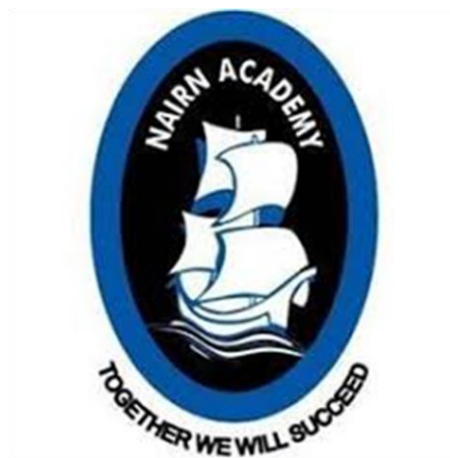


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



Nairn Academy
DUNCAN DRIVE, NAIRN IV12 4RD

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.

Nairn Academy

Nairn Academy is a comprehensive secondary school in Nairn. We have 4 associated Primary schools (Rosebank, Millbank, Auldearn and Cawdor). Our current school roll is 680. As part of the school we have an extensive additional supports needs provision with pupils accessing mainstream and also benefiting from individualised support programmes. The Headteacher is supported by 3 Depute Head Teachers, 7 Curriculum Principal Teachers and 4 Principal Teachers Pupil Support.

We are delighted to be working with Highland Council and Balfour Beatty as we plan our new school due to open in August 2026. This will provide a much improved learning and teaching space to support our staff and young people.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Pupils achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. As is the case nationally, pupil attendance is impacting on attainment for a few pupils. We are working to review our attendance procedures, as well as linking with partners, to improve overall pupil attendance levels. The majority of pupils who face barriers to learning are making satisfactory progress towards meeting their individual targets.

We have had 7 exclusions this year.

If you have any questions about exclusions, please contact us directly.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
680	86.53%	7	48.7 FTE

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
132	139	118	126	99	66

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
4.1%	11.1%	34.4%	43.8%	5.85%	0.86%

Overall ASN	Free School Meal	EAL	Glossary:
365 53%	83 12%	18 2.6%	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
32.8%	29.4%	32.8%	18.5%

Level 4

Reading	Writing	Listening and talking	Numeracy
49.6%	49.6%	49.6	74%

Gaelic Medium 2023/2024

As provision only started this year, we have 2 Gaelic medium pupils in S1 this year.

Level 3

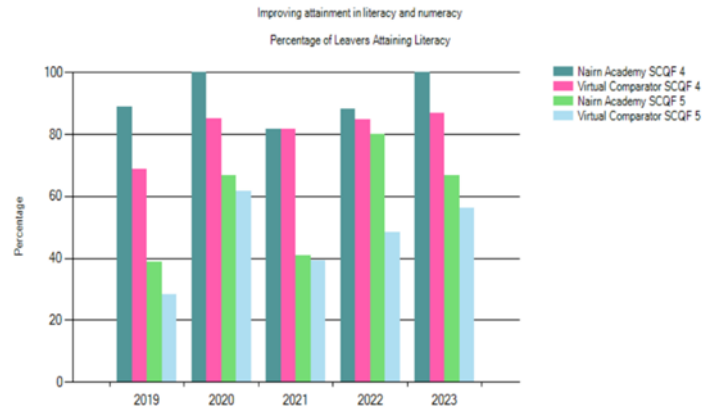
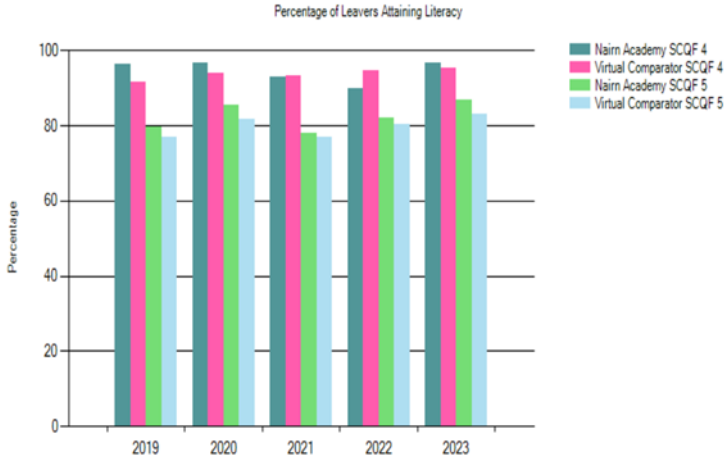
Gaelic reading	Gaelic writing	Gaelic listening and talking
0.8%	0.8%	Level 2

Senior Phase

Literacy attainment

Positive trend over 5 years with school above VC at N4 and N5 across S4, S5 and S6

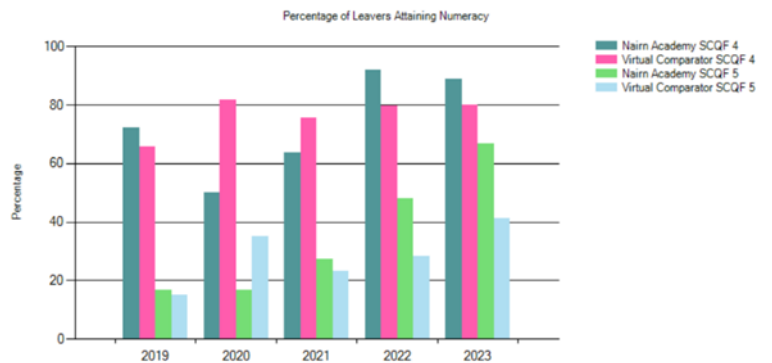
S4 literacy attainment at N4/5



Numeracy attainment

S4,S5 and S6 numeracy at N4 and N5

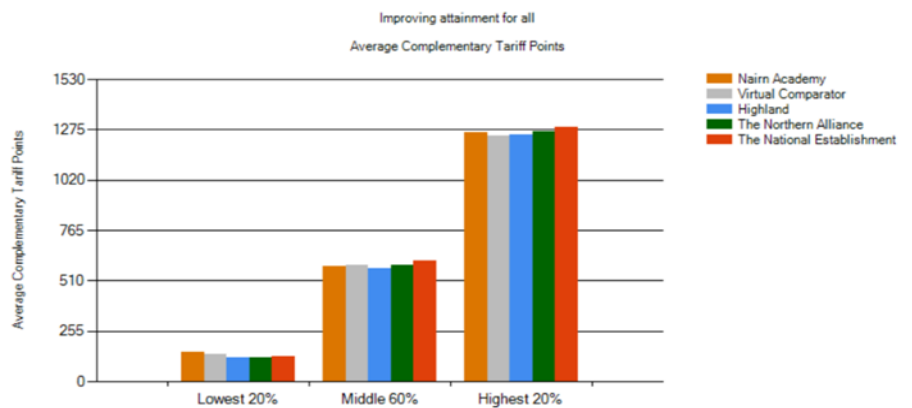
S4 numeracy attainment – 2 year improvements following new PT and enhanced tracking



The selected year is 2023

Attainment for All

S4, S5 and S6



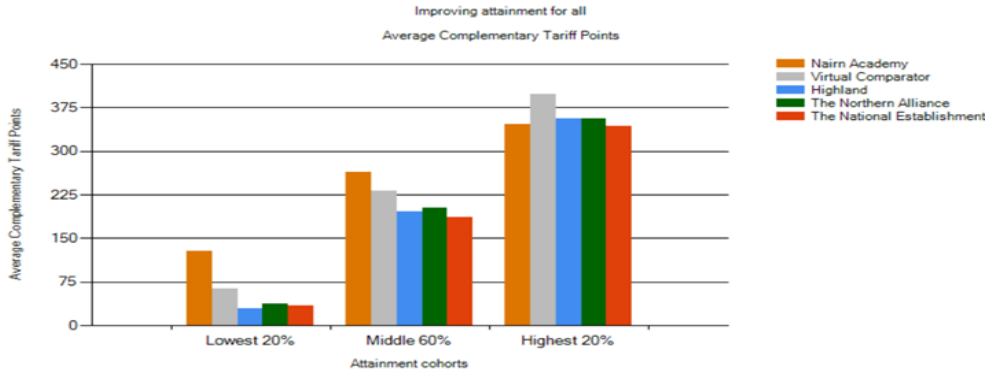
TeamNairn:

Kindness Integrity Relationships Achievement Respect

S4 attainment

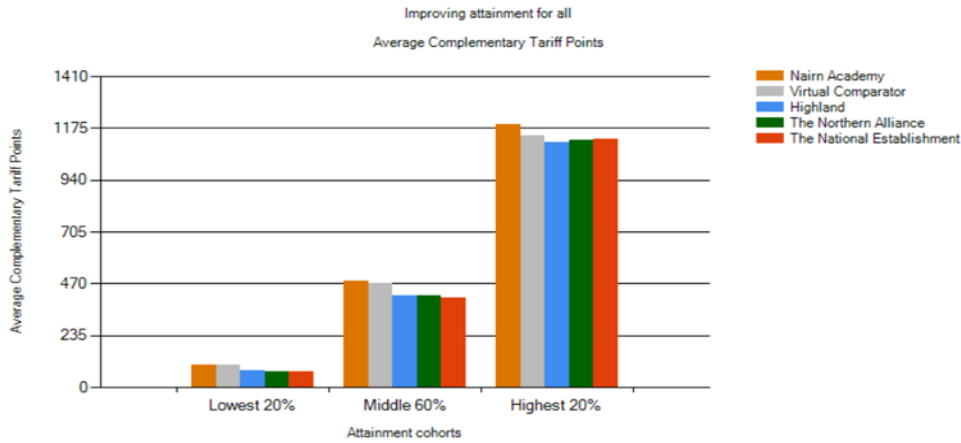
Identifies a need to focus on highest 20% and focus on tracking their progress and maximising attainment (not dropping subjects). Focus this year on reviewing our presentation policy involving senior pupils and their parent/carers.

The selected year is 2023



Attainment of S4,S5 and S6 with ASN

The selected year is 2023



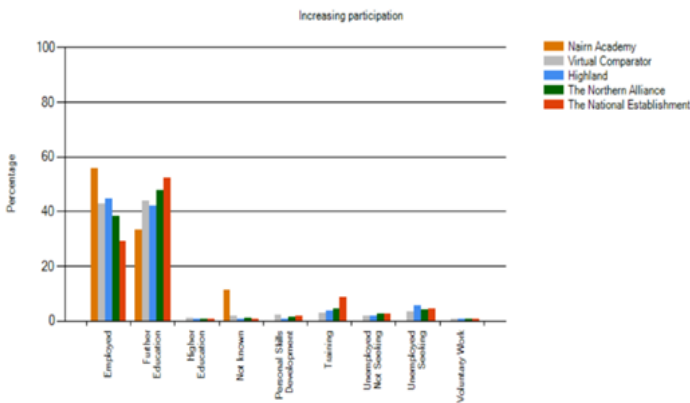
Destinations of School Leavers

S4, S5 and S6 destinations after school. We continue to look at our curriculum offer to ensure we support pupils going onto a range of positive destinations i.e employment/apprenticeships, College and University.

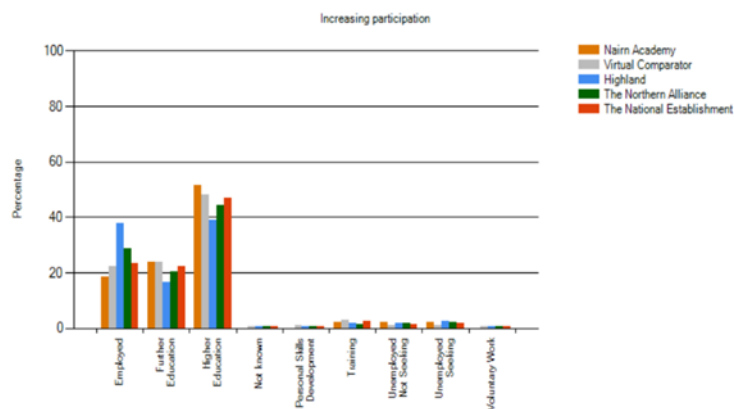
55% of S4 leavers moving onto employment

S5/6 leavers – 51% moving onto Higher Education

The selected year is 2022/23



The selected year is 2022/23



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Nairn Academy staff, pupils and parents work towards a common goal. In a positive learning environment, pupils are motivated, maximise potential and achieve success."

Motto "Together we will succeed"

Aims

The school aims to promote the four capacities as set out in Curriculum for Excellence by encouraging pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to achieve this by;

- supporting all pupils to achieve their individual potential;
- improving the attainment of pupils;
- encouraging lifelong learning;
- developing pupils' citizenship skills – self-discipline, sense of responsibility, respect and concern for others - in school and in the community at large, both locally and globally and
- promoting the health and well-being of the school community.

Values

A key part of our school improvement plan last year was a review of our school values where we reflected on what is important to us being part of Nairn Academy. A wide consultation took place over several months involving pupils, staff, parent/carers, partners and community representatives.

The new values were agreed as –

Kindness, integrity, relationships, achievement and respect.

With this review and consultation now complete, we look forward to embedding these values into our school community i.e. they shape our every day working across the school community in how we interact with each other. Our longer term vision is to become a values based school in our new Nairn Academy in August 2026.

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	Improve the consistency of learning experience for all pupils
Summary of impact	Next steps
<ul style="list-style-type: none">• Good progress has been made on developing structures and culture required to improve learning, teaching and assessment. Some progress in improving learning and teaching through CL/PL activities.• All staff training on AiFL, differentiation and adaptive learning in order to deepen understanding of meeting learners' needs. Staff evaluations note value of sessions in AiFL and peer learning visits. These have been	<p>Develop application of our Learning and Teaching Framework</p> <p>Professional learning opportunities to develop and share practice</p> <p>Review curriculum offer</p>

TeamNairn:

Kindness Integrity Relationships Achievement Respect

<p>extended to allow learning from primary colleagues to support cohorts with weaker literacy and numeracy skills.</p> <ul style="list-style-type: none"> • Observations highlight good practice in AiFL in some lessons but this is not yet consistent. <p>Improvements in attainment and achievement are evident in some areas, for example numeracy and maths, however, development is not consistent across all the curricular areas</p>	<p>Adapted learning training for all staff</p> <p>Peer learning visits in school and looking outwards to other schools</p>
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School Improvement Plan Priority 2 Use of tracking and monitoring systems to maximise pupil attainment through support and early interventions	
Summary of impact	Next steps
<ul style="list-style-type: none"> • New TMR program in place and used to track, monitor and report on progress from S1-6, allowing interventions to be put in place to ensure key measures such as 5 qualifications in S4 for almost all pupils. Focus on pupils with interrupted learning and barriers to learning / agency involvement to support equity of achievement and attainment. • Increased levels of communication with parent carers through TMR system results in stronger focus on raising attainment. • Dedicated staff collegiate Working With Time (WWT) allows sharing of good practice and greater consistency 	<p>Increase use of data across all teaching staff to support early interventions and support</p> <p>Attainment meetings between HT, DHT and FPT each term to monitor pupil progress.</p>

School Improvement Plan Priority 3 Further develop our approaches to supporting positive relationships	
Summary of impact	Next steps
<ul style="list-style-type: none"> • Improvement in wellbeing of young people and rights and needs of young people through focus on culture and ethos. Developments in collaborative approaches and shared ownership of key developments through improved relationships between pupils, staff, stakeholders and members of the school community. • Alignment with key THC policy Promoting Positive Relationships: Framework and Guidance (2018). Almost all staff trained in Relational Practice, and plans are in place to provide this for all new staff as part of an induction package. Behaviour policy replaced by restorative framework, putting rights of the child at the centre. Reduction in exclusions from 25 to 7 over the past session. • Shared ownership of new school values provides strong foundation for community building and move to new build. • Very good progress has been made in this area, and will facilitate progress in others through collaboration. • Increased number of PACE events have improved parent carer engagement and actions targeted specific feedback, for example, introduction of the school app, more partnership events such as Raising Teens and Turning Tables. More staff involved in extra-curricular work and a greater number of extra-curricular groups run by staff, for example, mountain bike group, Boys Group. New partnerships such as with Ross County to engage pupils and provide alternative learning provision and wider opportunities. 	<p>Continue to develop restorative practice</p> <p>Extend vertical registration to enable more pupil leadership</p> <p>Embed values based approach across the school</p> <p>Continue to develop our parental engagement in response to need</p> <p>Audit approaches to school wellbeing including Rights Respecting Schools and The Promise</p>

Progress and impact of Pupil Equity Fund (PEF)

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF support includes a Teacher (3 days a week) who supports our Connect classroom in school. Working alongside our Pupil Support staff, pupils are referred for additional input if they are struggling to access a full timetable. Support also includes input from our partners –

- Skills Development Scotland
- Developing the Young Workforce
- My Future, My Success
- Local employers (employability and enterprise)

CONNECT	
REASON FOR REFERRAL	
EBSA - Emotional Based School Avoidance	
E - Engagement with learning	
HWB - Health and Well-being	
SPR - Engagement with SPR	

Our equity tracker monitors progress and tracks interventions. Project work

This year has included –

Enterprise – bird boxes, craft items, baking, photography, literacy support and employability skills e.g. application forms, interview skills...

From the 7 senior phase pupils, all now have a positive destination with 5 moving to further studies at UHI, one to employability and one returning to S5.

Early intervention working with a targeted group of S1 who were identified as potential risk of social isolation. The group met weekly and designed a board game to support P7/S1 transition. With sponsorship, the board game has now been professionally manufactured with a copy for each of our ASG schools. The pupils have visited each of our Primary schools to play the 'Transition Train' game (below) with Primary 7 pupils. This has developed relationships and confidence across the group, with the Connect teacher as well as with some P7 pupils ahead of the main transition visit.

Baking classes used with targeted pupils at risk of underachieving to support literacy and numeracy skills as well as completing enterprise and hospitality qualifications.



Wider achievements

Coileanaidhean nas fharsainghe

The range of wider achievements helps to develop the four capacities in our pupils i.e. as well as successful learners, we look to develop our young people as **confident individuals, effective contributors and responsible citizens**. Some examples include –

Debating/Public speaking	Re-introduced after Covid, pupils both in junior years and seniors performing well at Highland and national events. 2 S4 boys through to the Law Society Debating final (June 2024).
Transition Train boardgame	Targeted PEF project with S1 pupils linking with our ASG primary schools to support P7 transition. From this work, - S1 pupil ownership where they also initiated a Warhammar lunchclub seeking staff support and Parent Council sponsorship.
STEM project	Science probationer linking with DYW coordinator to provide a targeted group of girls with a STEM experience linking with several local employers to widen outlook into possible STEM employment opportunities
Targeted groupwork <ul style="list-style-type: none"> • Turning Tables • Boys group • Cycling club 	Addressing confidence building and better life choices with a targeted groups partnership working with CSW partnership working with Men's Shed and Inverness Kartway Bike maintenance and local cycling routes for pupils with erratic attendance and a focus on improving relationships. Practitioner enquiry on this work and evidence of positive impact.
Enhanced transition days	Bonus Wednesdays to enable P7s to visit the Academy through May ahead of transition days in June. Each department leads an activity and is hosted by S1 and senior pupils.
PACE events	Responding to need, events organised around Growing pains, parenting skills. Included partnership with CSW, HLH, SDS... SLT also using Insight data hosted a 'maximising potential in senior phase' sessions for parent/carers and pupils around expectations for S5/6 – attendance, presentation policy and wider achievement opportunities
Charity work	MFR – pupils assisting with Christmas appeal and preparing gifts Mikeysline (resulting in an additional counsellor in school), Sourcing funding and providing food parcels for families ahead of school holidays Alongside other leadership opportunities , we are working now to accredit this with volunteering and leadership qualifications. Community charity -Team Hamish seating and installation Memorials to former pupils
Trips Foreign experiences	Duke of Edinburgh re-introduced, rugby trip to Murrayfield, football trip to Newcastle (widening access with financial support through our Parent Council for some pupils. Developing the Workforce visits – Green Energy Expo, Lifescan, Haventus and Ashers Opportunities for skiing, Iceland (Geog), Poland (RMPS)Nand World Challenge trip to Morocco 2 pupils also attended the Holocaust Education Trust visit to Auschwitz in November 2023. All S1 attended the panto at Eden Court supported by the Parent Council

Comments from learners, families, stakeholders and staff

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

Parent/carers

"I thought the celebration event was absolutely wonderful - showed the school in its best possible light, lots for the Team Nairn to be proud of."

"The difference Mrs D has made for D is unbelievable, he has a huge amount of respect for her & really enjoys working with her. To hear him speak positively about anything in school is always lovely & his cooking skills have really advanced, he says Ms D has the best recipes!"

TeamNairn:

Kindness Integrity Relationships Achievement Respect

"E and I were also impressed with the parents' evening. It was a pleasure being in the school and again felt very welcoming. I indeed, already feel part of the school community."

"I just wanted to send a wee note to say a wholehearted thank you for the positive experience that my son and me and my husband have had over the last few weeks and during these main transition days."

"Really enjoying the course, Appreciating a wide range of issues being talked about. Also appreciating a safe space to talk about difficult stuff."

Senior Phase progress meetings – survey returns

- I am very happy for the feedback I got from the teachers*
- Thank you for all your hard work and support.*
- L's Maths has come on so much with Ms D's class- thank you! And Mr D and Ms R have instilled a great love for their subjects.*
- Nairn Academy are very supportive and encouraging.*
- I wasn't getting weekly google classroom updates but Ms D sorted this! Thank you.*

"Nairn really does roll out the red carpet when it comes to its pupils and parents and I admire how this is managed given that it is under all the same pressures as every other secondary school in the country.

I could go on, about the staff that I met and some of the wonderful things I saw when I was in school today, but I would be here all evening. Nairn Academy is doing something very right and we are so delighted that T was able to go here."

Partners

"I just wanted to let you know how fab your sports leaders were this morning. All were polite, resourceful and able to use their initiative. They were a huge help and really are good role models for our children. Lots of my P7s have now expressed an interest in becoming a Sports Leader too" 😊

Primary school staff

"I just had to take the time to write to you as I had the pleasure of working with a group of pupils from Nairn Academy on Wednesday for their activity doing cricket. The young people were amazing all day, polite, respectful and enthusiastic. As a group they made sure everyone was involved and not once was an individual belittled, isolated or left out; they were supportive, humorous and collectively praised and encouraged each other. I hope they enjoyed themselves as much as I did! You can be very proud of them and the credit they did Nairn Academy."

Sport coach

Thank you so much for all your hard work on this. Pupil ~ was so pleased to tell me about their new timetable and it looks great. I'm so proud of how well ~ has been doing and when I told ~ this yesterday they said ~ is 'fed up of hearing how great they are' so ~ is obviously been getting a lot of positive feedback from yourselves too.

Social Work regarding a supported pupil

*Here is some of the feedback from the invigilators, who were all very impressed with you!
'I was impressed by the students' politeness and helpfulness around the school. They are a fantastic representation of well behaved, respectful, and courteous students.'* - J
'Everyone, pupils and staff alike, have been exceptionally helpful throughout, with a special mention to Linda and Elaine in Reprographics and Ruth in Science!' - L
'The kids have been very responsive, have followed instructions, and been incredibly polite. I think they are a credit to the school.' – J

SQA Invigilators

*Just wanted to thank you for organising the prefects joining us today. We all really enjoyed it, they are a lovely bunch. Hope they can join us again.
Many thanks*

Community Activities Organiser , Alzheimer Scotland

Pupils from focus groups

"Lots of opportunities to develop interests e.g., lunchtime clubs"
"We have been involved in what & how we learn in some departments"
"Teachers are welcoming"
"Good relationship with Guidance"
"Lots of staff are welcoming, supportive, open to discussion – then pupils feel able to ask questions"
"Tend to do well when you are enjoying how you are learning"
"Some teachers provide support sheet and have extension tasks which is good"
"Feedback on how to improve is really helpful"
"Pupils like to know they are doing well, some teachers do this"
"Support sheets & extension tasks help our learning"

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	Good
QI 3.2 Raising attainment and Achievement	Satisfactory

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. Supporting Positive Relationships
2. Meeting Learners needs (including Gaelic language)
3. Self evaluation

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 [ADD LINK](#) or by contacting the school office

Appendix 1: Local and National Context

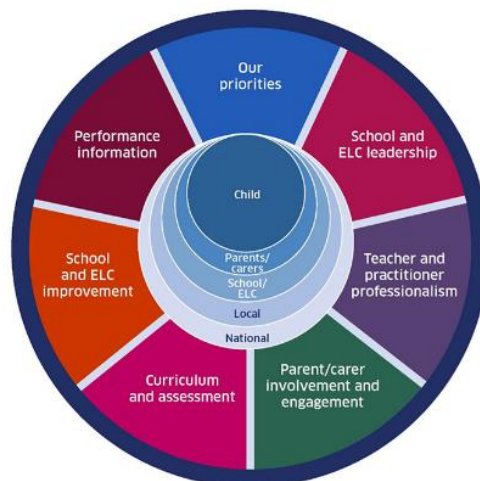
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



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

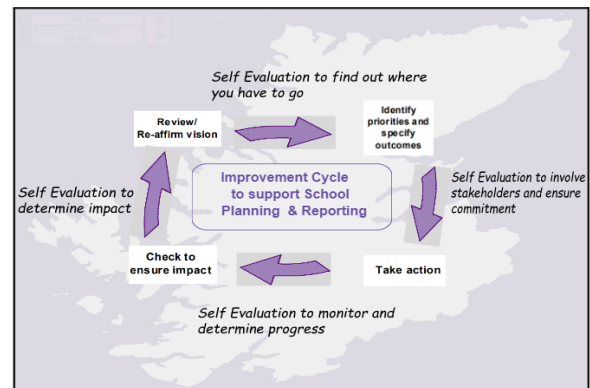
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Julie Macdonald
Head Teacher
Nairn Academy

TeamNairn: Kindness Integrity Relationships Achievement Respect