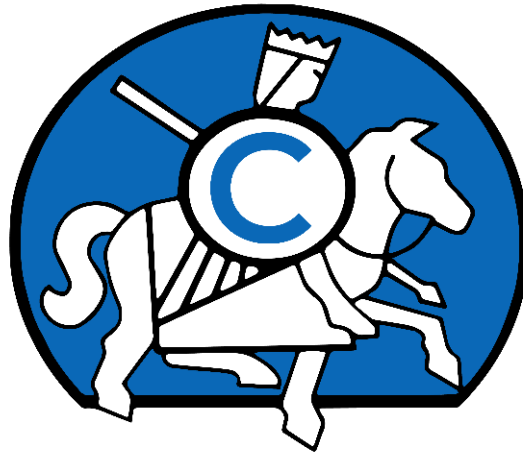


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



Charleston Academy
Achieving success Together

CHARLESTON ACADEMY
HIGHLAND COUNCIL | CHARLESTON VIEW, INVERNESS, IV3 8ET

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.

Charleston Academy is a vibrant and inclusive six-year secondary school based in the west of city of Inverness. We educate a diverse urban and rural catchment and aim to support and challenge young people throughout their time at the school. We endeavour to foster a lifelong love of learning.

The Head Teacher is supported by four Depute Head Teachers (three permanent and one temporary), seven curriculum leaders and one Principal Teacher of Additional Support for Learners.

The school roll is over 700 young people with roll projections indicating an increase in pupil numbers over the coming years. Charleston Academy is a fully comprehensive school with our pupils living in SIMD 1-10. Over 50% of our learners have some form of additional support need. Our young people come from a wide variety of backgrounds, with 17 main home languages recognised across our school. We employ around 100 staff, including over 50 teachers, with the teaching staff operating in a faculty system. Charleston Academy has several experienced supply teachers who are highly valued members of the school community.

Charleston Academy has experienced some staffing challenges in recent times in terms of long-term absences and inability to recruit for certain posts. Although we have lost a lot of experience with staff moving on, we feel our recruitment has been strong during this academic session. During session 2023-24 we have been delighted to successfully appoint colleagues to a high number of posts and hope to have a solid base to work from in terms of staffing in 2024-25. A lack of investment over several years has led to tired classrooms and buildings, with aging resources. However, welcome investment over the summer of 2024 has seen décor and furniture refreshed two floors of teaching classrooms and 30 interactive screens installed in classrooms across the school.

Charleston Academy was last inspected in 2010. Since then, the school has undergone several local authority quality improvement visits focusing primarily on learning and teaching. A collaborative improvement visit focussing on 'Learner Experiences' took place in May 2023. This involved the direct observation of learner experiences in over 40 classes across a day. This was followed up by an internal programme of classroom visits in December 2023.

Our Social Media presence has increased, and we have aimed to share our stories of the successes of the young people wherever possible. This has resulted in improved communication and feedback from young people and parents/carers has been positive around this.

The attendance for the school in session 2023-24 was 85.0%, the National average was 87.7%. In academic session 2023-24, 9 temporary exclusions were issued, a reduction from 20 the previous session.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Children achieve appropriate CfE levels, and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making very good progress towards meeting their individual targets.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
719	85%	9	53.1

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
143	149	129	134	111	55

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
16.4%	20.7%	30.2%	27.4%	2.2%	3.3%

Overall ASN	Free School Meal	EAL	Glossary: 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
55.6%	11.1%	11.4%	

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

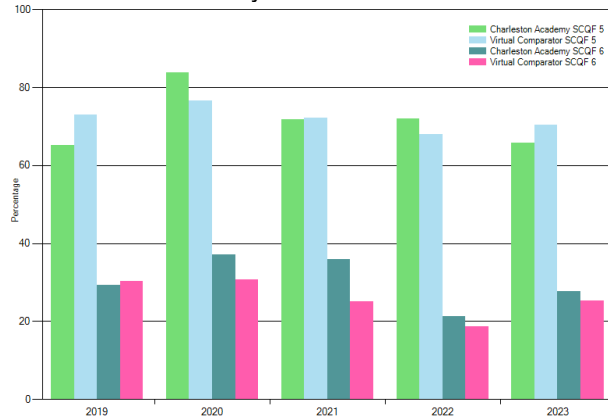
Reading	Writing	Listening and talking	Numeracy
82%	82%	85%	97%

Level 4

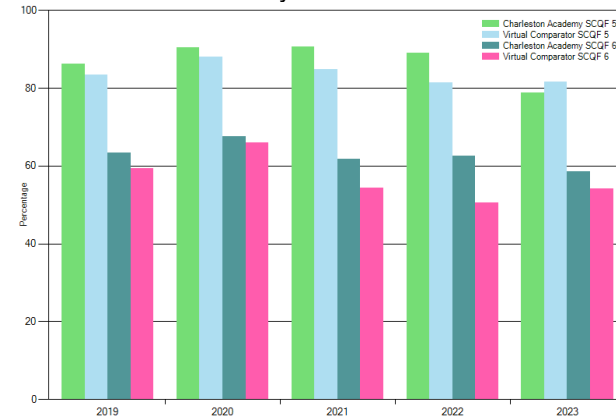
Reading	Writing	Listening and talking	Numeracy
52%	50%	51%	79%

Literacy/Numeracy in S4, S5 and S6 – Senior Phase

Attainment in Literacy Levels 5 & 6 2022-23

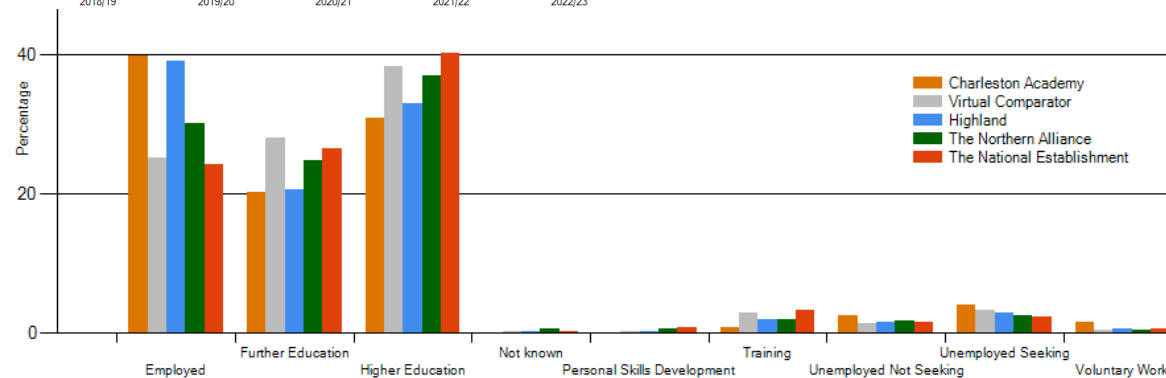
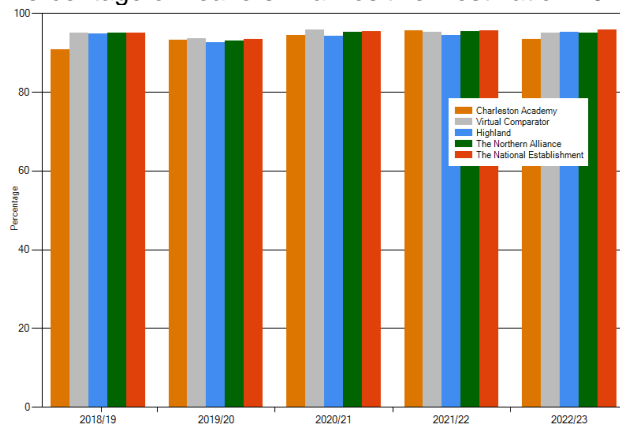


Attainment in Numeracy Level 5 & 6 2022-23



Destinations of School Leavers

Percentage of Leavers in a Positive Destination 2023



Cohorts

Add summary messages– cut and paste from attainment meetings/insights?

eg

Respect Others work Hard Challenge Ourselves

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

We have a welcoming ethos built on our core values. There is a strong sense of shared responsibility amongst pupils and staff and we have an active, engaged and supportive Parent Council.

During session 2023-24 a sense of 'Togetherness' began developing as a vision of our school community coming together, a core value we all believed in an aim for how we conduct ourselves personally and professionally.

Charleston Academy values are important for the school. These are:

- Respect Others – Be Kind
- Work Hard
- Challenge Ourselves

Charleston Academy must be a positive learning environment for all. We aim for togetherness across our school. We aspire for all young people to be happy, achieving and attaining. We want to support and develop our staff team and value all members of our school community.

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"> Improved performance in BGE Literacy and Numeracy. Almost all S3 pupils achieve Level 3 Numeracy. Level 3 Literacy still lower than Highland and National The majority of faculties have fully embedded data gathering supporting BGE assessment judgement. The majority of faculties have assessments which are based on CFE benchmarks. 50% of faculties are using summative assessment only. Data used to focus on attendance and tracked weekly by Support team plus the introduction of additional interventions for pupils with low attendance/school refusers is impacting positively on attendance rates. S4 5@L5 remained on a par with 2022-23 and lower than the Highland average Improved performance at S5 1, 3 and 5 Level 6 awards, however, S6 did not improve Modified option structure has allowed some additional flexibility in course choice 	<ul style="list-style-type: none"> Further training on data for all staff and enhanced tracking at all levels Research/identify and implement best practice impacting on attainment across cohorts. Review all BGE courses (over 3 years) to ensure appropriate support and challenge for all learners. Revisit the design of the Senior Phase maximise potential and positive destinations.

School Improvement Plan Priority 2: Learning, Teaching & Assessment	
Summary of impact	Next steps
<ul style="list-style-type: none"> Collaboratively created 'Charleston Standard' for Learning & Teaching becoming embedded in practice and is beginning to support consistency of learner experience. Teaching Sprints introduced – all staff have undertaken at least one 'sprint' 86% of parents feel satisfied with the quality of teaching in the school All faculties are engaging in moderation within the faculty. Only a few faculties are moderating outwith the school. Most faculties have curricular planning in place in some form based on CFE Experiences and Outcomes/Benchmarks All curricular leaders attended CLPL on leadership Majority of staff have engaged with new professional learning library, staff reading group and professional dialogues drop-ins. Collegiate programme (WTA allocation) increased; strong focus on learning and teaching and sharing good practice sessions 66% of parents agree that they receive helpful, regular feedback about how their child is learning and developing 	<ul style="list-style-type: none"> Staff are supported to deliver our standard with specific focus on differentiation, pace & challenge Study skills explicitly taught across the curriculum All teachers complete three 'Teaching Sprints' All departments are working with external moderation partners to improve confidence/accuracy of judgment of a level Improve the quality of feedback from teachers to learners and parents Develop strategies to encourage learners to reflect on their learning

School Improvement Plan Priority 3: Wellbeing & Ethos	
Summary of impact	Next steps
<ul style="list-style-type: none"> Profile of school values has been raised and a wide consultation on refreshed values has been initiated Feedback from pupils, staff and visitors that our school is settled and calm The majority of pupils enjoy coming to this school (Prefect Survey) Pupil voice opportunities increased through newly introduced 'Learner participation Model' All attending pupils engaging with new 'Wellbeing Tracker' based on SHANARRI Refreshed referral system in place. Average weekly referrals reduced over session Significant reduction in temporary exclusions from 56 days in 2022-23 to 9 days Opportunities for celebrating success increased through more regular assemblies, awards events, positive recognition activities, termly newsletter and social media 	<ul style="list-style-type: none"> Further development on Promoting Positive Relationships, Nurturing approaches and Inclusive Practices Wellbeing tracker introduced for pupils to set wellbeing targets Increase pupil involvement in SISE Continue to review our response to absence/attendance and early intervention strategies

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Attendance

PEF intervention combined with revised attendance policy and weekly attendance conference appears to have slowed the rate of non-attendance across the year

Attainment

All students have achieved literacy at level 5

All students have achieved numeracy at level 4

All Students have achieved at least one National qualification at Level 4

Leaver Destinations

All students have accessed a positive destination

Wider achievements

Coileanaidhean nas fharsainghe

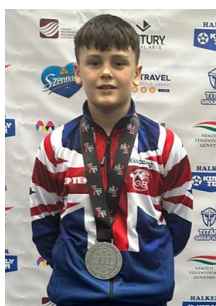


In September 2023, the UHI hosted the final round of the Rotary club of Culloden's MasterChef competition. Rosie Conroy in S3 served two highly skilled dishes and received amazing feedback from the judges. Rosie cooked amazingly and plated her dishes beautifully and at the end of a busy evening, won the competition!

Aiden Smith S6 (left) and Jacob Bircumshaw S1 (right) competed in Ayr at the weekend at the National Championships 2024 for their Ten Pin Bowling. Aiden walked away with the title of Youth National Male Champion 2024!!



Chloe Evans achieved top prize in the secondary school section of this year's Neil Gunn Writing competition with "Summers at Dalnabreac". This is a very prestigious award, with many participants going on to become published authors! To have Charleston creative writers recognised at National level shows what talented writers we have!!



Charleston Academy pupil, Ciaran Lennan S3, has come back from The WAKO World Championships in Budapest with Team GB. He fought like a wee trooper all week winning round after round and returns with a very respectable Silver Medal. We are very, very proud of him.

Ciaran's older brother, Aidan, who has just left the school, came home Double World Champion! Aidan has now gained enough points during the year through National and International competitions that he is now ranked Number 1 in the world for Junior male - 63kg.

Maeve Bolger, Jamie Borthwick, Ella McCreevy, Kirsty Muir and Faith Stott all achieved an incredible 8 grade A awards in their S4 National 5 exams.

Kirsten Burnett, Charles Finlayson, Andrew Gordon and Samantha Gorton gained 5 A's at Higher, a fantastic achievement. Well done to all our pupils in their exam success.

Comments from learners, families, stakeholders and staff

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

We feel staff are doing an excellent job despite the physical conditions of the school – S1 parent
Support and transition from school in Northants has been amazing, four months in ... is settled and more engaged than ever in his old setting – S2 Parent

An amazing school with fantastic teaching staff – S3 parent

I feel the school is in a better place than it was a year ago. I personally feel there is a huge sense of togetherness and support for each other, regardless of what role we play. I feel we are moving in the right direction as a school and making small changes as we go. – Teacher

I really enjoy working with the pupils and staff in Charleston. The communication is excellent, and I feel very included and part of the team. – CSW

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	Satisfactory
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

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. Raising Attainment & Achievement
2. Learning, Teaching & Assessment
3. Wellbeing & Ethos

Planning ahead

A' planadh air adhart

Full details of the school's 2024-25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office

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

QI 1.3 Leadership of change

<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 Almost all staff show commitment to shared educational values and professional standards. Senior leaders are beginning to develop a refreshed aspirational vision which underpins our continuous improvement. The majority of the school community are beginning to gain ownership of our vision, values and aims as we undertake a refresh</p>	<p>Staff feedback, staff meetings, learning walks Increased engagement with GTC Standards and Self-Evaluation tools during PRD process and collegiate sessions. School policies being updated to clearly link to vision, values & aims Assemblies</p>	<p>Provide quality collegiate programme and CLPL. Complete our re-engagement and refresh process for our vision, values and aims across the school community and ensure that they underpin our ethos and learning and teaching in all classrooms</p>	<p>Satisfactory</p>
<p>Theme 2: Strategic Planning for continuous improvement Senior leaders are beginning to create conditions where most staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Senior leaders are beginning to effectively guide and manage the strategic direction and pace of change. We protect time for professional dialogue, collegiate learning and self-evaluation, so that the majority of members of our school community can contribute to our plans for continuous improvement</p>	<p>Feedback from staff meetings/briefings Collegiate programme Working groups Clear understanding of school priorities among teaching and support staff Working Time Agreement Parental feedback</p>	<p>Ensure our rationale, priorities and action plans are clear and communicated effectively to all stakeholders. Increase the involvement of all stakeholders beyond school staff: pupils, parents and partners. Continue to provide adequate time and resources are made available to allow teachers to meet in groups to help drive forward priorities for improvement.</p>	
<p>Theme 3: Implementing improvement and change Staff at all levels are beginning to take responsibility for implementing change. The majority of practitioners reflect on and develop practice taking account of self-evaluation and our vision for continuous improvement. Some staff engage regularly in critical and creative thinking. We are beginning to put in place effective strategies to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.</p>	<p>Working groups include non-teaching staff and most groups are led by non-promoted teachers PRD process Professional dialogue sessions Sharing practice events Self-evaluation calendar Dept. minutes</p>	<p>Increase the number of non-teaching staff involved in working groups/school improvement activities. Pupil groups will be setup to mirror/join staff improvement groups and more fully embed the use of How Good Is OUR School 4. Re-engage with practitioner enquiry and evidence-based approaches through Teaching Sprints. Involve all staff in self-evaluation of outcomes for learners. Implement an annual VSE process</p>	

QI 2.3 Learning, teaching and assessment			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Learning and engagement</p> <p>There is a calm, welcoming and supportive ethos that is evident across almost all the school.</p> <p>The majority of our learners are eager and active participants who are fully engaged, resilient, motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests in some lessons.</p> <p>They understand the purpose of their learning and have opportunities to lead the learning in some lessons.</p> <p>Our learners contribute effectively to the life of the school and wider community in a range of well-planned activities.</p>	<p>Visitor feedback Parental feedback Pupil feedback Leaning walks/class visits Learning Visits – Dec 2023</p>	<p>Improve the impact of Pupil Councils to promote pupil voice and increase pupil involvement in self-evaluation and decision making.</p> <p>Prefect team will be involved in leading aspects of school improvement.</p> <p>We will develop a whole school understanding of effective approaches to differentiation and ensure learning is better matched to the needs of pupils.</p> <p>All staff are continuing to develop digital skills to support effective use of digital technologies in learning, teaching and assessment.</p>	Satisfactory
<p>Theme 2: Quality of teaching</p> <p>Our teaching is starting to be underpinned by our school vision and values.</p> <p>We are continuing to embed our 'Learning and Teaching Standard' across the school to ensure greater consistency in the quality of teaching.</p> <p>In some classrooms, there are aspects of teaching which are very effective in providing motivating learning experiences.</p> <p>A few teachers adapt aspects of learning to take place in environments other than the classroom.</p> <p>Most staff give clear explanations and instructions. Skilled questioning and use of higher-order thinking skills is developing.</p>	<p>Visitor feedback Parental feedback Pupil feedback Leaning walks/class visits Learning Visits – Dec 2023</p>	<p>Continue to promote and embed our vision and values.</p> <p>Improve the quality of feedback from teachers to learners and parents.</p> <p>Teaching Sprints will focus on improvement in consistency of experience for pupils in terms of differentiation, pace and challenge.</p> <p>We will continue to promote discussion on learning and teaching through dept. meetings, professional dialogue sessions and professional reading.</p>	
<p>Theme 3: Effective use of assessment</p> <p>Assessment is integral to the planning of learning and teaching in most departments.</p> <p>A few departments are increasing their confidence in using a range of assessment approaches to provide helpful feedback to learners and parents.</p> <p>Our assessment evidence is valid and reliable in the Senior Phase.</p> <p>At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p>	<p>BGE Moderation Audit – May 2024 Faculty Link Meetings and discussion at DMs</p>	<p>All departments to be working with external moderation partners to improve confidence with judgment of a level and course planning (BGE).</p> <p>Creative assessment working group research/implement good practice to ensure our assessment approaches meet the needs of all pupils.</p> <p>Develop strategies to encourage learners to reflect on their learning.</p>	
<p>Theme 4: Planning, Tracking and Monitoring</p> <p>We plan appropriately over different timescales to meet the needs of learners across most areas of the curriculum.</p> <p>In the Senior Phase, learning conversations are increasing the opportunities for involving pupils in planning their learning.</p> <p>We have clear information on their attainment across all senior phase curriculum areas.</p> <p>We are developing processes top more effectively track those facing additional challenges, for example young carers, looked after children and those living with financial hardship.</p>	<p>Subject/Guidance discussion of progress and targets SEEMiS TMR and data exports Departmental trackers</p>	<p>Support staff to better use data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.</p> <p>Learners are increasingly involved in planning learning.</p>	

QI 3.1 Ensuring wellbeing, equality and inclusion			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Wellbeing Staff and pupils are developing a shared understanding of wellbeing; the wellbeing indicators have become an increasingly integral part of school life. We know and can demonstrate that most of our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. The majority staff feel valued and supported. Relationships across the school community are very positive and supportive. Almost all staff actively promote positive relationships in the classroom and around the school. We are developing nurturing approaches and more restorative practices across the school. We consider each child and young person as an individual with his/her own needs, risks and rights.</p>	<p>Pupil wellbeing (SHANARRI) surveys three times per year. Parental survey Pastoral interviews Annual staff wellbeing survey Actions from Support team meetings leading to improved circumstances for pupils and increased awareness of individual circumstances. Strategies are in place to track, monitor and intervene with wellbeing, attainment and attendance concerns.</p>	<p>Wellbeing tracker supports pupils in setting wellbeing targets, effective follow-up process in place. Pupil councils/focus groups meet regularly and are having an impact on school improvement and the experiences of pupils. Pupil representatives attend all Parent Council Meeting.</p>	Satisfactory
<p>Theme 2: Fulfilment of statutory duties We comply and actively engage with statutory requirements and codes of practice. Most staff know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p>	<p>Staff are suitably trained in Child Protection. Staff engage in professional learning to further increase their knowledge of wellbeing, equality and inclusion. Child Protection and Safeguarding data</p>	<p>All relevant staff are trained to Child Protection levels 2 & 3 as appropriate Review Child Protection Procedures and checklist Clear guidance for visitors available</p>	
<p>Theme 3: Inclusion and equality We have an inclusive culture and value pupils as individuals. Inclusion is increased through elaborated curricula which included a range of courses and awards across the school. The majority of learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. The majority of learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. We are fully committed to equality and diversity. Most pupils have an understanding of their rights and responsibilities. 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>Individualised timetables Pupil wellbeing (SHANARRI) surveys three times per year. Parental survey Pastoral interviews Assemblies and whole school events Attendance tracker and interventions Behaviour statistics</p>	<p>Activities focused on Promoting Positive Relationships, Nurturing approaches and Inclusive Practices, including the language and actions of all staff and pupils in and around the school community. Continue to review our response to absence, attendance thresholds and follow-up procedures. Implement early intervention strategies based on data. Identify and reduce barriers to good attendance. Resources to be sourced from departments for pupils not attending school or struggling to access mainstream education Develop further supports to help for parents of pupils that are struggling to attend on a regular basis</p>	

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?
<p>Theme 1: Attainment in Literacy and Numeracy Most learners make good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.</p>	<p>S4 Level 3 Literacy performed better than VC in 2023, overall rising trend. Level 4 Literacy performed better than VC in three out of last 5 years including 2023. Level 5 Literacy above VC in 4/5 years but dropped below VC in 2023. In S5/6, improving trend at Level 4 & 5 2019-2022, fell behind VC in 2023. Impact of school refusers and those on alternative provision. Lower performance in 2023 vs 2019. Level 6 performance consistently above VC over 5 years.</p> <p>S4 Level 3 Numeracy slightly varied over five years, broadly in line in 2023 and above VC in 3/5 years. Level 4 Numeracy broadly in line with VC in 2023. Level 5 Numeracy has been lower than VC over last two years. S5/6 Level 4 showing slight overall downward trend. Improving trend at level 5 2019-2022, fell behind VC in 2023. Impact of school refusers and those on alternative provision. Lower performance in 2023 vs 2019. Downward trend at Level 6 and below VC in last two years.</p>	<p>Look at strategies to allow pupils at the lower English level to achieve Literacy award at the level above. Review presentation policy in English at N5.</p> <p>Early intervention/conversations with FHs and SMT targeting pupils underperforming with respect to working/target grade.</p> <p>Identify S5 and S6 pupils who have not gained a numeracy award at the level they are capable of – closely track and monitor those in that category.</p>	Satisfactory
<p>Theme 2: Attainment over time Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners. Learners make very good progress from their prior levels of attainment. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. The attainment of individuals and groups has improved consistently over time.</p>	<p>S4 Pupils 1@L5 has varied over five years and downward trend over last few years. 5@L5 has improved slightly in 2023, gain of 5%, but still behind VC and National.</p> <p>S5 Pupils Attainment in S5 in all measures is below the VC with downward trends emerging. Key measures of 1@6, 3@6 and 5@6 are all below national despite positive performances in individual subjects versus national average. Lowest 20% average of 5 points indicates pupils (7) leaving with no qualifications. Performance lag in middle 60% and highest 20% broadly equivalent to a Higher course award or two N5's.</p> <p>S6 Pupils Cumulative attainment in S6 for lowest 20% and middle 60% is currently equivalent to an N5 award below VC on average. Performance has varied over 5 years, always below VC although potential rising trend for lowest 20%. Highest 20% has consistently performed better than VC over last 4 years.</p>	<p>We will develop a BGE tracking system that will capture attainment overtime more effectively and in conjunction with moderated unit planning will enable teachers to make more confident judgements about pupils' progress and achievement of a level.</p> <p>Through our BGE unit planning and reporting we will continue to improve the quality of feedback and achievable next steps given to learners.</p> <p>Continue to support staff in the achievement of a level process through whole school moderation practice and ensure a clear focus on raising attainment and bridging the gap between the lowest attainers and the highest attainers.</p> <p>We need to improve the follow through of interventions identified from our tracking and monitoring.</p>	

<p>Theme 3: Overall quality of learners' achievement</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p> <p>As they move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>S4 Pupils</p> <p>Total tariff points gained by Middle 60% and Highest 20% of attainers has improved compared to 2022. Gap between Charleston and comparators has reduced. Highest 20% are broadly in line with VC and Highland.</p> <p>Performance of Lowest attaining 20% has not significantly changed. Clear downward trend over last 4 years but remains above pre-COVID level. Best performance was during the alternative arrangement presentation years.</p> <p>Middle 60% also displaying a downward trend (Complementary) and the gap between the comparators is widening. Total tariff points show improvement in 2023.</p>	<p>Raising Attainment working group support school/faculties to implement best practice.</p> <p>Increase number of supported study sessions available to pupils; increase rigour around homework and support for home learning. More targeted use of after school study and homework club – direct parental interventions by appropriate member of ELT.</p> <p>Look at small gains that will lead to improved performance vs VC/National.</p> <p>Study Skills to be taught explicitly in subjects – working group to develop resources.</p>	
<p>Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>Almost all of our learners consistently move into sustained positive destinations when they leave school.</p>	<p>S4 Pupils</p> <p>Considering attainment vs deprivation, deciles 3 & 4 historically have performed lower than national. SIMD 1 is very variable due to population (1 pupil in 2022-23 S4). Of the 29 pupils in SIMD 3 & 4, 62% have a recorded ASN; 31% left school after S4.</p> <p>The remaining deciles perform broadly in line with national. The performance of our lowest attaining ASN pupils is generally below the VC but level with Highland. The gap equates to approximately one N4 pass.</p> <p>Middle attaining ASN pupils are below the VC by one N3 award but above Highland and National.</p> <p>Our highest attaining pupils with ASN performed better than all comparators.</p> <p>There was no significant difference between girls' and boys' attainment.</p> <p>FSM pupils' performance is below all comparators.</p> <p>PEF Intervention:</p> <p>All targeted students to achieve at least level 4 Numeracy All targeted students to achieve at least level 4 Literacy All targeted students to exit S4 to a Positive Destination All targeted students to achieve at least 1 level 4 National Qualification</p>	<p>Interventions around and monitoring of school refusers and those attending the Bridge/HVA to be tightened up.</p> <p>Extend PEF caseloads to S5. Outreach interventions in place.</p> <p>We will develop outreach capabilities to work with parents who have low engagement with the school or difficulties attending school events.</p> <p>Study Skills working group develop/source resources and strategies to support family/home learning</p>	

QI 2.2 Curriculum: theme 3 Learning pathways			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.</p> <p>Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p>	<p>Subject uptake data Pupil/parent feedback List awards here....</p>	<p>We need to develop and expand involvement of partners in helping to broaden and enrich our curriculum.</p> <p>We will undertake a review of our current curriculum structure and also research curricula in schools with similar rolls and profiles.</p> <p>Increase high quality Interdisciplinary Learning opportunities that would allow pupils to develop skills that cut across subject boundaries.</p> <p>We will interrogate trends in S6 attainment to determine what our S6 pupils are returning for and whether we have a curriculum that meets their needs.</p>	Satisfactory
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Through effective partnership working we have improved our learning provision and secured positive impacts for children, young people and families in our community.</p> <p>Our partnerships have increased parental engagement in their children's learning.</p> <p>Their involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy.</p> <p>As a result of our effective partnerships all our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.</p>	<p>Event attendance data Parent feedback 100% of parents contactable by email Options and Change of Subject/Level process ASN profiles Child's Plans Parent Council minutes Interventions delivered in partnership with third Sector organisations. Partner engagement 3rd sector feedback</p>	<p>We will continue to work closely with the existing Parent Council to increase representation of parents from across the whole catchment to sit on the parent council.</p> <p>We will aim to increase parental engagement around supporting pupil progress through innovative approaches and evidence-based best practice.</p> <p>We will increase partner involvement in the life of the school and in the support of our work with young people.</p>	Satisfactory