

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



FORTROSE ACADEMY

HIGHLAND COUNCIL | ACADEMY STREET, FORTROSE, IV10 8TW

Introduction: Local and National Context

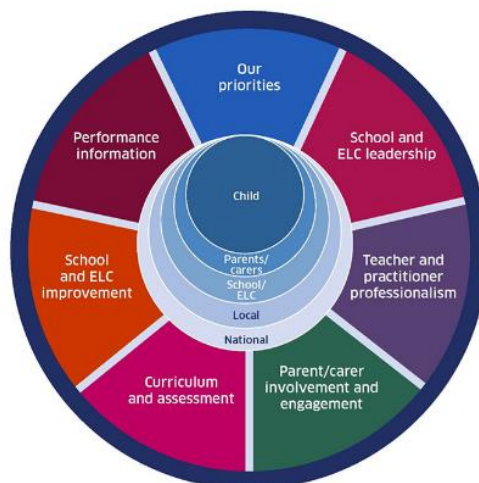
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

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%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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.

Jacquie Ross
Head Teacher
Fortrose Academy

School Profile

The following information can be found on [Parentzone Scotland](#). 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 data sources.

Pupil Numbers	Attendance	Teacher Numbers	Pupil Teacher Ratio	Meeting PE Target
637	90.6%	49	13	Target Met

S1	S2	S3	S4	S5	S6
124	107	120	111	104	64

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q3	SIMD Q5	Unknown
1.91%	0	16.11%	81.50	0.64%	0

ASN	No ASN	FSM	No FSM	EAL	No EAL
52.23%	47.77%	10%	90%	0.5%	99.5%

Attainment in literacy and numeracy:

Broad General Education

2021/22 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

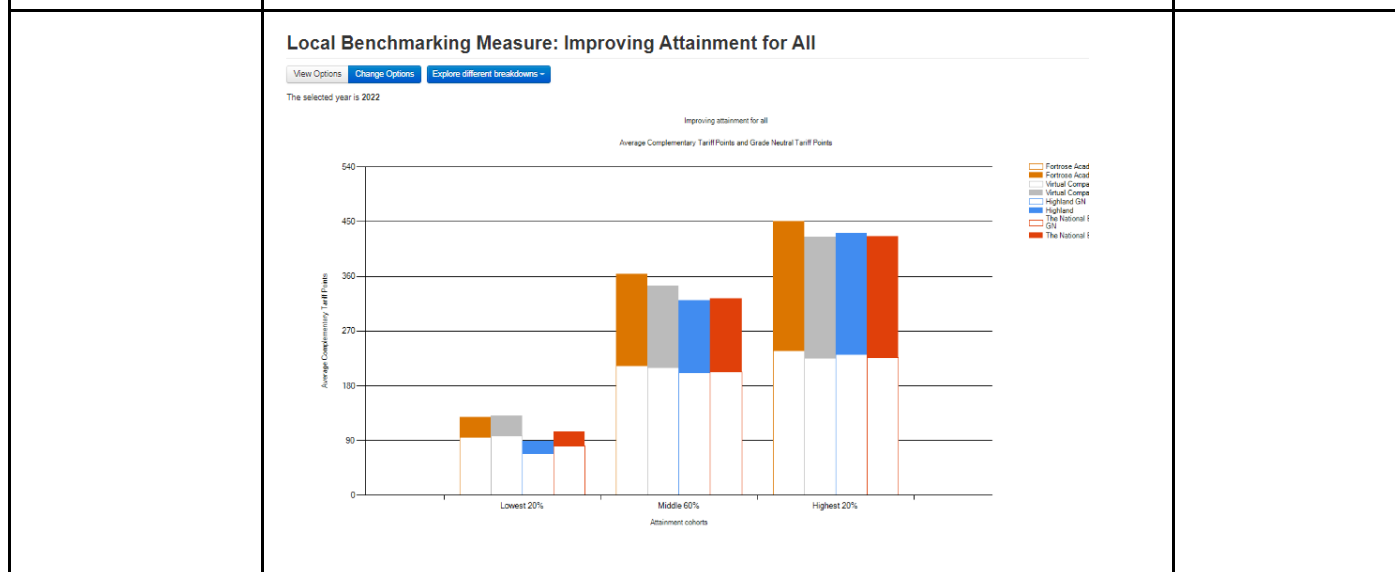
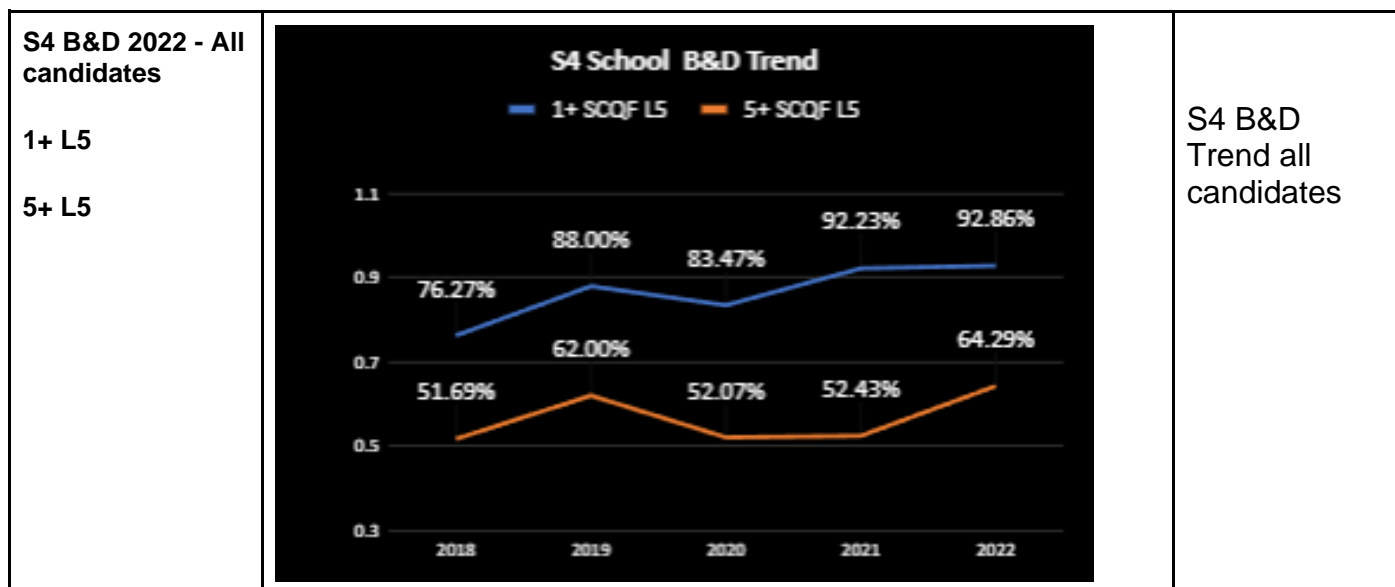
Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

Senior Phase

School Leavers

Almost all school leavers achieve a positive destination.

Attainment – key messages



2022 S4 Breadth and Depth

S4 School							S4 National						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	95.54%	95.54%	95.54%	94.64%	92.86%	4.46%	1 or more	97.22%	97.12%	97.00%	95.13%	84.89%	5.52%
2 or more	94.64%	94.64%	94.64%	93.75%	87.50%	0.89%	2 or more	95.21%	95.10%	94.94%	92.45%	76.88%	0.13%
3 or more	92.86%	92.86%	92.86%	92.86%	77.68%	0.00%	3 or more	92.82%	92.71%	92.54%	89.70%	69.57%	0.02%
4 or more	90.18%	90.18%	90.18%	90.18%	73.21%	0.00%	4 or more	90.09%	90.00%	89.80%	86.27%	62.12%	0.01%
5 or more	86.61%	86.61%	86.61%	85.71%	64.29%	0.00%	5 or more	85.40%	85.32%	85.16%	80.98%	54.31%	0.00%
6 or more	68.75%	68.75%	68.75%	68.75%	53.57%	0.00%	6 or more	75.74%	75.67%	75.52%	71.61%	44.76%	0.00%
7 or more	4.46%	4.46%	4.46%	4.46%	0.89%	0.00%	7 or more	55.03%	54.97%	54.89%	51.44%	29.45%	0.00%
8 or more	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8 or more	26.59%	26.54%	26.50%	24.18%	11.36%	0.00%

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

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

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

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

Our Purpose is GOING FORWARD TOGETHER

Our Values are Respect, Unity and Ambition

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

Review of progress for session

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

HEALTH AND WELLBEING OF THE SCHOOL COMMUNITY

Purpose:

The whole school community is still in the recovery phase of the pandemic. Staff and pupils have been under pressure and stress. Our intention in this project is to rebuild, firstly, staff's sense of their own efficacy and, secondly, young people's sense of agency in supporting their own wellbeing, engagement, attainment and achievement.

Progress:

- ✓ Pupils have completed our Wellbeing survey and results are being compared with September 2021 survey results.
- ✓ The pupil HWB focus group meets regularly to express views and reviews the impact of our interventions.
- ✓ We have responded to staff feedback from the May 2022 In-service day and have provided: CPD opportunities, including Safety Plan, and planning for Mentors in Violence Prevention training; social activities including Korean cookery, Six at Eden Court, Christmas Curry, Mexican meal, Spring into Summer weekly activities (fitness, yoga, walking, art and crafts etc); signposting to available support resources through school Staff Site and increased and enhanced use of school website. A staff survey on Wellbeing at Work allowed us to measure staff feelings, and their responses were very positive.
- ✓ The Health Faculty have broadened their curriculum offer with dance now being made available in the new timetable.
- ✓ The Health Faculty have achieved SportScotland gold Award.
- ✓ Our HWB working group has a healthy membership of teaching, non-teaching staff and partners generating new ideas to promote health and wellbeing.
- ✓ Support staff have completed CPD on Safety Plan, delivered by PMHW, and have engaged with resources from Ed Psych on the Neurodevelopmental Wheel.
- ✓ A refresh has started on FASE Time. A calendar of events has been established, and this will be further developed so teachers and young people can respond to world and local events such as Holocaust Memorial Day, Red Nose Day, local Young Carers Day etc. FASE

Impact:

- ✓ The collated survey results highlight that interventions are having an impact on pupils' understanding of specific wellbeing indicators, particularly with regards to nurture and respect (survey results show both are now better understood, with a 3-5% increase for these indicators).
- ✓ Young people have been fully engaged in evaluative discussion with teaching and non-teaching staff and partners; a motivated group who are providing useful feedback for future interventions.
- ✓ Positive feedback has been received from staff involved in CPD sessions; many staff are participating in social activities, and this is resulting in peer support and new friendship groups being established. These in turn are supporting staff wellbeing. In the Wellbeing at Work survey, all staff agreed that there is a positive ethos at Fortrose Academy. All agreed that they enjoy and feel motivated by working at the school. Most staff feel valued and appreciated at work and almost all feel well supported. Despite the pressures the school community has been under since the Covid-19 pandemic, most staff feel that they have a positive work/life balance.
- ✓ Support staff report that CPD and support materials are assisting them in supporting young people and parents through the NDAS process.
- ✓ Pupils will have increased choice in PE and this is helping to match learning opportunities with learners' needs.

- Time incorporated wellbeing walks; work on developing understanding of the school's refreshed vision, values and aims. The course is now easier for staff to access and adapt as materials have been digitised. Further adaptations next session in response to staff comments.
- ✓ In response to the Cost of Living crisis, help leaflets were sent home to parents/carers and a school charity/swap shop was set up.
 - ✓ Achieving this award is evidence of the school's commitment to health and wellbeing through sport.
 - ✓ The HWB group meets monthly to provide new ideas for supporting HWB for staff, learners and the wider school community. This work is increasing opportunities for supporting wellbeing across the whole school community.
 - ✓ Pupil awareness of world events has been enhanced through the new approaches in FASE Time. Pupil feedback on the wellbeing walks is extremely positive as young people see that they are good for HWB in general, and especially regarding social interaction and fresh air. Pupil and staff comments will inform the ongoing development of FASE Time.
 - ✓ Very good progress has been made with this project. A particular feature of work in this project has been the engagement of the whole school community, and the resultant improvement in health and wellbeing outcomes. Staff, young people and parents are now much clearer about the importance of working on health and wellbeing, and about the actions we are undertaking to improve wellbeing outcomes.
 - ✓ Many pupils accessed the school's charity shop and several commented on how this has helped them access social events like the school's Christmas parties.

Next steps:

- Mentors in Violence Prevention Scotland programme to be implemented to increase the safety and inclusion of young people; promote positive relationships; and create positive learning environments.
- Achieve Bronze award status in the Rights Respecting School scheme: evaluate current practice; form a steering group consisting of pupils and staff; develop pupil leadership through pupil assemblies and FASE Time; plan next steps in incorporating rights into wider school curriculum.
- Refresh 'FASE Time' programme to provide more engaging and relevant activities to enhance universal and targeted support.
- Continue to support wellbeing of our school community.
- Installation of Wellbeing Hub on the school grounds and develop the use of this outdoor learning facility.

Purpose:

School culture has been impacted by fragmented learning and social isolation. Our aim is to rebuild community ethos and instil a desire to embrace change and improvement. We aim to harness teacher efficacy and will focus on self-evaluation for school improvement.

Progress:

Content:

- ✓ Values have been embedded across the school through staff and pupil engagement, assemblies and revisiting the behaviour policy.
- ✓ Self-evaluation exercises have been carried out on a number of key priorities, staff, pupils and parents have been involved.
- ✓ Views gathered from self-evaluation have been used as drivers in our development including learning and teaching, behaviour, health and wellbeing, improvement planning etc.
- ✓ Working Groups have been set up with distributed leadership where possible and with an Inwards, Outwards, Forwards approach and an expectation of engagement with professional reading.
- ✓ Promoting Positive Behaviour Group has been established and have, with the use of feedback, developed the key elements of the PPB policy for implementation next session.
- ✓ All members of the PPB group engaged in their own professional reading prior to embarking on the project.
- ✓ Staff members involved in working groups have participated in CLPL through development and professional learning.
- ✓ HT has participated in Highland Council Self-Evaluation training and disseminated information/ideas.
- ✓ Self-Evaluation Working Group established to update and digitalise the self-evaluation policy.
- ✓ Engagement with HC around collating self-evaluation evidence.
- ✓ Self-Evaluation Staff Site has been developed and populated with supporting documentation to support effective self-evaluation.
- ✓ Self-Evaluation documentation has been updated and a centralised monitoring system has been developed.
- ✓ SISE Working Group have looked outwards to gather examples of good practice and have worked with HC Collaborative Lead to create toolkit for monitoring and centralising progress.

Impact

- ✓ The continuous delivery of the reasoning behind the school values has led to a measured improvement in school ethos.
- ✓ Corridors are calmer, almost all pupils are getting to class on time and there has been a reduction in anti-social behaviour with almost no vandalism in the last 3-month period
- ✓ Survey results show that all staff enjoy working at Fortrose Academy and are motivated to work here.
- ✓ Almost all staff feel supported in their work.
- ✓ All staff feel that there is a positive ethos in Fortrose Academy.
- ✓ Good progress has been made with embedding the school values as almost all pupils are aware of the school values and have had engagement with them in assemblies and in class.
- ✓ All staff believe values are fully/partially embedded across the school. 90% of staff believe most or almost all pupils are engaging with the values.
- ✓ Almost all staff believe the approach to Behaviour Drift has been effective.
- ✓ Working Groups have developed key priorities across the school.
- ✓ Very good progress has been made by the Self Evaluation working group. A staff site has been set up and populated with updated procedures.
- ✓ All departments have engaged in self-evaluation through Improvement Meetings.
- ✓ SISE development allows central monitoring of self-evaluation activities across the school allowing transparency and sharing of good practice.
- ✓ All Heads of Department have participated in an induction for Self-Evaluation procedures and expectations for next session.
- ✓ All Departments have had a Department Improvement meeting with SMT link to discuss Self-evaluation and almost all HODs are confident they can meet the expectations.

- ✓ Staff meetings and HOD meetings have focused on professional learning and the need for teacher efficacy – working together towards improvement.
- ✓ Staff have made collective efforts to work together with a shared understanding on expectations and behaviour.
- ✓ Staff meetings and assemblies have been held around a consistent approach to dealing with behaviour drift.
- ✓ Good progress has been made in our focus on professional learning – 50% of staff have accessed the professional learning library. This, in turn, has ensured working group members are knowledgeable and well-informed.
- ✓ 78% of staff have engaged in professional reading this session and 87% of staff have engaged in or attended CPD Courses.
- ✓ 83% of staff felt their views were considered in the forming of the School Improvement Plan.
- ✓ Most staff/HOD meetings have ensured staff engagement through active participation and collaboration.

Next steps:

- Implementation of the updated Self-Evaluation policy 2023
- Further training on Self-Evaluation Process covering key priorities:
 - Self-evaluation Cycle
 - Data Literacy/Analysis
 - Department Meetings and Planning
- Implementation of the positive behaviour policy following pupil and staff consultation
- Work on professional development and distributed leadership with HOD and all staff
- Continue work on Values and Behaviour Drift and Promoting Positive Behaviour Policy with view to August launch training with staff

School Priority:

LEARNING, TEACHING & ASSESSMENT AND RAISING ATTAINMENT

Purpose:

To review learning, teaching and assessment practices for raising attainment and to inform policies and practices to support the raising attainment agenda.

Progress:

- ✓ Learning Teaching & Assessment Group re-established with a distributed leadership approach and a focus on looking outwards
- ✓ Members of LTAG attended ResearchEd Aberdeen and fed back to group to inform practice
- ✓ Established professional reading library and all departments issued with book: *Power Up Your Pedagogy – Bruce Robertson*
- ✓ Learning & Teaching wall set-up in the staffroom to encourage personal enquiry
- ✓ LTAG looked outwards to gather examples of learning & teaching policies to continue process of updating LT&A policy to reflect current priorities
- ✓ CLPL program of drop-in sessions created in response to staff feedback at June 2022 inset
- ✓ Short 'Twenty's Plenty' effective CLPL sessions delivered on embedding Super6Skills, Rubric Ready, Hinge Questions, Securly and Starters and Plenaries
- ✓ June 2023 inset offered staff catch-up CLPL opportunities
- ✓ LTAG carry out regular research to keep abreast of online CLPL opportunities
- ✓ Staff attended online CLPL webinars with well known educational authors – Paul Dix: *When the adults change, everything changes*; and Sam Strickland - *Behaviour: What are you permitting & How to manage challenging behaviour*
- ✓ Monthly LTAG newsletter established and linked to CPD, including *read, watch and find out more* links to encourage engagement
- ✓ All staff signed up to access World Education Summit resources for personal CLPL
- ✓ Learning Hub created on staff site
- ✓ Parental updates on learning, teaching & assessment activities in the Head teacher updates and Twitter
- ✓ Acquired ACHIEVE for all staff/students and training sessions attended with #Hashtag Learning to support SP revision

Impact:

- ✓ LTAG met regularly and made good progress taking forward school priorities and offering staff opportunities to engage in CLPL
- ✓ Most members of LTAG led projects which developed staff leadership capabilities
- ✓ Approximately 50% of staff engaged in professional reading using the school library and the impact of this will be evidenced in future years
- ✓ Progress made to update Learning, Teaching & Assessment policy to incorporate school values and be user friendly and focus on the 4 key learning, teaching & assessment priorities in next session's SIP
- ✓ Most staff attended CLPL opportunities offered in-school: Embedding Super6Skills; Starters & Plenaries; Securly; Hinge-questions; Coaching
- ✓ Keeping up-to-date with research ensured staff LTAG newsletters had a current and relevant focus. Following key figures on Twitter meant several online training sessions were offered to staff
- ✓ Almost all teaching staff attended training to use ACHIEVE and feedback on its implementation was positive with most departments asking for this to continue next session
- ✓ All departments represented in Retention and Retrieval training in preparation for learning & teaching focus next session
- ✓ SQA Parents evening well attended and exam diet ran smoothly with almost no concerns from parents/pupils reported; all students arrived on time and attendance at exams very high
- ✓ Following senior assemblies on use of Achieve, revision strategies and exam readiness, 80% of students reported they knew what to do to improve in all/most subjects

- ✓ Student assemblies held to demonstrate use of Achieve and learning opportunities eg E-sgoil
- ✓ Parental resources to support student revision on school site eg links to e-sgoil, Scholar and Achieve
- ✓ Parents evening to support senior phase students in preparation for SQA exams held
- ✓ Exam ready and revision resources packs shared with students and parents
- ✓ Revision Masterclasses available for all subjects during SQA exam diet
- ✓ Student post prelim survey conducted to identify support priorities
- ✓ Staff post prelim survey to highlight improvements to future arrangements
- ✓ Reporting guidance/training issued to staff to improve consistency and quality of reports
- ✓ Parental feedback on quality of reporting sought to identify if improvement made
- ✓ P7 parent engagement evening organised to provide a taster of student life in a classroom
- ✓ LT survey BGE on the quality of learning and teaching, nurturing environment and relationships in the classroom
- ✓ Coaching training conducted for mentors taking part in the Personalised Intervention Program
- ✓ PIP Staff review survey to gather date on effectiveness of PIP
- ✓ Interventions toolkit added to PIP
- ✓ PIP pupil survey sent to all mentees involved in pilot program
- ✓ Guidance team widened criteria to include more students in current PIP program
- ✓ Calendar Group established to plan timing of tracking, monitoring and reporting to support learning & teaching
- ✓ Set up staff information base in the staffroom to improve communication around key dates & events
- ✓ All Heads of Department attended Insight Training session
- ✓ English and Maths departments involved in Highland Council moderation and training activities for literacy and numeracy
- ✓ Additional accreditation has been sought for wider achievement, assisting with an event, volunteering, mental health, early learning and childcare
- ✓ Surveyed staff, parents and pupils about the effectiveness of the PIP. Feedback was positive and PIP was rolled out for another year
- ✓ Reading and Writing programmes across BGE have been developed and implemented
- ✓ The post-prelim senior survey highlighted additional support needs and these were met: transport organised for after-school study and additional resources shared with students
- ✓ Staff prelim survey showed most staff are satisfied with the current arrangements
- ✓ Quality of reporting improved with following feedback from parents – 90% of S2 and 85% of S3 parents agreed reports were *detailed and informative*; 87% of S2 and 90% of S3 parents said reports *provided clear next steps*; 83% of S2 and 80% of S3 said *the teachers know my child well*
- ✓ Staff involvement in deciding school calendar increased ownership and acceptance of wider school staff and met staff needs more effectively; as a result, few changes were made
- ✓ Staff feedback to the PIP pilot was positive with 94% agreeing it was easy to complete and useful to see how others were doing in other subjects
- ✓ Increased number of staff signed up to be mentors and training equipped staff with skills for role
- ✓ Pupil feedback on involvement in PIP was positive
- ✓ BGE survey showed 92% of S1, 95% of S2 & 92% of S3 know what to do to achieve success in lessons; 91% of S1, 95% of S2, 88% of S3 feel they get support in class when needed; 90% of S1, 84% of S2, 90% of S3 felt lessons were well explained.
- ✓ Most students feel positive about going to lessons and most feel they can freely ask questions
- ✓ Students reported that most lessons contained support for their learning eg word banks, writing frames, model answers etc
- ✓ Almost all HOD engaged in professional dialogue around possible departmental improvements in curriculum offer following Insight training
- ✓ English and Maths departments confident in moderation activities and achievement of levels
- ✓ Pupils have gained accreditation for activities that are outwith the curriculum, including Early Learning & Childcare, Personal Development Award, Volunteering, Assisting with an Event, Health & Wellbeing Awards

- ✓ Numeracy recovery has been a focus throughout the year (See PEF Plan)
- ✓ Targeted pupils were supported through their appointed mentors
- ✓ Curricular redesign in English ensured pupils placed in correct class to maximise literacy development

Next steps:

- Completion and implementation of the updated Learning, Teaching & Assessment policy 2023
- Whole staff training on the 4 Learning, Teaching & Assessment priorities: Checking for understanding; questioning; feedback and differentiation
- Continue to develop the Learning, Teaching & Assessment hub
- Continue to promote CLPL
- Continue work on embedding Super6Skills
- Develop whole school approach to the use of data
- Ensure an effective process for observations complements self-evaluation
- Continue focus on improving literacy & numeracy skills across whole school

Purpose:

Our vision as a school is to provide a platform for all pupils to achieve the highest possible levels of attainment and achievement, allowing them to go onto a positive destination. There must be clear rationale and purpose to support the vision for the future and consider why change is required to meet the needs of all learners. The curriculum reform of the school will place individual subjects at the heart of the curriculum rationale and restructure.

Progress:

- ✓ Curriculum mapped out for transition from 3/3 to 2/2/2, offering pupils the opportunity to achieve 7/8 National awards by the end of S4
- ✓ TMA part of HC Curriculum Focus Group. Looking inwards at school offering and how this can be supported by partnership engagement from college.
- ✓ Targeted Operating Model (TOM) working group established including all stakeholders involved in pupil destinations. School, DYW, SDS, YDO, MFMS.
- ✓ DYW/Curriculum working group established to support the promotion of Career Education and workforce opportunities.
- ✓ Increased partnership links with local employers – Black Isle Brewery, Prickly Thistle, Eilean Dubh Care Home,
- ✓ Senior Phase wider achievement programme introduced 22/23 to increase leadership and volunteering opportunities. Introduced Mental Health and Child Care award for SP pupils
- ✓ 16+ Aspirational data collection is carried out in S3, S4 and S5 to provide accurate data. This is updated on Seemis if changed.
- ✓ S5 all pupils participate in an employability programme over 10 weeks. Pupil's aspirational data used throughout to inform the process. Local employers sourced based on 16+ data.
- ✓ Inverted Careers fayre for S3 pupils and targeted for Senior Phase.
- ✓ Department consultation around course offering using pupil aspirational destinations and insight dataset on destinations.
- ✓ Increased the number of courses offered in school that are work based using employer links: Uniform services, Creative industries, Business Studies, Travel and tourism, FA Hospitality.

Impact:

- ✓ Having a clear rationale around curriculum rationale has provided a platform for staff to reflect on their offering. 5 new subjects will be offered in session 23/24.
- ✓ Curriculum now has a focus on ensuring every child and young person has the same opportunity to succeed at each stage in their learner journey.
- ✓ Collaboration with the council focus group has increased partnership links to support curriculum delivery.
- ✓ TOM has allowed staff to collaborate to provide a programme of work to support career education and support almost all pupils going into a positive destination at exit point.
- ✓ Working Groups have developed key priorities across the school.
- ✓ Partnerships with local employers on the Black Isle has increased opportunities and motivation for at risk pupils. This has improved attendance and engagement of almost all identified pupils.
- ✓ Increased opportunities in SP for wider achievement and attainment.
- ✓ Using 16+ aspirational data has allowed a targeted approach during our SP employability programme. When pupils were surveyed almost all said the careers fayre was helpful in supporting their next steps when they leave school.
- ✓ All departments have engaged in career education standards and supported partnership engagement to allow their subject to be put in context of the world of work.
- ✓ An increase adding 5 new courses has provided more personalisation and choice allowing almost all pupils to access an option at each stage of their journey.

- ✓ Pupils with low attendance/refusers/ specific barriers to learning have access to a supported alternative curriculum using an individualised approach. This includes home visits, part time approaches, enhanced online learning through G Suite.
- ✓ Pupil surveys carried out to measure impact of employability programme and career education delivery
- ✓ Targeted pupil support has decreased the number of pupils missing in educating. All pupils are currently engaging with school.

Next steps:

Positive Pathways:

With Change of structure next session Senior Phase will be S5/6. Need to consider curriculum offer:

- Academic
- Work Based
- Engaging Partners

Embedding Career Education Standard:

- S1/2 - **Imagine**(What might your future look like)
- S3/4 - **Design**(raise awareness, relevant supported work)
- S5/6 - **Build** – Support student with transition into positive destinations

DYW – Promotion:

- Young Ambassadors – TVs, Notice Board, Online, Website
- Recognising Achievement

Progress and impact of Pupil Equity Fund

Targeted interventions leading to improved basic numeracy. Pupil performing mental arithmetic confidently and more efficiently. Some PSAs are now confident in supporting the delivery of these resources. All pupils performing basic numeracy more confidently and fluently. More concrete resources have been provided for the ASL Base and the Maths department.

MyMaths is being used to teach and reinforce skills and support topic work engaged with in maths classes. It is being used in a targeted way to reinforce specific areas of challenge and gaps in knowledge. MyMaths is also engaging pupils in independent learning as the lessons enable a self-guided approach.

Some pupils who were previously not participating in maths classes are now attending Maths for all lessons.

Numeracy confidence and fluency have increased for all pupils.

Improved retention has been noted by pupils and class teachers.

Positive feedback from pupils, parents and class teachers – note special mention that pupils are now more confident with telling the time and multiplication tables.

Working in small groups to develop social skills, emotional literacy and resilience. Staff have noticed a significant improvement in positive engagement and pupils are gaining confidence in communicating and contributing to the ethos of the groups. Staff have noticed that most pupils are developing positive, supportive friendships.

Wider achievements

WIDER ACHIEVEMENT SQA COURSES

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

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

INPUT FROM OUR YOUTH DEVELOPMENT TEAM

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

Voices of Young People – Representation on:

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

Programmed Activities:

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

Capacity for continuous improvement

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

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Choose an item.	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Choose an item.	Good

Our overall evaluation of our capacity for continuous improvement is: Good
We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

1. Leadership of change
 - a. Embedding values and improving ethos
 - b. Promoting Positive Behaviour
 - c. Leadership at all levels
 - d. Self-Evaluation
2. Learning and teaching
 - a. Improving Pedagogy
 - b. Professional Learning
 - c. Data literacy
3. Health and Wellbeing
 - a. Wellbeing Hub
 - b. Mentors in Violence Prevention
 - c. FASE time
4. Curriculum and DYW
 - a. Structure change
 - b. Promoting positive pathways
 - c. Imagine – Design - Build

Planning ahead

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 or by contacting the school office