

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



MILLBURN ACADEMY

HIGHLAND COUNCIL DIRIEBUGHT ROAD, INVERNESS, IV2 3QR

School Profile

Pròifil na Sgoile

Millburn Academy is located in Inverness, the capital of the Highlands. We seek to create a nurturing environment in which all feel a sense of belonging, ensuring our school provides a foundation for a lifetime of learning, embracing the diversity within our wider community, so that everyone can excel in their own unique way.

Our school has developed a strong reputation in the local community, based on several key strengths:

- High quality learning experiences for pupils
- Conscientious pupils who work hard to achieve their goals
- Wide ranging opportunities to participate in, and to excel in, cultural, sporting, voluntary and community activities
- An ethos of achievement

The school aims to provide a safe, supportive and challenging environment, based on mutual respect, where staff and pupils are encouraged to develop their skills to the highest level. The school roll is currently 1252 with a free school meal entitlement of 9.1%. In S1 – S4 the roll is capped at 240, with several year groups at capacity due to the number of out of catchment placing requests.

56% of pupils go on to Higher Education; 9% to Further Education; 32% straight into employment with the remainder into the voluntary sector, training or seeking employment. In 22/23 96% of leavers moved into a Positive Destination, exceeding our Virtual Comparator for the first time in recent years, also exceeding figures for Highland and the National Establishment.

Staffing for 24/25 is 84FTE. The management structure is made up of thirteen curriculum leaders for subjects, six Principal Teachers (Pastoral) and two Principal Teachers (Additional Support for Learning) whose focus is on ensuring every young person can meet their full potential and move into positive destination when they are ready to leave school. The Senior Leadership Team comprises the Head Teacher and five Depute Head Teachers (Year Heads) each with year group responsibilities, focussing on attainment, behaviour and curriculum. There has been significant change within the Senior Leadership Team over the last two years, due to staff taking up promoted positions or relocating. A new Head Teacher was appointed in May 2024, a new DHT was appointed to the school in March 2024 and another in August 2022 while a member of the team who has been in an acting DHT post became permanent in October 2024.

We have committed and highly skilled teaching and support staff with wide ranging experiences which contribute to Millburn Academy being a thriving learning environment. Large numbers of our pupils are involved in sports, the Duke of Edinburgh Award Scheme, the SQA Leadership Award, the Vine Trust, World Challenge and all pupils are encouraged to participate in the opportunities we offer through extensive extra curricular activities.

There are seven primary schools in our associated school group, some of which are large urban primaries and smaller, rural primaries. We link also with several other primary schools because of placing requests. We have Inverness wide enhanced provision for young people who require significant additional support for learning with placements agreed through a Joint Admissions Group (JAG).

The school building was built for 1100 therefore we do have some capacity issues although roll projections indicate this will settle over the coming years. Despite this we work diligently and creatively to extend our curriculum offer and to support young people in our care.

Session 23/24 has been a time of transition for the leadership and management of the school. Our overarching improvement priority during this time has been Learning and Teaching and it will continue to have prominence in 24/25 and beyond.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
1252	89.77%	38	84FTE

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
211	226	234	234	215	132

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
7.27%	8.39%	13.98%	43.537%	24.52%	0.48%

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
46.09%	9.1%	16.5%	

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
77%%	80%	78%	94%

Level 4

Reading	Writing	Listening and talking	Numeracy
46%	52%	46%	87%

Senior Phase

- **S4 Literacy**



SCQF Level 5 Literacy has exceeded VC for the first time with Level 4 broadly in line with the national average.

An extra period of timetabled English has been added to BGE to address some of the issues we can see in the data prior to the current year. Literacy interventions, through an extraction model, did not bring about planned improvements therefore it was felt an additional period for all was worth scheduling.

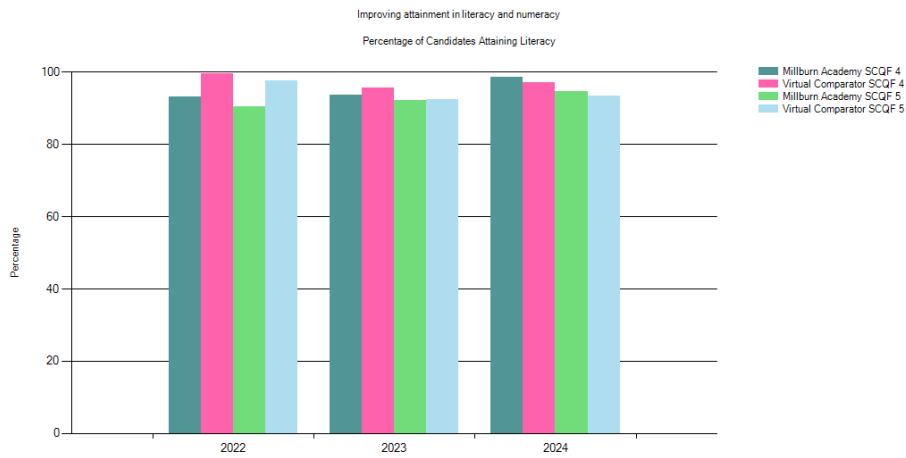
- **S5 Literacy**



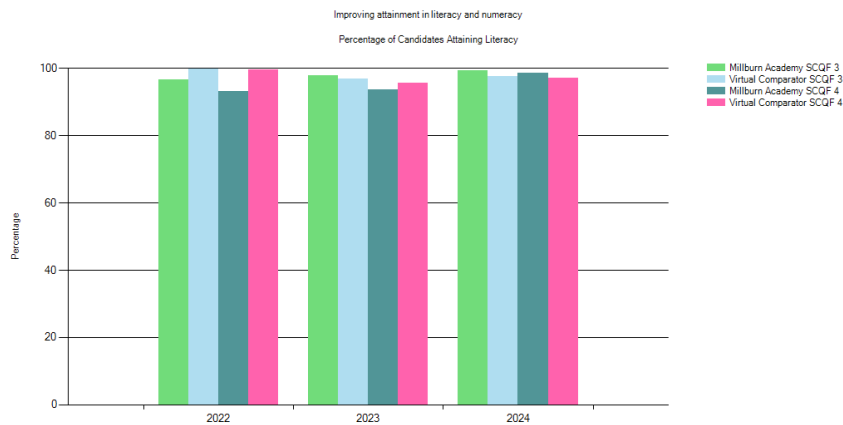
Literacy levels improve by the end of S5 with SCQF 4 exceeding VC (2023 and 2024) whilst being broadly in line with VC over the two previous years. Achievement of SCQF 5 continues to be slightly behind VC. We need to ensure young people who may not have remained in the English department continue to have opportunities to secure Literacy qualifications in S5.

- **S6 Literacy**

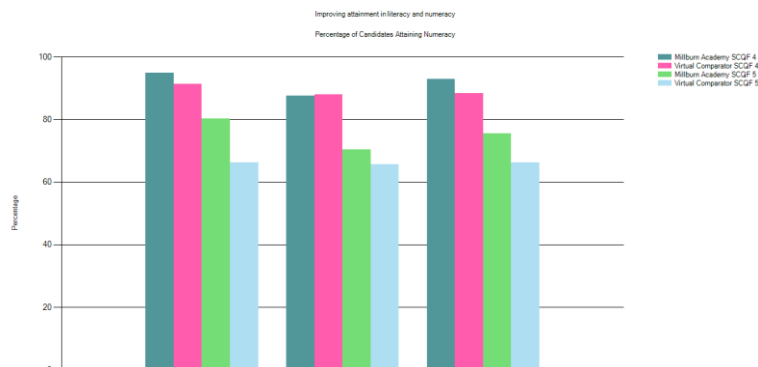
The percentage of young people leaving with SCQF 4 and 5 Literacy exceeds VC in 2024.



L3 Literacy continues to grow and reflects an unswerving commitment on the part of staff in our enhanced support needs provision to support the development of Literacy skills year on year through a variety of targeted approaches.



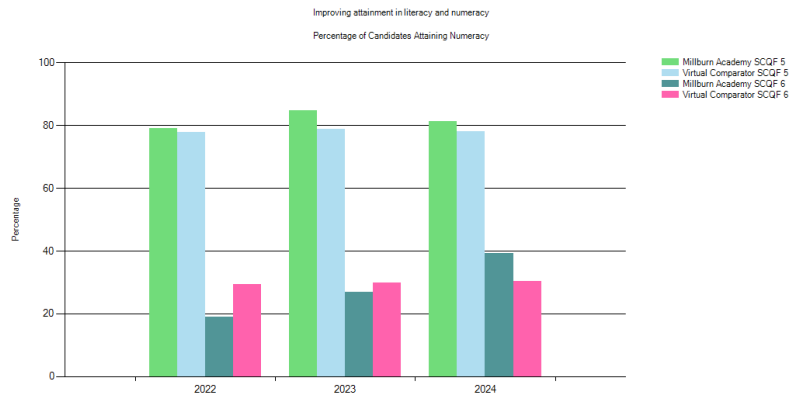
- **S4 Numeracy**



Numeracy attainment is strong and there are three year positive trends exceeding VC at SCQF levels 4, 5 and 6.

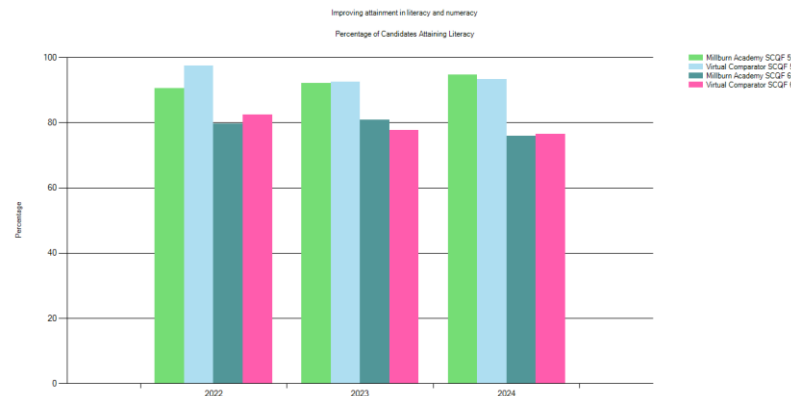
Although off site provisions work hard to secure Literacy and Numeracy awards for the young people with whom they work, an increasing number are particularly hard to engage/do not engage. Anticipating this, we use information from our own school based tracker, informed by NSA data, to begin capturing evidence of success in Numeracy in S3 and earlier.

- S5 Numeracy**



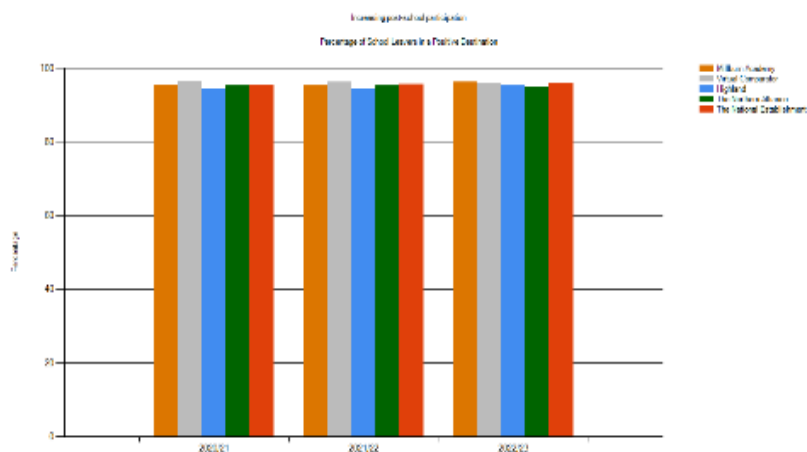
There is an improving trend in achievement of SCQF 5 and 6 amongst S5 leavers with both levels exceeding VC in 2024. The Maths department’s targeted approach to securing Numeracy is likely to see this improvement continue.

- S6 Numeracy**



Attainment by the end of S6 exceeds VC for SCQF level 4 and is almost in line with it for SCQF level 6.

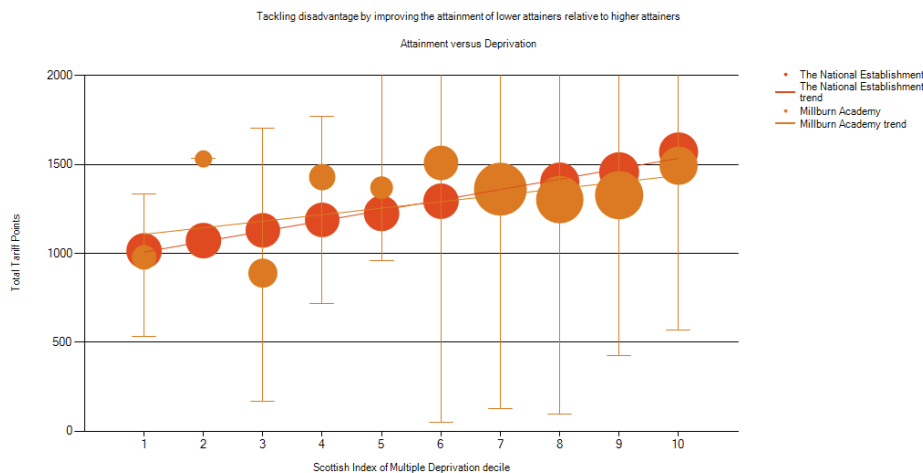
Destinations of School Leavers



In general, our Leavers Destinations are extremely positive.

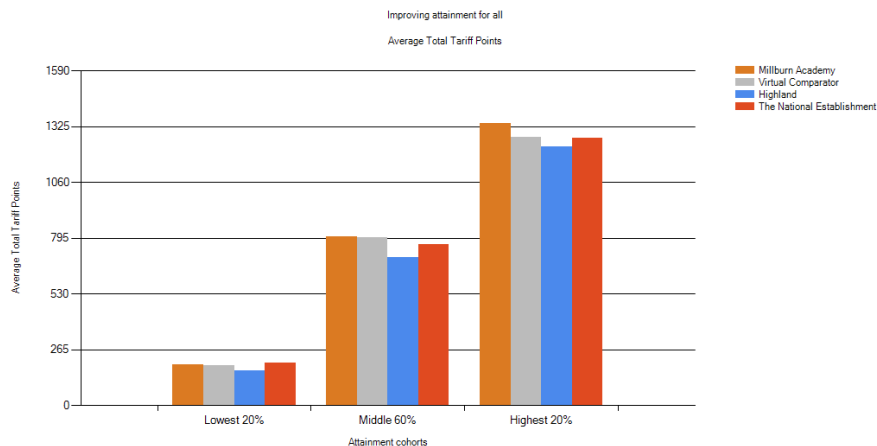
- S4 Leavers achieving positive destinations have exceeded VC for the past three years despite being slightly lower than Highland and the National Establishment.
- Our FSM data in relation to S4 leavers is exceptionally strong with 100% of Leavers achieving a positive destination, exceeding VC, Highland and the National Establishment.
- The percentage of leavers with ASN achieving positive destinations reveals a strong positive trend, exceeding VC, Highland and the National Establishment for the last three years.
- S5 Leavers have achieved positive destinations exceeding VC, Highland and the National Establishment in two of the past three years.
- S5 Leavers with ASN have achieved positive destinations for a second year exceeding VC, Highland and the National Establishment.
- S6 Leavers, those with FSM and those with ASN are also moving on to positive destinations, with positive trends emerging in relation to VC, Highland and the National Establishment.
- 44% of our S4 Leavers move directly into employment, higher than VC and the National Establishment but broadly in line with other Highland leavers.
- Significant numbers of S4 Leavers enter Further Education, and this would seem to be an appropriate next step for this cohort of pupils.
- 4% of S4 Leavers go into Training, lower than VC but again broadly in line with Highland.
- S5 and S6 Leavers going into Employment exceed VC whilst those going to FE are lower than VC.
- S5 Leavers going directly to HE have been lower than VC for the past two years; S6 Leavers mostly go to HE (55.97%), higher than Highland but lower than VC.

Attainment v Deprivation S6, Cumulative, Total Tariff Points v Virtual Comparator



We continue to focus on closing the poverty related attainment gap as pupils leave school in S6. As shown in the graph above pupils from decile 3 are achieving fewer qualifications than their peers across the country and there is room for improvement too in deciles 8,9, and 10. Pupils from deciles 2, 4 and 6 are attaining more highly than their peers across the country.

Improving Attainment for All S5, Total Tariff Points



We have made good progress improving the attainment of our highest 20%, middle 60% and lowest 20% pupils in S5. The graph above indicates Millburn Academy pupils (represented in light orange) have a higher level of attainment at the end of S5 in comparison to their peers locally (blue) and across the country (dark orange). NPAs and other SCQF courses are contributing to this. The same is true for S4 pupils and for S6.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

With the substantive Head Teacher appointed in May 2024 Millburn Academy Vision, Values and Aims will be reviewed in early in session 24/25 involving a wide range of stakeholders. This is a strand within SIP Priority 2 Culture and Ethos.

VISION

We strive to ensure that our young people are fully prepared for life in the 21st century. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community and effective in their learning and we are focussed on developing the talents of individuals.

VALUES

Currently our core values are:

- Ambition
- Achievement
- Respect

AIMS

- To support all of our young people in developing good values which promote respect for self and others
- To provide a broad range of experiences which develop successful learners, effective contributors and responsible citizens
- To provide a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement

Review of progress of improvement plan projects for session 2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

Improvement Priority 1 – Pedagogy	
Summary of impact	Next steps
<ul style="list-style-type: none"> • Sept 23 INSET focussed on Quality Indicator 2.3 and consistency of practice on relation to it • Working towards greater consistency in using the language of evaluation during self and peer evaluation because of working collaboratively on a videoed lesson • Greater understanding of the component parts of a Good, Very Good or Excellent lesson • Teaching sprints (peer led, informed by pupil feedback) supplemented by PT observations and SLT Learning Walks • Validated Self Evaluation Visit (Jan 24) supported members of Extended Leadership Team in developing a more robust understanding of standards in relation to Quality Indicator 2.3 • Increased dialogue within SLT and departments about pedagogical approaches • Improved culture of self evaluation underpinned by a purposeful calendar of activities for 24/25 • Millburn Academy Lesson Standard developed to help achieve consistency of practice • Learning and Teaching website further developed as a resource for staff seeking to engage with research, resources and examples of good practice relevant to the key features of highly effective practice • A strategic Learning and Teaching Group, comprising DHT and PTs, formed to support and guide the work of the more operational Learning and Teaching Group, comprising a mix of staff • Learning and teaching will remain a key focus in 24/25 Improvement Plan with Collegiate Time agreed to support this • Parent questionnaire (Oct/Nov 23) indicates 82% feel their child is making good progress at Millburn Academy and 83% feel satisfied with the quality of teaching • Pupil questionnaire (May 2024) indicates 85% of those who took part in survey feel they are encouraged by staff to do the best they can and that 84% are happy with the quality of teaching in the school 	<ul style="list-style-type: none"> • Continued focus on pedagogy to bring about further improvements in practice • Professional learning programme developed to support this • Continue to develop how staff use Pupil Voice from learner conversations to inform next steps • Develop family learning engagement sessions • Rationale for homework to be revisited with staff and pupils • Staff library to support Professional Learning • Continued development of this resource • Advisory function of this group used to monitor progress and to recommend next steps • Well planned CAT sessions to support classroom teachers • Family learning sessions planned on supporting young people with their learning at home

Improvement Priority 2 – Placing the human rights and needs of every child and young person at the centre of education	
Summary of impact	Next steps
<ul style="list-style-type: none"> • Bronze Rights Respecting School Award achieved • Promoting Positive Relationships Policy revised to take account of UNCRC, our work in relation to becoming a Silver Rights Respecting School, our whole school approach to nurture and our understanding of trauma informed practice along with our commitment to restorative practice • Pupil voice given greater prominence in the work of the school and in planning for improvement, through the Pupil Council, the Pupil Questionnaire (May 2024) and other self evaluation activities • Reduction in exclusions for all, with a focus on alternatives to exclusion • Pre-exclusion meetings with parents/carers with a view to preventing exclusions 	<ul style="list-style-type: none"> • Plan for working towards Silver drafted • Rights Respecting articles becoming embedded in lesson/course planning • Rollout of revised PPR Policy • Review group and SLT to monitor Stage 2 and Stage 3 referrals to measure impact • Further staff support/training on modelling restorative approaches and de-escalation • Pupil focus groups to be convened • Further exploration regarding alternative approaches to

	exclusion – partnership support/provision <ul style="list-style-type: none"> • Reduce number of exclusions in SIMDs 1/2
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School Improvement Plan Priority 3: Raising Attainment for all with a specific focus on literacy and numeracy through ongoing improvement in the learning provision	
Summary of impact	Next steps
<ul style="list-style-type: none"> • Improved Literacy and Numeracy data with positive trends over 3 and 5 years for Numeracy at all levels. • Improved data for Improving Attainment for All with S4, S5 and S6 Total Tariff Points exceeding VC. • Improved data Attainment v Deprivation • Increased partnership working to secure attainment for pupils whose attendance is irregular/infrequent. • Refreshed PEF focus to impact on attainment in addition to attendance and engagement. 	<ul style="list-style-type: none"> • Increased moderation activities with associated primary schools • Use of diagnostic reports within NSA to highlight areas of strength and areas to develop • Continue to refine the role of the PEF Coordinator

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Improved attendance across cohort
- Progress in Literacy and Numeracy through targeted interventions
- Refined wellbeing and nurture interventions
- Ensuring appropriate Senior Phase pathways which take account of attendance issues in BGE
- PEF Funding allows for a Pupil Support Worker post within the school

Wider achievements

Coileanaidhean nas fharsainghe

We recognise the achievements of our pupils regularly, celebrating them in variety of ways, i.e. quiet words of recognition, praise postcards, newsletters, assemblies and we utilise to very good effect a range of online platforms including Google Classroom and social media. Pupils and parents/carers are encouraged regularly to share individual achievements and those of extra curricular groups and teams. The achievements of former pupils and members of staff are also routinely shared.

- ✓ Winners of the science and engineering competition organised by Global Underwater Hub and delivered with the support of the charity The Smallpeice Trust, competing against teams from across the UK
- ✓ A group of pupils participate in the Highlife Highland Leadership Programme (Choose to Lead) achieving Saltire Awards for volunteering and participating in the Growing 2Gether programme
- ✓ The Young Enterprise team secured second place in Area Finals
- ✓ Senior pupils were joint winners at the Inverness Festival Debating Competition
- ✓ Through partnership working with Inverness Kart Raceway pupils work towards a Foundation Apprenticeship
- ✓ Pupils in our enhanced provision supplement their SQA awards with ASDAN awards
- ✓ Pupils enjoy success in Gaelic writing competitions and in FilmG, for camera work
- ✓ One of our S6 pupils Prefect achieved his Private Pilot's License
- ✓ The Youth and Philanthropy Initiative has been revived, involving all our S3 cohort as part of their skills programme
- ✓ Pupils are encouraged to coordinate and lead fundraising activities supporting local, national and international charities, resulting in several thousands of pounds being raised.
- ✓ Pupils compete and are placed in a variety of Local, District, National and International sports events which include:
 - A pupil winning Gold in 100m 3 position air rifle at the Junior International competition held in Bisley and another winning the pistol equivalent of the Target Sprint in U17 and Adult categories
 - A pupil captaining the Highland Wildcats U18 American football team
 - A pupil winning the U15 1500m Scottish title, participating in International Cross Country and securing second place overall in the Baxters River Ness 5K 2023

- Participation in the Grampian Athletics League
 - A pupil representing Scotland in the basketball tri nations event
 - A Gold medal for a pupil in Scottish Disability Sports Schools Boccia Championships
 - A pupil in U15 national trials in football
 - Senior Boys and S1 Boys competed in the Scottish Schools Basketball Cup 2024, having won in the North League
 - Three senior boys played in the North of Scotland football team
 - Strong representation in Highland School Swimming Championships
 - A pupil winning Scottish XC mountain biking at Glentress
 - A pupil called up to represent Scotland at the Junior Inter Regional Regatta in Nottingham
- ✓ The musical talents of pupils are showcased at school and local events and through school communications. These include:
- String orchestra
 - Ceilidh band
 - Voice
 - Ukelele
 - Piano
 - Guitar
 - A pupil participating in the World Pipe Band Championships 2023
 - Pupils participating in and gaining silverware in the Inverness Music Festival

Many pupils participate in trips relating to topics/content studied as part of the curriculum. These include:

- History pupils participating in the Battlefields trip
- Modern Studies pupils visiting the Scottish Parliament and other sites of significance
- Politics pupils visiting London
- Music pupils attending a performance at Pitlochry Festival Theatre and exploring backstage
- Languages pupils taking part in a cultural trip to Paris
- Disneyland Paris trip with Maths as a focus
- Operation Wallacea trip to Croatia
- World Challenge trip to Borneo
- Annual ski trip

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2023-2024
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Very good
Other QIs reviewed	1.2, 2.7

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Session 23/24 has been a time of change for the school, and for the Senior Leadership Team. An acting Head Teacher was appointed in August 2023 and this became a substantive position for the postholder in May 2024. In August 2023 a PT Pupil Support became acting DHT and continues in post. In March 2024 an experienced DHT was appointed HT elsewhere in Highland, replaced by a member of SLT from another city school. Three other DHTs have been in post for varying amounts of time ranging from 2 years to 6 years. The DHT post will be advertised as a permanent position early in the new session and we aim to have a settled team in place, with revised remits, from the start of Term 2.

Several factors contribute to our confidence in our capacity for improvement:

- The commitment and leadership of senior and middle leaders will ensure the quality of education and opportunity for all young people at Millburn Academy continues to improve
- A highly committed and able staff, keen to support one another and to work collaboratively, to continue to improve the learning environment for pupils
- Very good relationships between pupils and staff
- Enthusiastic and confident pupils who are eager to learn
- A culture of self evaluation underpinned by a robust calendar of activities
- A system of pastoral and wellbeing support for targeted individuals in addition to universal access to programmes and activities that promote the health and wellbeing of all pupils

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title

1. Pedagogy

2. Ethos and Culture
3. Raising Attainment and Achievement

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: <https://www.millburnacademy.co.uk/> or by contacting the school office: 01463 729152