

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24

Invergordon Academy

HIGHLAND COUNCIL | ACADEMY ROAD, INVERGORDON IV12 5SN

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.

INVERGORDON ACADEMY is located in a rural, coastal setting serving the local community of Invergordon and surrounding villages of Milton, Kildary & Newton. There are currently 346 children on the school roll. Invergordon Academy is a six-year secondary around 25 miles north of Inverness. It was first opened in 1968. We have four associated primary schools – Park, South Lodge, Milton and Newmore. The headteacher is supported by 3 Depute Head Teachers- 2 substantive and 1 acting which will reduce to 2 substantive for session 2024/25. There are 4 curriculum principal teachers, 2 principal teachers of pupil support and 1 principal teacher of additional support for learning.

Invergordon was originally a small 17th century village offering ferry passage across the firth to travellers, traders and pilgrims. The development of the harbour in the 1800's was the beginning of the town's major expansion. By the early 1900's Invergordon became a major port for naval and industrial activity. Its natural safe and deep harbour made it a key strategic naval base in the First and Second World wars. From the late 1950s Invergordon became a centre for the production of grain spirit, with a major distillery that still dominates the eastern side of the town. In 1971 an aluminium smelter was constructed in Invergordon and sparked a massive population explosion but also caused high unemployment when it shut after just a decade, the legacy of this is still apparent. Various oil related industries continue to operate within the town and surrounding area, but employment is at the mercy of the fluctuating oil industry and much of the workforce is transient. It is anticipated with the establishment of the Green Port that there will be an economic revival of the town, and our aim is to prepare our learners for a successful life beyond school where they can enter positive and sustained destinations locally and beyond.

The current demographic of student body reflects the socio-economic disadvantages are experienced as measured by SIMD ranking. Students who require additional support for learning (ASL) are 54%, with predominance in Social, Emotional and Behavioural difficulties as well as various learning and physical needs. 13% of learners have a language different to English as the main spoken language at home, with the majority of these learners coming from Polish speaking households. Our vision is one of inclusion, and that all learners will have their needs understood and met. We continually work hard to achieve this, and liaise with various partners within and out with education to ensure our students receive the right support to help them thrive.

Our current teacher allocation is 28FTE. Due to our size, we have a high number of sole teacher subjects which creates challenges in the context of delivery of a full curriculum for all learners. However, by working with partners and being creative, we have been able to preserve a curriculum with breadth, depth and choice both in the Broad General Education phase and the Senior phase, which was commended in our recent HMIE inspection. We have a clear curriculum plan that aims to preserve breadth and depth; progression from BGE and allowing a three-year plan in the senior phase. The junior curriculum is designed to deliver the entitlement to a BGE. In S1 and S2 all young people follow a course that includes all curriculum areas. In the new session, S3 learners will follow seven subject areas, including English & Maths, which will lead into national course and accreditation in S4 and beyond. Our Senior Phase curricular offer is comprised of a range of national courses, National Progression Awards, Skills for Work courses and wider achievement awards. We work with colleges and other providers to give a breadth of choice and opportunities, including youth apprenticeships. Where required, we construct bespoke curricular packages and link with Highland Virtual Academy and others to provide these.

Leadership

With substantial changes in staffing, the school now has a settled Senior Leadership Team. This has brought stability to school improvement planning and actions, and has resulted in several areas of improved practice which has been positively noted by HMIE in their return inspection of the school in February 2024. This

session commenced with staff working collegiately to establish a vision for learning and teaching, which has underpinned improvement practices in this area. As a result of greater collaboration, staff feel empowered to positively effect and impact change. This approach has been replicated with the student body, with the establishment of the Pupil Council, with over 50 members, there are now several formal ways in which student voice is listened to, acted upon and more ways in which students can become engaged with school improvement. The school now needs to formalise the opportunities for leadership for both staff and students, and track leadership more effectively to ensure there are opportunities for all.

Learning, Teaching & Assessment

The school has had a keen focus on learning, teaching and assessment throughout the year. HMIE noted the significant progress made in policy and framework development, and commended staff for the advances made in a short period of time. The majority of learners now have lessons which are planned to meet individual needs. Young people are benefiting from increasingly positive learning experiences, with more opportunities to check their learning. The introduction of the Invergordon 'Strong' lesson has ensured more consistency in approaches to lesson structure and delivery. A deeper understanding of staff on the key components in strong lessons has positively impacted learners' daily experiences at Invergordon Academy. We must now strengthen our practice by embedding this policy and focusing on the key elements within it, providing training for staff and young people to ensure a common understanding of the learner experience and journey.

Curriculum

We have aspirations for all learners to achieve their full potential, and be prepared for a successful life beyond school. To achieve this, we recognise the need to review our curricular offer, and ensure that this is aligned to both the skills and interests of our learners, as well as the needs of local and national industry sectors and employers. This is an element of our school improvement plan for the new session and beyond.

Wellbeing, Equality & Inclusion

We work well with partners and promote GIRFEC in all our practices (Getting It Right For Every Child). This includes working with partners in education, such as Additional Support Needs Manager and Social and Emotional Needs Service, as well as Educational Psychology, Primary Mental Health and NHS partners such as School Nurse team, Child and Adolescent Mental Health Services (CAHMS) as well as Social Work and local and national charities.

We use our Pupil Equity Fund to employ 2 Inclusion Support Workers (previously known as CSWs), who support improving attendance and inclusion in school via 1-1 meetings, parent and family contact, group work and activities such as cooking, Outward Bound trips and more.

Our PSE curriculum is responsive to needs, and Tutor Time also provides a 'first line of guidance' approach, where learners have check-ins and activities to support positive school ethos and growth mindset.

Through our focus on positive relationships and behaviour in the coming sessions we hope to reduce incidents of referrals and exclusions, and support all learners to meet our school expectations of Ready, Respectful, Safe and Engaged.

Attainment

Attainment in 2022/23 showed some signs of improvement. Middle leaders in the school are now much clearer about how to analyse attainment data in their subject areas, and their responsibilities in developing approaches to raising attainment. There is scope for teachers across the curriculum to develop approaches to target setting to support the monitoring of progress in S1-S3. This will help teachers to identify at an earlier stage young people who would benefit from support to help them to attain as highly as possible. A new raising Attainment policy will support all staff to improve practice in this area.

Staff have worked in various ways to increase the attainment of young people in literacy and numeracy. For example, teachers have revised S1-S3 courses and have worked with colleagues in local primary schools and other secondary schools to confirm their understanding of national assessment standards. As a result, attainment in literacy and numeracy has begun to improve in S1-S3 and in the senior phase.

In summary, the creation of an ethos where raising attainment is seen as a shared responsibility is seeing all staff engage with this agenda. Various systems are being introduced which aim to ensure that young people attain as highly as possible. As we move into the new session, we aim to build on these practices for the benefit of all young people.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
346	85%	30	28

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
67	69	73	67	46	21

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
38.3%	22.4%	37.4%	0.5%	0.8%	0.5%

Overall ASN	Free School Meal	EAL	Glossary:
54%	27%	7%	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
86%	84%	77%	87%

Level 4

Reading	Writing	Listening and talking	Numeracy
45%	43%	49%	59%

- ACEL for literacy for S3 in 2023
 - 77% achieved level 3+ (+3% on 2022)
 - 43% achieved level 4 (+26% on 2022)
- ACEL for numeracy for S3 in 2023
 - 87% achieved level 3+ (+13% on 2022)
 - 59% achieved level 4 (+13% on 2022)
- The same cohort when P7 in 2020
 - No data due to COVID

Senior Phase Attainment

Tables below demonstrate leavers attainment in literacy & numeracy. Our school leavers are attaining above our virtual comparator in both level 4 & level 5 literacy, and level 4 numeracy. We are closing the gap between us and our virtual comparator at level 5 numeracy.

In S4, students outperformed our virtual comparator in literacy at both level 4 & 5, and in level 4 numeracy. Our level 5 numeracy is improving.

In S5 we outperformed our virtual comparator in both literacy and numeracy, at both levels 4&5

In S6 we matched our virtual comparator in literacy & numeracy at level 4

We continue to focus on improving performance in all indicators, and this session has seen more young people sit L5 Maths than before, with next sessions plans to provide Level 6 Applications of Maths for the first time, which provides progression to higher level for more learners in Maths.



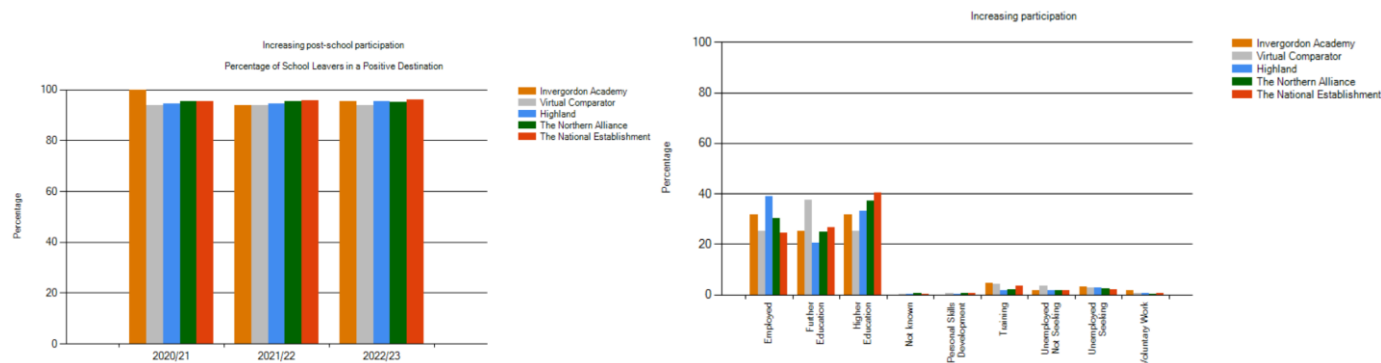
Destinations of School Leavers

The tables below indicate our leavers' positive destination rates, and their destinations.

We are above our virtual comparator for positive destinations and in line with Highland Council and the national trend.

32% of leavers last year went onto Higher Education. This is above our virtual comparator.

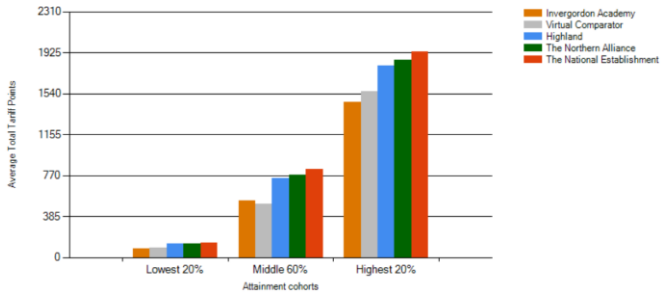
32% of leaver went into education, this can include Modern Apprenticeships. Due to rurality in Highlands, many school leavers tend to remain in their local area and seek employment after school. Whilst a large proportion of learners choose this pathway, we also have 25% going into Further Education, such as college. We work closely with 16+ partners such as Skills Development Scotland, Aspire North and local colleges, to ensure that pathways advice and opportunities for relevant skills development and experiences are provided. The impact of this is sustained trends in positive destinations for our young people.



Cohorts

The table below show the average number of tariff points for students in senior phase. Broadly speaking, we are in line with our virtual comparator in our lower and middle performing cohorts. We are slightly lower in our top performing cohort. Our curriculum review will help us to identify courses which meet our learners' needs best, and allow best chance of success and multiple opportunities for additional accreditation, which will both help in improving our students' average tariff points.

Improving attainment for all
Average Total Tariff Points



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At time of writing, the school is undertaking a review of vision, values and aims. This work is incorporating involvement of staff, learners, parents and partners. The new vision, values and aims will be determined by early in the new session and launched for session 2024/25.

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 Raising Attainment & Achievement	
Summary of impact	Next steps
<ul style="list-style-type: none"> Increased teacher confidence and accuracy in judgements of achievement of a level in BGE by May 2024 Literacy and Numeracy performance in line with or exceed the virtual comparator by September 2023 Breadth and depth measures for S4 5@5 A-D and S5 3@6 A-D improved Increase in S5 pupils sitting 3 Highers in 2023-24 achieve an A-C grade Course choices have increased for 2024-25 Positive destination figures remain above VC for 2023-24. 	<ul style="list-style-type: none"> Develop progression routes for new courses to ensure continuous improvement in attainment Assertive coursing approaches to ensure learners have maximum chance to achieve and attain Curriculum review and refresh Improved practices to Raising Attainment captured in new policy

School Improvement Plan Priority 2: Wellbeing & Ethos	
Summary of impact	Next steps
<ul style="list-style-type: none"> All school activities promote equality and diversity Most of our young people have at least one member of staff/partner that they feel confident to talk to about their wellbeing Pupil Council meets termly & RRSA Bronze level achieved We have increased the opportunities to involve our young people in making decisions about their school experience Our young people feel that their voice is heard We have a wide variety of extra-curricular/house activities, clubs and trips with representation across our cohorts 	<ul style="list-style-type: none"> RRS Silver Award Achieved Vision and Values created and launched Positive Relationships Policy refreshed and launched

School Improvement Plan Priority 3: Learning, Teaching & Assessment	
Summary of impact	Next steps
<ul style="list-style-type: none"> Lessons are appropriately challenging and planned effectively to meet learners needs and interests Learners experience varied approaches of consistent quality across their subjects Early interventions are in place to support learners who are not making the expected progress Robust moderation processes are in place across stages, leading to confident teacher judgements 	<ul style="list-style-type: none"> Complete and embed new LTA policy Further training opportunities to ensure needs of learners are met

- The L&T policy provides all pupils to experience a consistently higher quality of L&T across the school
- Quality assurance through lesson observations ensures L&T experiences for learners continues to improve

- Collegiate focus on improving approaches to feedback

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Almost all learners linked to CSWs report they feel well supported by their CSW. There is no discernible gap in behaviour data on referrals, merits or demerits. Learners regularly self-refer to their CSW to prevent escalation of behaviours, or to seek resolution and restorative practices when things have gone wrong.

Parents speak highly of the CSW input, and value this, with almost all parents agreeing that their child is well supported by their CSW.

Some quotes from our learners:

'She would do anything for me'

'I can talk to her and open up, she helps me to think about things'

Attendance rates for learners within SIMD 1-3 are, on average, the same as those out with these bands. Whilst we wish to improve whole school attendance, it is heartening to see the gap between SIMD 1-3 and whole school has narrowed.

CSWs have offered a range of wellbeing supports and regularly liaise with parents to encourage positive attendance. Soft starts, small groups work and 1-1 sessions have all had a positive impact on learners.

Some quotes from our learners:

'My CSW is the reason I come to school'

'Our CSWs are the best thing about Invergordon Academy'

Attendance rates for learners within SIMD 1-3 are, on average, the same as those out with these bands. Whilst we wish to improve whole school attendance, it is heartening to see the gap between SIMD 1-3 and whole school has narrowed.

CSWs have offered a range of wellbeing supports and regularly liaise with parents to encourage positive attendance. Soft starts, small groups work and 1-1 sessions have all had a positive impact on learners.

Some quotes from our learners:

'I can speak about anything'

'She always has my back'

Wider achievements

Coileanaidhean nas fharsainghe

We have excellent links with partners who support us in wider achievement opportunities for our learners. For example, via our Youth Development Officer, S3 students have achieved L4 Wellbeing Award. Another group of S3/4 students have been participating in a young apprenticeship in L4 Automotive Engineering, and others on the John Muir Award.

Year Group	Number of pupils involved	Subject Area/Department	Course/Award Title	Awarding Body
S2/S3	8	Active Schools	SQA Cycle Award Level 2	SQA
S3	13	Geography	N3/4 Global Issues unit	SQA
S3	7	Philosophy	N5 Arguments in Action unit	SQA
S3	approx. 40	RMPS	N3/4/5 RPQ unit	SQA
S5/6	9	Politics	H Political Theory unit	SQA
S4	Nat 4 class	English Dept	Travel and Tourism Level 4	SQA
S3	cohort	PSE	Religion, Beliefs and Values Award L4	
S1/S2/S3	46	PE/Ross Sutherland Rugby	(Rugby Academy) Leadership L1, Rugby Coaching L1, First Aid at Work	SRU

S4/S5/S6	20	PE	NPA Sport and Fitness SCQF Level 5	SQA
S3	cohort	English (literacy)	N3 or N4 literacy	SQA
S3	40	PE	Elective PE Nat 4 performance	SQA
S4/S5/S6	12	PE/Active Schools	Mini First Aid Training	Active Schools
S4/S5/S6	37	PE/Active Schools	Choose To Lead Level 4/5	SCQF
S4/S5/S6	23	PE/Active Schools	Active volunteers for the Active Schools Team	Active Schools
S4/S5/S6	7	PE/Active Schools	School Sports Committee	Sports Scotland
S4/S5/S6	2	PE/Active Schools	Young Ambassadors Programme	Sports Scotland

Comments from learners, families, stakeholders and staff

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

Students:

Most students report feeling safe at school

Most students report they have a member of staff they can speak to if worried or upset about something

Most students agree they are encouraged by staff to do the best they can

Majority of students say they have the opportunity to influence what and how they learn

Staff:

What have we covered well so far? January 2024

'Identifying a strong lesson that works best for Invergordon Academy'

'Clear idea of where we are, using feedback from previous inspection, and how we have progressed since then'

'Coaching methods and how to make use of them through our teaching sprints'

'Solution focused actions for differentiation'

What do we need to spend more time on? January 2024

'Alternative assessment techniques'

'Further focus on whole school positive engagement strategies, with applied workshops and practice'

'Using ASN resources to their maximum potential'

Parents & Carers:

Majority of parents have stated their child's emotional wellbeing is supported by the school, and feel comfortable approaching the school with questions or concerns

Most parents believe their child is treated with respect by staff, and the majority believe their child is well known by staff

Majority of parents agree that the school encourages students to treat each other with respect

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	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Satisfactory
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
Learning, Teaching & Assessment Policy & Practice; Pedagogy & CLPL; Meeting Learner Needs; Assessment; Tracking & Monitoring; Reporting
Raising Attainment & Achievement Raising Attainment Policy; Early Intervention Strategy; Staffing & Curriculum; Profiling & Career Education Standard (CES)
Wellbeing, Inclusion & Relationships Ethos, Vision & Values; Attendance; Positive Relationships & Inclusion; Family & Community Engagement

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 [School Improvement Plan | Invergordon Academy](#) or by contacting the school office

Appendix 1: Local and National Context

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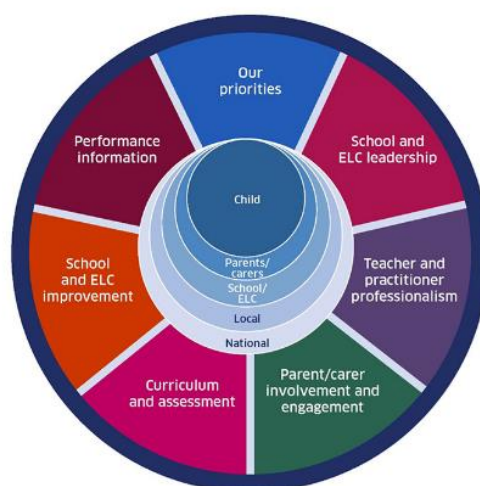
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

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

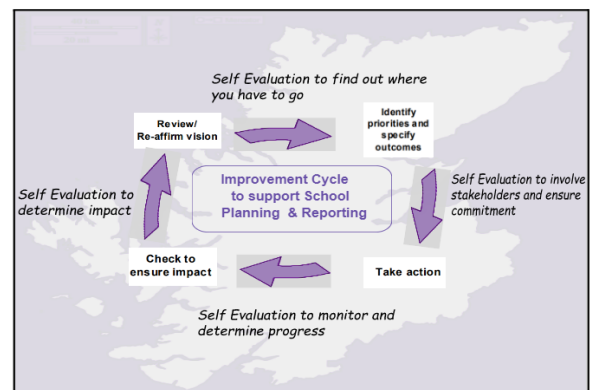
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Name
Head Teacher
School

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 Vision for Learning & teaching was developed through collegiate activities, and used to underpin our new Learning, Teaching and Assessment policy & framework, which was then launched across our community. The majority of learners have stated an improvement in lessons as a result, and more consistent approaches to learning and teaching have been. Most staff have stated that they are aware of the vision for learning & teaching</p>	<p>Learning walks and observations, student survey, HMIe feedback, staff focus groups</p>	<p>Whole school vision and values will be refreshed and launched, then embedded in policies and practice</p>	<p>Good</p>
<p>Theme 2: Strategic Planning for continuous improvement Collegiate sessions supported the creation of a new learning and teaching framework and policy. All staff are aware of the framework, and most are delivering more consistent lessons and learning experiences as a result of this. Staff commented that they enjoyed being able to co-create the policy and feel greater sense of ownership of it as a result.</p>	<p>Learning walks and observations, student survey, HMIe feedback, staff focus groups</p>	<p>We will continue to use collegiate sessions for planning and input. We will empower more staff to lead collegiate sessions through School Improvement Groups and Extended Leadership Team input.</p>	
<p>Theme 3: Implementing improvement and change Prior to implementing change, we have introduced the concept of SWOT analysis to staff. This has given great voice and ability to assess risk and mitigate this prior to launch of policy/procedure. Staff feel that they are helping to lead change as their feedback is sought and responded to. Staff training in coaching approaches has empowered staff to support each other with coaching conversations. Staff</p>	<p>Collegiate session feedback, staff focus groups, teaching sprints evaluations, faculty self evaluation profiles</p>	<p>Re-establish SIGs to support and empower staff to lead strategic change at whole school level</p>	

<p>are becoming more solutions focused and are able to offer peer support when implementing change.</p> <p>Teaching Sprints trios showed an empowered staff with shoutouts to those who has supported each others' developments. All staff participated in sprints to improve their pedagogy.</p> <p>Data intelligent approaches to evaluating impact of change, along with training in evaluative language, demonstrates most staff can now evaluate performance of self and others with improved accuracy and understanding.</p>			
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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>
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<p>Theme 1: Learning and engagement Approaches to listening and acting upon pupil voice have been enhanced and more young people are able to provide feedback and contribute to school improvement and learning.</p> <p>In most lessons, learners experience challenge and have opportunities to exercise choice, leading to stronger learner engagement.</p>	<p>Student surveys & focus groups, Pupil Council Lesson Observations/ Learning walks</p> <p>Faculty self-evaluation profiles</p>	<p>Policy & Practice</p> <ul style="list-style-type: none"> • Student version of policy & shared expectations/language of learning • Identify priorities of policy for completion (digital) • Embedded policy <p>Meeting Learner Needs</p> <ul style="list-style-type: none"> • Data intelligence training • Circle training & cascading • Learner profiles & transition programme 	<p>Satisfactory</p>
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<p>Theme 2: Quality of teaching A shared vision for learning and teaching underpins our improvement strategy, and includes voices of key stakeholders.</p> <p>The Invergordon 'Strong Lesson' has been co-created and forms part of a wider framework which supports improved consistency and understanding of quality teaching and learning.</p>	<p>Staff survey, collegiate sessions, practitioner enquiry forms & DM minutes, learning walks/observations</p> <p>Student survey- baseline of the Invergordon Strong Lesson demonstrates majority of learners have answered 'always' or 'often' for majority of questions. Focus group has given further information on details of learner experience in relation to these questions.</p>	<p>Pedagogy & CLPL</p> <ul style="list-style-type: none"> • Build on good practice sharing platforms • All CPD plans have pedagogy focus • Collegiate programme focus on feedback 	
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<p>Support for Learning teachers have linked with curricular faculties to liaise on learner needs and strategies to meet these. Collegiate session on differentiation has supported progress in this area. As a result, approaches to planning for learners' needs have improved, as noted by HMle.</p> <p>Collegiate programme is linked to the Learning, Teaching and Assessment policy, staff survey provided opportunity to suggest/request content of the programme and collegiate approaches to strengthening pedagogy e.g. CPD library and book group/podcast sharing to promote professional reading. All staff have engaged with collegiate programme, and impact is reflected in practice with majority of lessons comprising the key components of our framework.</p> <p>Practitioner enquiry programme supports staff to engage with research based strategies and implement findings into practice, evaluating impact for learning and teaching to improve learner experiences. Evaluations are available to all staff to review in order to support collegiate discussions and sharing of good practice. HMle noted improved approaches to sharing good practice, and the impact of this on staff confidence as discussed in focus groups and collegiate sessions with HMle.</p>	<p>Samples of student work</p> <p>Learning Teaching & Assessment policy and framework</p> <p>Faculty self-evaluation profiles</p>		
<p>Theme 3: Effective use of assessment</p> <p>We implement a range of assessment practices to assess learner progress. These practices help staff to identify progress and inform their planning. As a result, HMle noted that majority of lessons are planned to meet different learner needs</p> <p>Learning needs analysis of the school is used to ensure cohorts are planned for, as well as individuals. Learner needs are shared and known by all who work with them, and planning takes account of learner needs in most lessons. Refreshed IEPs support planning and meeting of individual needs.</p>	<p>Assessment audit, HMle ROV, Learner Profiles, IEPs, Child's Plans</p>	<p>Focus collegiate sessions on improving feedback</p>	

<p>Theme 4: Planning, Tracking and Monitoring Introduction of Sequential- new platform for tracking, monitoring and reporting. Supports data interrogation and action planning, and makes sharing progress with parents more timeous to support learners at home and in school.</p> <p>Review of assessment as part of LTA policy and agreed principles to work to has identified strengths in practice & next steps identified for developing practice.</p> <p>New approach to faculty attainment meetings, with case-studies across the year to help share good practice and identify successful interventions for 20/60/20 in each cohort</p> <p>Regular discussions and DMs for identifying borderline pupils within BGE and SP. Interventions and support identified and actioned, reducing number of change of levels this session.</p>	<p>Collegiate & SLT meetings used to demonstrate functions of Sequential and ways of interrogating data</p> <p>SLT designated time to review attainment data in preparation for attainment meetings with faculties</p> <p>Faculty & whole school assessment review with identified good practice and next steps.</p> <p>Faculty attainment review paperwork with targets, strengths and next steps</p> <p>Students identified via trackers and interventions provided (e.g. class, faculty, ASN)to support improved attainment and outcomes.</p> <p>Introduction of Senior Phase parent letters notifying of concern when off track, and recommendations to improve progress</p>	<p>Support for parents/learners to access & interpret sequential reports</p> <p>Moderation & verification refreshed policy & templates</p> <p>ASG moderation strategy</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 Through a variety of strategies, we are able to evidence the strategic approach to GIRFEC and UNCRC to ensure every pupils rights are being upheld across the school. Students are becoming more aware of their rights as a result.</p> <p>Staff know our young people well and are committed to the wellbeing of the students they teach and support. Majority of students feel safe and included within our school community and are helping to shape and improve the school ethos and culture through the pupil council.</p>	<p>RRS Bronze Award, HMIE surveys, HWB surveys,</p>	<p>School Improvement Plan Priorities for 3.1:</p> <ul style="list-style-type: none"> • Enhancing whole school understanding of SHANARRI and measuring impact of this on learners. • Use of data to support the concepts of 3.1, establishing effective transitions at all stages. 	<p>Satisfactory</p>

<p>We work in effective partnership with parents and other agencies to ensure that the principles of SHANARRI are shared and understood. This is a developing picture, and there is more work to be done to ensure parents are fully cognisant of the wellbeing of their child and how we assess and respond to this in school.</p>		<ul style="list-style-type: none"> • Launch of student charter to support rights & responsibilities, and promote positive relationships across the school 	
<p>Theme 2: Fulfilment of statutory duties Staff at all levels are proactive in seeking out examples of best practice to inform changes to our school policies and procedures. We ensure that we are in step with Highland Council policy whilst taking into account the context of our school and needs of our young people. We follow all safeguarding measures and maintain training in child protection and other statutory duties e.g. attendance.</p>	<p>Collegiate session training, faculty minutes, Child Plans, SFM minutes, pastoral notes</p>	<p>Continue to revise approaches to SFMs, faculty meetings and referral processes to ensure all learners needs are known and planned for with timeous interventions where required</p>	
<p>Theme 3: Inclusion and equality Refreshed attendance policy to support improved attendance to school is showing some early signs of positive impact with individuals and some cohorts. SIMD1-3 average attendance is in line with school average. Primary transition programme has been strengthened, resulting in improved learner confidence for starting at Invergordon Academy. Information sharing has been strengthened resulting in improved approaches to planning to meet needs for individuals. P7 pupils and teachers are reporting improved confidence for the move.</p>	<p>Attendance summaries and data, SFMs, Child's plans</p>	<p>Enhance curricular transition with strengthened approaches to sharing learner progress & ACEL/NSA data</p>	
<p>QI 3.2 Raising attainment and achievement</p>			
<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: Attainment in Literacy and Numeracy</p>	<p>Attainment in literacy and numeracy BGE • ACEL for literacy for S3 in 2023</p>	<ul style="list-style-type: none"> • Identify opportunities in our curriculum and timetable to provide literacy & numeracy 	<p>Satisfactory</p>

<p>Improvements seen in BGE Literacy comprehension and reading fluency, also confidence in reading/reading aloud; BGE Numeracy mental ability and recall.</p> <p>Additional training for our PSA team has increased their confidence in supporting our young people with literacy and numeracy interventions. Jenny Wilson, Highland Literacy Coordinator visited to support Dyslexia assessments & Fresh Start training with PSAs and teachers.</p> <p>Our inclusion support workers (CSW) have had a very positive impact on disengaged S4 pupils' Literacy and Numeracy unit qualifications.</p>	<ul style="list-style-type: none"> o 77% achieved level 3+ (+3% on 2022) o 43% achieved level 4 (+26% on 2022) • ACEL for numeracy for S3 in 2023 <ul style="list-style-type: none"> o 87% achieved level 3+ (+13% on 2022) o 59% achieved level 4 (+13% on 2022) <p>Senior Phase Literacy (leavers)</p> <ul style="list-style-type: none"> • Almost all young people left school with SCQF Level 4 in Literacy in the last four years. Level 4 performance has been above the VC for the last three years. • The majority of leavers achieved SCQF Level 5 over the last four years, <p>Numeracy (leavers)</p> <ul style="list-style-type: none"> • Most pupils left school with Numeracy SCQF Level 4 over the last 4 years, where performance has been greater than our VC. • Leavers' performance at SCQF Level 6 has been greater than our VC for a number of years. 	<p>attainment periods for those in SP no longer in subjects (e.g. L6 Literacy offered)</p>	
<p>Theme 2: Attainment over time Cohorts identified in breadth and depth measures, targets set with LA and tracked across year with interventions/recommendations to improve attainment for students off target.</p> <p>Improved presentation rates in breadth & depth N5 measures for S4 this session, giving scope for improved attainment across S5 & S6 for this cohort</p> <p>Presentation policy: Reviewed post-prelim procedures with further QA checks on change of levels at faculty and SLT level.</p>	<p>Attainment over time Senior Phase – S4 All Pupils</p> <ul style="list-style-type: none"> • 1@L5 has remained steady at 75%+ over 5 years. • 5@L5 - downward trend emerging post-COVID. 2023-24 cohort currently on track to meet target of 40% to align with pre-COVID levels. • Attainment for lowest 20% shows improving trend over 5 years, close to or above VC over last 4 years. Graded course awards better than VC 	<ul style="list-style-type: none"> • Ensure progression routes for all courses, and use data informed approaches to support assertive coursing in Senior Phase. 	
<p>Theme 3: Overall quality of learners' achievement</p>	<p>Participation rates in</p>	<ul style="list-style-type: none"> • Departments to consider how to improve wider achievement 	

<p>Wider range of extra-curricular activities has increased participation.</p>		<p>offerings within their subjects and award additional units for BGE and SP courses</p> <ul style="list-style-type: none"> • <p>Wellbeing to Support Attainment & Achievement</p> <ul style="list-style-type: none"> • New attendance policy and procedures embedded to support improved learner engagement • New approaches to wellbeing tracking to be developed- good practice visit already undertaken • Positive Relationships and Behaviour policy will underpin ethos of the learning environment, promoting relations for learning 	
<p>Theme 4: Equity for all learners We have targeted support and strategies in place to improve attainment for groups and individuals facing barriers to learning, including poverty and inequity.</p> <p>Use of Highland Virtual Academy (HVA) Senior Phase courses and FE partnerships to expand our curriculum, provide alternative qualifications and support career pathways for our young people.</p>	<p>DMs and attainment review minutes, CSW's tracker, department trackers, sequential, HVA tracker/reports</p>	<p>Target Setting & Interventions</p> <ul style="list-style-type: none"> • Review the new approach to attainment meetings, tracking/monitoring and target setting procedures, and support embedding of these through new raising attainment policy & calendar • Related to the above, include presentation policy to promote aspirational approach to supporting student attainment (assertive coursing) • Progression targets will be set for all curricular areas in the BGE & Senior Phase. 	

		<ul style="list-style-type: none"> All Faculty Improvement Plans will include an action plan on raising attainment in their subject areas. These will also include actions to improve Literacy and Numeracy and ensuring no pupil leaves without qualification in their subject A 'Raising Attainment' working group will be setup to research and share practice on strategies to increase aspiration and achievement Support improved learner engagement via our new LTA policy and framework Attainment as a standing item on SLT and Faculty meetings, with checkpoints across the year for data interrogation and resulting actions with timeframes agreed Targeted use of supported study and homework clubs – direct parental interventions by Support Managers and SLT 	
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QI 2.2 Curriculum: theme 3 Learning pathways

<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><i>Senior leaders have been able to increase the range of young people's experiences in a few curriculum areas, for example in expressive arts. A few young people continue to access learning through the local authority's online provision, distance learning courses and through college partners. (HMIe ROV)</i></p>	<p>Range of senior phase courses and accreditation has expanded.</p> <p>BGE course overviews in production</p> <p>Faculty self-evaluation profiles</p>	<ul style="list-style-type: none"> Full curriculum review and refresh Looking outwards- identify schools to visit/ engage with in dialogue over curriculum planning and delivery Invite SCQF & SQA partners to present information/ workshops encouraging faculties to be 	<p>Satisfactory</p>

<p>BGE Assessment review included an audit of practice, an action plan and agreed principles of assessment, leading to more consistent approaches to assessment.</p> <p>New BGE course overviews will lead to more transparent curriculum and supporting staff to identify areas for IDL and ROA to capture attainment of literacy, numeracy and health & wellbeing.</p>		<p>creative with qualifications, e.g. NPA's etc. Look at options to offer more AH courses through partners.</p> <ul style="list-style-type: none"> All curricular areas will be expected to embed skills for learning, life and work through the Skills Framework where departments incorporate outcomes from the Careers Education Standard in learning programmes 	
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QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)

<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>Parents have been consulted on new Learning, Teaching and Assessment policy, with opportunities to contribute to our vision of 'Strong' learning, teaching, lessons and school. Showcase of the Invergordon Lesson, and parents giving feedback on this has proved popular, with all parents giving praise to the event and most stating they had a better understanding of their child's learning experiences</p>	<p>Parent participation, parent feedback, surveys.</p>	<p>Provide more platforms for parents to work alongside learners in variety of activities</p> <p>Parent Council has developed an action plan for session 2024-25, including enhancing parent engagement, cost of the school day, supporting partnership links with the community</p>	<p>Satisfactory</p>