

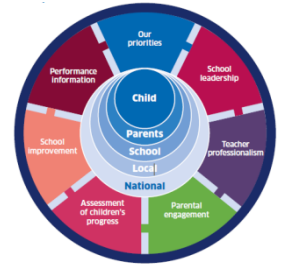


Standards and Quality Report

School: Fortrose Academy

Head Teacher: G McLean

Date submitted: 17th September 2021



Context of the school:

Fortrose Academy is a school of 630 pupils in the Black Isle area of Highland Council. We have 7 feeder primary schools spread across the Black Isle and we expect our projected roll to remain around 630 in coming years. Some pupils attend following placing requests from other areas. The majority of pupils are transported to school by school transport.

Our attainment in both the junior and senior phase continues to be on a par with or above our comparator schools.

Despite current challenges, many opportunities for wider achievement are still offered by volunteer staff, pupils and parents both in the school and in the community, and many of our pupils take the opportunity to widen their experience.

6.7% of pupils are registered for free school meals and over 43% of pupils have recognised additional support needs.

Our post school destinations data for 2019/20 shows a sustained level of 96.23% of pupils moving on to positive post school destinations (higher than our virtual comparators in 2019/20) with 47.56% moving on to Higher Education and 24.39% moving into employment.

School Vision, Values and Aims:

Following work undertaken in session 17/18 and updated during 18/19 (and following prolonged lockdown periods), the vision, values and aims are being further considered by a working group and by the pupil body. Any update to the VVA will be consulted upon and shared with all partners.

'Going Forward Together'

We will work together in an ethos of mutual respect, to achieve the best possible outcomes for all members of our school community.

Positive and supportive relationships underpin our work to provide rewarding opportunities and experiences for all learners to progress academically, emotionally, socially and physically.

By working in partnership, we develop confident individuals, who know how to progress in their learning, and who are effective contributors and responsible citizens aware of the needs of others and our community.

As a school and with partners, we aim to:

Develop young people and staff to be ambitious and keen to do their best.

Be reflective and seek ways to improve the quality of our work.

Recognise and meet the needs of our diverse community and society.

Maintain a positive working environment for all.

Develop key skills and qualities for learning, life and work.

Achieve positive and sustained destinations for all learners.

We ensure that young people are encouraged to respect the views and values of others, develop self-esteem and self-confidence and resilience, consider the rights of others and accept and value diversity.

We value achievement, respect, mutual support and actively promote equality and inclusion taking account of all protected characteristics.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session, as we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2021/22 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.

Please see further information below.

Q1 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".

- All staff are committed to ensure that they deliver quality experiences for all young people in and outside the classroom.
- Staff and promoted staff are motivated to incorporate vision, values and aims in their daily work.
- The school values are routinely utilised in assemblies and FASE time to highlight the importance of key themes for school and personal progress and improvement - e.g. community respect, support for other individuals.
- There is a consistent approach to identify improvement priorities through school wide self-evaluation procedures, and across departments through link senior managers.
- Staff routinely engage in evaluating their own work and that within departments, and to some extent between subjects across the school.
- Pupil and parent views are sought regarding key aspects of the schools work - such as online learning provision during the Covid19 lockdown period.
- All staff reflect on progress made with school improvement priorities and contribute to identification of ongoing priorities.
- A number of staff have taken on opportunities to take responsibility for leading and supporting the change agenda within the school – for example Learning, Teaching and Assessment group members, Health and WellBeing Group members, Pupil Support Team members and Parent Council.
- Pupils are involved in focus groups to discuss the school improvement agenda including Health and Wellbeing, Learning, Teaching and Assessment and Vision, Values and Aims.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Staff, pupils and parents engage fully in our self-evaluation process - data gathered informs our improvement journey.
- SQA results/Insight analysis continue to show the impact of the quality of staff support and of the improvement agenda in key measures as described above.

Question 3

What could we do now? What actions would move us forward?

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

- Continue work with stakeholders in reviewing the school vision statement to make it more accessible for pupils and the school community.
- Continue to reinforce school values through ongoing routine practice in Learning, Teaching and Assessment.
- Review and update aspects of the Self-Evaluation policy.
- Revisit HGIOURS and explore ways to involve young people further in aspects of school self-evaluation.

- Use of Highland Council Learning and Teaching survey to inform next steps in improvement - feedback from parental covid survey.
- Gathering of school community views re VVA.
- Continue FASE time and Assembly programme as part of approaches to embed our school values.
- Commitment to shared vision of Going Forward Together and a key lens for the work to improve the school.
- Continue to seek opportunities and platforms to celebrate pupil successes and achievements and promote within the school.
- Identify and plan focus groups for young people to have their voice heard in relation to specific aspects of school improvement.
- Promote and develop further opportunities for pupil leadership.
- Seek further opportunities for staff to work collaboratively on key improvement priorities.
- Continue to focus on improving and streamlining communication through effective use of ICT and the provision of adequate training and support.
- Work with LTAG re connections between values and Super6 skills.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Satisfactory

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QI 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".

- Staff across the school strive to build positive relationships with the young people.
- All staff are familiar with the Learning, Teaching and Assessment policy and departments use it to inform their improvement agenda.
- Staff ensure that young people know the purpose of learning and share, develop and discuss success criteria.
- Quality feedback is given to young people - there is a focus on feedback through L&T training. Learning conversations and ICT are used to ensure feedback is given regularly.
- Teachers use digital technology to enhance their lessons, to communicate and give feedback to young people and to make resources available outside school to support independent learning.
- Assessment approaches are reliable and generate quality evidence and data.
- Pupils are confident in the use of ICT and engage in Google classroom resources frequently to enhance learning.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Feedback from staff survey.
- Analysis of Insight data, SNSA data, Tracking over time RAG sheets.
- The number of pupils changing SQA level has reduced markedly over the past 2 years.
- Feedback informed adaptations to approach to learning, teaching, assessment, communication and support of pupils and families throughout lockdown.
- Pupils reported positively on their progress in learning and teaching and support given through lockdown.

Question 3

What could we do now? What actions would move us forward?

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

- Revisit aims and role of the Learning, Teaching and Assessment Group.
- Survey staff/pupils to identify specific needs and develop and provide training to meet these needs.
- Support staff in recovery of learning and teaching. Continue to work on digital learning to allow for blended learning should the need arise. Take lessons from the 'lockdown' experience and embed into daily practice.
- Look outwards to learn from good practice across the region/country.
- Research and offer opportunities for professional learning.
- Ensure staff are clear about assessment requirements for the session and keep them informed and supported - give opportunities for the sharing of good practice.
- Continue work on what quality learning and teaching looks like - refreshed narrative from LTAG.
- Continue to support departments in ensuring appropriate planning and assessment of learning to ensure all learners are making good progress.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Good

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Ensuring wellbeing, equality and inclusion".

- Strong links with PMHW (Team Lead) who advised and supported pupil support staff.
- PMHW delivered online CPD session to ASG.
- Educational Psychologist delivered training and provided support to staff.
- Some S6 pupils continue to be trained in mental health awareness and some completed SQA unit award.
- Most pupils in S1-S4 completed HC survey on lockdown.
- Staff wellbeing: Google Classroom/virtual staffroom set up. Friday morning online 'intervals' ran and 'Wellbeing Wednesday' activities posted. HWB organised 'Walk and Talk' sessions and staff organised '10K steps a day' challenges.
- Wellbeing in Black Isle - including intergenerational work tackling social isolation and mental health: group continued to meet online. Mental health poster 'It's ok to say that you're not ok' produced by S5 pupil and distributed across the Black Isle. Intergenerational activities continued: letters in lockdown, daily piping, Christmas hampers, community larders, distribution of sanitary towels etc.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Feedback from staff, pupils and the whole school community.
- Communication from parents and partners.
- Asked by HMI/EducationScotland to present at the Scottish Learning Festival 2021 on 'Developing positive outcomes for young people through effective intergenerational working'.
- Benefits of regular check-ins and positive relationships with pupils.

Question 3

What could we do now? What actions would move us forward?

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

- Pupil baseline survey using wellbeing indicators - in partnership with Highland Council.
- Review PSE/Lifeskills programme to meet pupil needs as identified in survey - including focus on exam stress.
- Partnership work with YDO and Equality and Diversity group: Relationships Resilience project.
- Mental Health Awareness Day #HellowYellow 2021 - whole school.
- ASG project on kindness 'Loveleigh project'.
- Rebuild and refresh the extracurricular programme including introduction of 'Active Girls' club.
- Survey all staff about wellbeing needs and suggestions to ensure we are appropriately responsive.

- Review impact of wellbeing input to date.
- Resources, activities and CPD opportunities to be put in place in response to the survey.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Good

Q1 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".

- There has been sustained strong attainment in CfE levels over the three of the past four years, particularly in S3 - specifically progress from S1 compared to entry point in numeracy . [SIDashboard](#)
- Teachers use SNSA data including diagnostic information on literacy and numeracy to highlight learning gaps. Teachers use a range of internal class tests and the National Benchmarks to support their professional judgement of achievement of a level. SMT and Support staff use this data to support staff to identify and plug gaps in learning.
- Almost all S4 leavers achieved Scottish Credit and Qualifications Framework (SCQF) level 4 numeracy and level 4 literacy in 2019/20.
- In 2019/20 the percentage of pupils gaining qualifications in Literacy and Numeracy exceeds that of our comparator schools at (SCQF) Level 4 and Level 5.
- The percentage of pupils achieving literacy SCQF at all levels continues to show improvement.
- The performance of pupils in Literacy improved to exceed that of our virtual comparator in 2019/20 at SCQF level 4 and is in line with the virtual comparator at SCQF Level 5. Performance at level 6 is now only slightly behind that of the virtual comparator.
- The performance of pupils at all levels in Numeracy continues to exceed that of our comparator schools.
- The performance of pupils in Numeracy in S3 at Level 4 increased further from 74 to 88%.
- The performance of pupils achieving 3+ at Level 6 increased significantly in 2019/20 to 72% (from 57%)
- The highest attaining 20% in S4, by S5 and S6 attained higher than or significantly much higher than the VC in each of the years 2013/14 to 2018/19 - this continued in 2019/20.
- In 2018/19, the percentage of young people attaining three or more to five or more National Qualifications at SCQF level 6A+ or better is significantly much higher than the VC. This continued in 2019/20.
- The whole school approach to tracking the progress of young people supports consistency in assessment judgements and clear identification of next steps for young people through learning conversations.
- Departments analyse a range of pupil performance information and BGE data to identify areas for improvement.
- Following a focus on the benefits and key features of effective feedback, pupils receive ongoing feedback about how to improve in each subject. This is part of the Learning and Teaching Policy.
- The percentage of school pupils moving to positive destinations remains high at 96.23 % in 2019/20 - exceeding the performance of virtual comparator schools.
- Achievement, including wider achievement, is recognised in a variety of ways including social media, assemblies, awards ceremonies, daily notices, accreditation of saltire awards and through sports leaders.
- Despite the lockdown periods, young people continue to develop confidence and skills for learning, life and work inside and out with the classroom through a range of experiences. This has been significantly enhanced by the Youth Development Officer and staff. Many of these continue to take account of the local community context and support the community. The work of the school in intergenerational projects has been identified

as an example of best practice by HMIE. During the lockdown period, through the work of the Youth Development Team, young people participated in 25 courses resulting in 189 certificates being awarded. A number supported and motivated the participation of others.

- Young people continue to play an active role in supporting others in the community, for example through participation in programmes such as Black Isle Cares. Participation in this initiative allows young people to develop empathy and resilience and enhances intergenerational relationships.
- Young people develop citizenship skills through engaging with community councils and the Wellbeing in the Black Isle Group. These programmes help to develop young people's wellbeing, allowing them to take more responsibility in the community.
- Young people develop leadership skills through planned curricular courses and by supporting activities such as extra-curricular clubs and events such as online transition activities.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- [HMIE Inspection](#) documents
- SNSA and inhouse tracking data
- Learning Support assessment of Literacy and Numeracy - Numeracy recovery and Fresh Start data
- Insight data
- Self-evaluation findings

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Gather data to identify attainment gaps including those caused by the covid situation. Use available resources and appropriate support and programmes to reduce these gaps.
- Further develop approaches to recording, recognition/accreditation of achievement, wider achievement and participation.
- Continued focus on maximising attainment of senior pupils through encouraging breadth, flexibility within the curriculum and monitoring of progress.
- Departments to plan for appropriate early identification of need and implementation of appropriate intervention strategies. Focus on improving attainment of the lowest attaining 20% and targeted individuals as identified through ongoing monitoring and tracking.
- Continue to improve provision of learner pathways for the lowest attaining 20% of learners including department review of courses and qualifications offered.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Good

KEY THEME

from QI 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".
- Range of curriculum subjects and levels offered in school, and through partnerships with UHI/Inverness College, North Highland College, Highland Virtual Academy.
- Academic pathways provide progression opportunities for most learners up to N5 and Higher level, and with progression pathways in house at AH level in many subjects. Also support from External college delivery.
- Alternative pathways are available to suit individual needs with key links to appropriate partners and support staff - SDS, virtual school, Barnardos, Enable, Farmer Jones and Further Education College.
- Breadth of learning opportunities is enhanced by the provision of SfW Uniformed and Emergency Services, Skills for Work Engineering, Hospitality and Professional Cookery.
- Ongoing engagement between the support department and young people ensures pupils are well supported at key transitions stages and that they select appropriate learning pathways to meet their needs. Staff adopt a flexible approach in order to include the range of pupil needs evident in our school by offering bi/multi-level opportunities for learners.
- Pupils in the BGE are able to personalize their pathways by opting for areas of specific strength, interest or relevance within curriculum areas.
- Wide range of/high uptake of Foundation Apprenticeships in comparison with other schools including Food Technology, Business, Children and Young People, Civil Engineering, Creative and Digital Media, Engineering and Social Services.
- Sustained a wide range of courses and levels in the senior phase.
- 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.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- High percentage of S4 pupils staying on at school into S5. S5/6 pupils staying on in school (79.57% is more than our Virtual Comparator (75.16%) and the national picture at 70.98%. There is evidence that pupils leaving moved into Further Education/Employment in most cases.
- High percentages of pupils moving to positive, sustained destinations post school. (96.26) which is a 3 year upwards trend.
- Analysis of risk matrix/Insight data whole school/ subjects/curriculum area contribution/target group performance

Question 3

What could we do now? What actions would move us forward?

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

[Fortrose Academy DYW strategy 2021/22](#)

- Further develop approaches to recording, recognition/accreditation of achievement, wider achievement and participation. Pupil Site created.
- School/Pupil Website/DYW Blog - Engaging/Interactive for all stakeholders
- Data analysis/Audit of pupil destinations to inform curriculum reform.
- Consultation with Stakeholders re restructuring of BGE/SP curriculum(OECD report/recommendations)
- Family learning event re Senior Phase Pathway opportunities with partners.
- Development/focus on employability skills through class planning/FASE time slots/DYW planned periods in S3. Increased visibility of Six Skills linked with Learning and Teaching
- Develop strategic overview to demonstrate improvements in attainment across curricular areas in BGE.
- Clarify pupil pathways based on the world of work utilising visual CVs. Eportfolio
- Increased vocational pathways for LAC/Lowest attaining 20%. Targeting S3 pupils

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Good