Prevention (MVP) in session 23/24. MVP was the focus of a staff meeting which the mentors led. ✓ FASE time refresh was undertaken by PTGs to enhance universal and targeted support. Weekly programme has been developed and include Wellbeing walks. ✓ Wellbeing Hub was installed in the grounds of the school. Young people were included in the decision making around the furniture and name for it – The Den. 	<ul style="list-style-type: none">  Embed MVP into the fibre of the school – recruit and train more Senior mentors to work with S1-3 pupils and ASG primaries.  Embed use of The Den to include outdoor learning activities.

School Improvement Plan Priority 3 Learning and Teaching & Raising Attainment	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ To improve the quality of learning & teaching, all staff engaged in whole school training on retrieval practice, differentiation, questioning and NSA data. 88% of staff implemented/improved their practice in retrieval practice, starters & plenaries and differentiation, with 65% focusing on questioning and 29% on feedback strategies. 94% of staff agreed that learning & teaching was more effectively delivered whole school, as sharing of practice/experience beneficial. ✓ 82% of staff engaged with professional reading, with 65% accessing materials through the professional library. Staff have requested specific titles to be added throughout the session. ✓ Staff engagement with data has improved with the creation of a central data hub on the SISE site (NSA, tracking data, estimates, prelims & SQA results, links to insight & exam analysis). 70% of staff said data was easier to find, 35% said they had made more use of data due to this and 59% said they had made greater use of data to inform decision making. ✓ Learning & Teaching hub populated with resources to support key priorities. 59% of staff said they had used resources on the hub. ✓ Refresh of resources to support young people with revision skills with addition of retrieval practice and updated study skills and parents evening ✓ Lesson evaluations restarted with new evaluation documentation (stages 1 & 2 out of 3 completed). ✓ Increased promotion of e-sgoil and embedding of Achieve to support attainment. Fortrose Academy had high uptake for Easter revision courses with e-sgoil. ✓ Young people engage positively in lessons (93% of S4, 92% of S5/6 state they participate positively to lessons). ✓ Lessons are well organised (90% of S4 and 97% of S5/6 agreed) ✓ Young people are surveyed about learning & teaching and their views inform next steps 	<ul style="list-style-type: none">  Continue with CPD whole staff meetings – 3 per session on key priorities.  Embedding of differentiation strategies.  Review & refresh feedback strategies.  Continue to develop resources 'what makes a good lesson' and Fortrose lesson framework  Continue to engage with staff and LTAG re new titles to be added to the professional reading library.  Maintain the data hub to ensure access to up-to-date data.  Continue to refresh resources on the L&T hub.  Refresh Learning & Teaching policy /implement HC policy  Continue reintroduction of lesson evaluations  Extend use of e-sgoil, Achieve & Scholar to S3 students.

School Improvement Plan Priority 4 Curriculum and DYW	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ DYW promotion activity has led to an increased awareness of DYW opportunities in the school. Pupil engagement in DYW activities has increased to 916 pupils. ✓ Good progress has been made towards positive pathways through the curriculum structure to support sustained positive destinations. 	<ul style="list-style-type: none">  Continue to evaluate the curriculum structure to ensure we are meeting the needs of all young people

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Add examples here

Wider achievements

Coileanaidhean nas fharsainghe

WIDER ACHIEVEMENT SQA COURSES

Pupils have gained accreditation for activities that are out with the curriculum, including

- Early Learning & Childcare,
- Personal Development Award,
- Volunteering,
- Assisting with an Event,
- Health & Wellbeing Awards

INPUT FROM OUR YOUTH DEVELOPMENT TEAM

- Choose to Lead Level 4 SCQF Level 4 Rated – Signed off by the UHI
- Range of wider achievement courses – 64 different courses for lifelong learning
- Saltire Awards
- Highlife Highland Leadership Programme
- Dynamic Youth Award

Voices of Young People – Representation on:

- Scottish Youth Parliament
- Highland Youth Parliament
- Fortrose Academy Mental Health Ambassadors
- Fortrose Academy Health & Well-being Group
- Cromarty Youth Café
- Cromarty Community Rowing Club
- Cromarty & District Community Council
- Fortrose & Rosemarkie Community Council
- Black Isle Cares

Programmed Activities:

- 1-1's – YP with a range of needs – referred by guidance & SMT
- Cookwell/Bakewell – Food Safety at work training
- Intergenerational Activities – Games & GTKYT, Community Lunches
- Football Coaching with Inverness Caley Thistle
- Cromarty Jnr & Snr Youth Café
- Multi-Sports Class
- Coastal Rowing
- Holidays & In-service day provision – daily activities
- Youthwork staff in the Youthwork Classroom daily from 8am – 4pm
- Wider Achievement courses
- Resilient Kids
- Uniformed Services Class – in partnership with P.E

Comments from learners, families, stakeholders and staff

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

Add examples here

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	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. Q.I. 1.3, Leadership of Change: Develop and embed the impact of our values within our school community.
2. Q.I. 3.1 Ensuring Wellbeing, Equality & Inclusion: Support wellbeing across the school community through the implementation of key projects.
3. Q.I. 2.3 Learning, Teaching & Assessment: – Develop learning and teaching strategies as identified through self-reflection.
4. QI 2.2 Curriculum: - Embed curriculum restructure and personalise to include opportunities for engaging with employers.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://www.fortroseacademy.co.uk/> or by contacting the school office

Appendix 1: Local and National Context

This page will be removed if not updated?

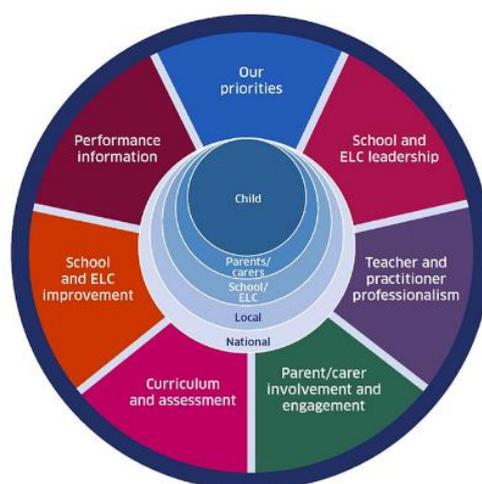
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Accuracy?

Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

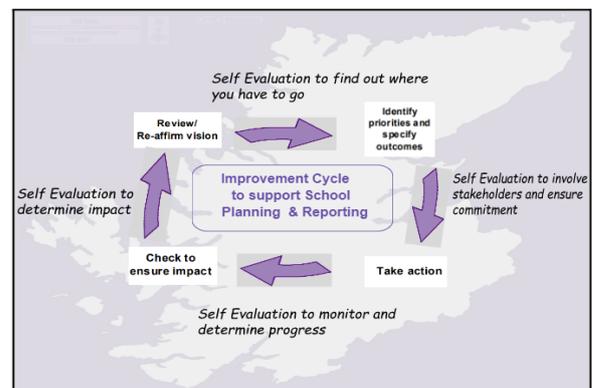
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Wim Chalmet
Acting Head Teacher
Fortrose Academy

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

<p>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)</p>	<p>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?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
---	--	--	---

QI 1.3 Leadership of change

<p>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)</p>	<p>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?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
---	--	--	---

<p>Theme 1: Develop a shared vision, values and aims Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	<p>Choose an item.</p>
<p>Theme 2: Strategic Planning for continuous improvement Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	
<p>Theme 3: Implementing improvement and change Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	

QI 2.3 Learning, teaching and assessment

<p>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)</p>	<p>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?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
---	--	--	---

<p>Theme 1: Learning and engagement Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	<p>Choose an item.</p>
<p>Theme 2: Quality of teaching Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	
<p>Theme 3: Effective use of assessment Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	
<p>Theme 4: Planning, Tracking and Monitoring Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	

QI 3.1 Ensuring wellbeing, equality and inclusion

<p>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)</p>	<p>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?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
---	--	--	---

<p>Theme 1: Wellbeing Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	<p>Choose an item.</p>
<p>Theme 2: Fulfilment of statutory duties Click here to insert text</p>	<p>Click here to insert text</p>	<p>Click here to insert text</p>	

Theme 3: Inclusion and equality Click here to insert text	Click here to insert text	Click here to insert text	
QI 3.2 Raising attainment and achievement			
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?
Theme 1: Attainment in Literacy and Numeracy Click here to insert text	Click here to enter text.	Click here to enter text.	Choose an item.
Theme 2: Attainment over time Click here to insert text	Click here to insert text	Click here to insert text	
Theme 3: Overall quality of learners' achievement Click here to insert text	Click here to insert text	Click here to insert text	
Theme 4: Equity for all learners Click here to insert text	Click here to insert text	Click here to insert text	
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?
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
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?
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.