

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25

Invergordon Academy
HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESS

School Profile

Pròifil na Sgoile

Invergordon Academy is located in a rural, coastal setting serving the local community of Invergordon and surrounding villages of Newton, Milton & Kildary, in the Easter Ross. We have 4 associated primary schools: Park, South Lodge, Milton and Newmore. The headteacher is supported by 2 Depute Head Teachers. There are 4 curriculum principal teachers, 2 principal teachers of pupil support and 1 principal teacher of additional support for learning.

There are currently 342 children and young people on the school roll.

More than 17% of pupils use school transport. Of our current pupils, 54% or percentage have recognised additional support needs and 23% are registered for free school meals.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority children who face barriers to learning are making good progress towards meeting their individual targets. We have had 24 exclusions this year, and continue to work with partners to address additional support needs with a view to reducing exclusions.

Our current teacher allocation is 28FTE. Due to our size, we have a high number of sole teacher subjects which creates challenges in the context of delivery of a full curriculum for all learners. However, by working with partners and being creative, we have been able to preserve a curriculum with breadth, depth and choice both in the Broad General Education phase and the Senior phase, which was commended in our recent HMIE inspection. We have a clear curriculum plan that aims to preserve breadth and depth; progression from BGE and allowing a three-year plan in the senior phase. The junior curriculum is designed to deliver the entitlement to a BGE. In S1 and S2 all young people follow a course that includes all curriculum areas. S3 learners follow seven subject areas, including English & Maths, which lead into national courses and accreditation in S4 and beyond. Our Senior Phase curricular offer is comprised of a range of national courses, National Progression Awards, Skills for Work courses and wider achievement awards. We work with colleges and other providers to give a breadth of choice and opportunities, including youth apprenticeships. Where required, we construct bespoke curricular packages and link with Highland Virtual Academy and others to provide these.

We work well with partners and promote GIRFEC in all our practices (Getting It Right For Every Child). This includes working with partners in education, such as Additional Support Needs Manager and Social and Emotional Needs Service, as well as Educational Psychology, Primary Mental Health and NHS partners such as School Nurse team, Child and Adolescent Mental Health Services (CAHMS) as well as Social Work and local and national charities.

We use our Pupil Equity Fund to employ 2 Inclusion Support Workers, who support improving attendance and inclusion in school via 1-1 meetings, parent and family contact, group work and activities such as cooking, Outward Bound trips and more.

Our PSE curriculum is responsive to needs, and Tutor Time also provides a 'first line of guidance' approach, where learners have check-ins and activities to support positive school ethos and growth mindset.

Through our focus on positive relationships and behaviour we aim reduce incidents of referrals and exclusions, and support all learners to meet our school expectations of Ready, Respectful, Safe and Engaged.

Date relating to our context:

Pupil Numbers		Attendance		Teacher Numbers				
34%		83.5%		30				
S1	S2	S3	S4	S5	S6			
51	69	67	71	54	30			
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown			
39%	25%	37%	0%	%1	0%			
ASN	FSM	EAL	<div>Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language</div>					
54%	23%	14%						

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

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

Level 4

Reading	Writing	Listening and talking	Numeracy
Less than half	Less than half	Less than half	Majority

Listening/Talking	Achieved 3rd level or better	Achieved 4th level
2022	74%	17%
2023	77%	49%
2024	76%	22%
2025	91%	39%

Reading	Achieved 3rd level or better	Achieved 4th level
2022	74%	26%
2023	86%	45%
2024	83%	32%
2025	94%	47%
Writing	Achieved 3rd level or better	Achieved 4th level
2022	74%	22%
2023	84%	43%
2024	83%	29%
2025	94%	45%
OVERALL LITERACY	Achieved 3rd level or better	Achieved 4th level
2022	74%	17%
2023	77%	43%
2024	75%	22%
2025	91%	39%
NUMERACY	Achieved 3rd level or better	Achieved 4th level
2022	74%	46%
2023	87%	59%
2024	82%	56%
2025	91%	61%

Senior Phase

% Pupils Lit/Num at level 3/4/5/6 in S4/5/6 compared to VC/National

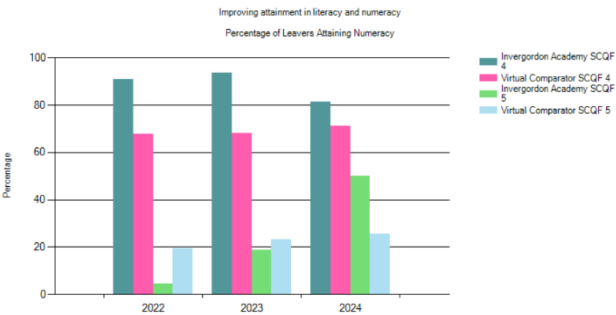
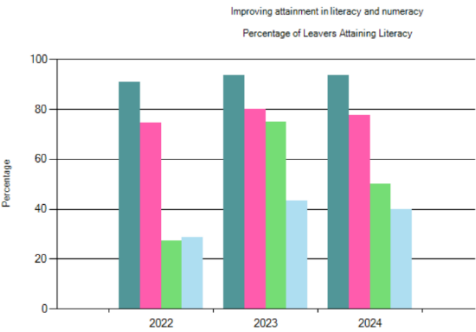
Last session we continued positive trends in literacy and numeracy, with leavers achieving above our virtual comparator (VC) at L4 and in line with VC at L5.



S4

Literacy: L4 93% (VC:77%), L5 50% (VC: 40%)

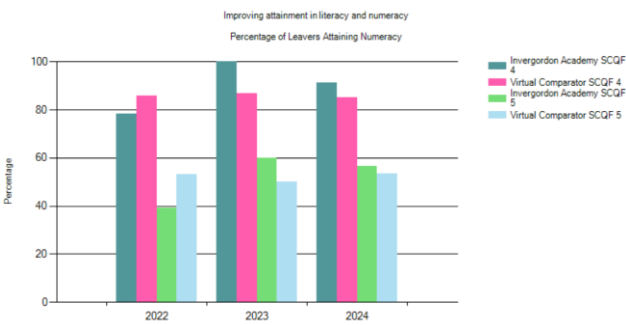
Numeracy: L4 81% (VC: 71%), L5 50% (VC: 25%)



S5

Literacy: L4 87%% (VC:87%), L5 70% (VC: 63%)

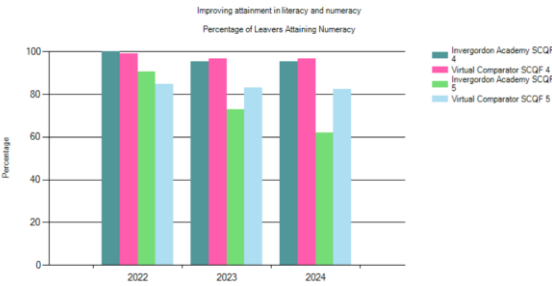
Numeracy: L4 81% (VC: 71%), L5 50% (VC: 25%)



S6

Literacy: L4 95%% (VC:98%), L5 95% (VC: 95%)

Numeracy: L4 95% (VC: 96%), L5 61% (VC: 82%)



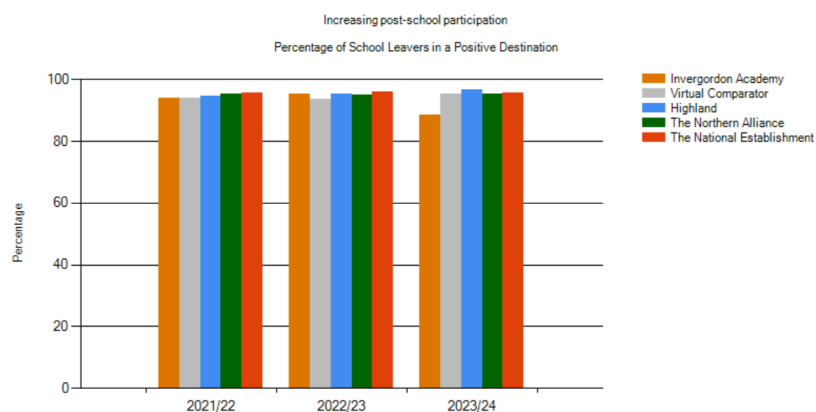
Senior Phase Leavers & Destinations

Our leavers destinations showed 35% went to further education. 33% went to employment (including Modern Apprenticeships) and 17% went to Higher Education

Our overall leavers destinations has dropped last session to 88%, with 8% unemployed and not seeking.

Our S6 leavers 95% to positive destination in line with VC.

S4 81% & S5 86%, both below VC



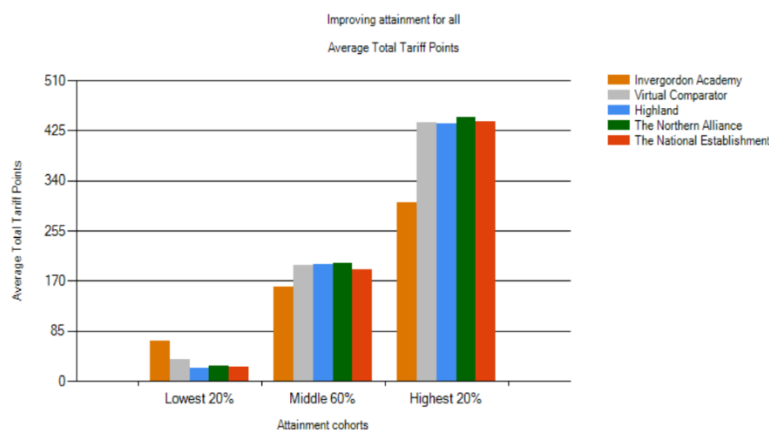
Cohorts – Attainment for All

S4

Our lowest attaining 20% have out-performed the VC in tariff points

Our middle are below the VC

Our highest are below the VC

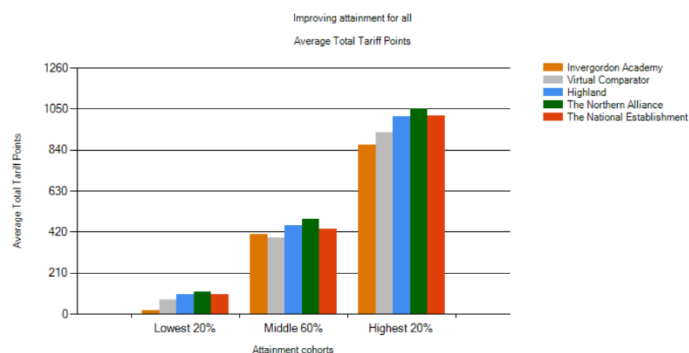


S5

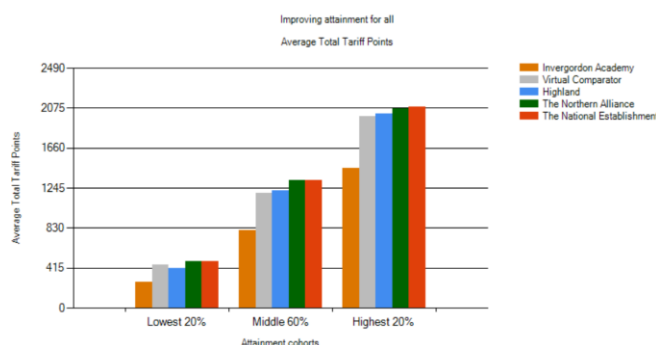
Our Middle 60% have performed above the VC

Our lowest 20% are below VC

Our Highest 20% are below VC



Our lowest 20% are below VC
 Our Middle 60% are below VC
 Our highest 20% are below VC

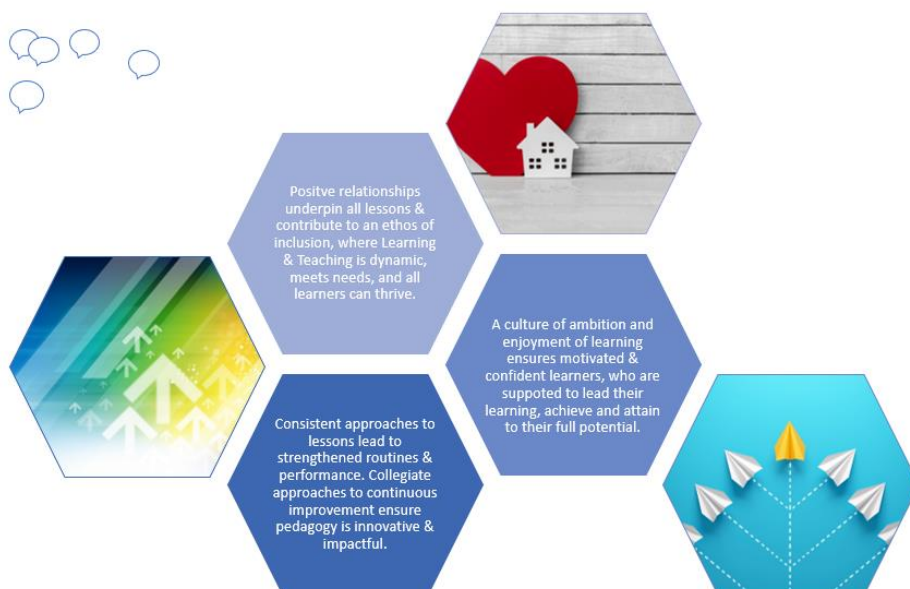


School vision, values and aims

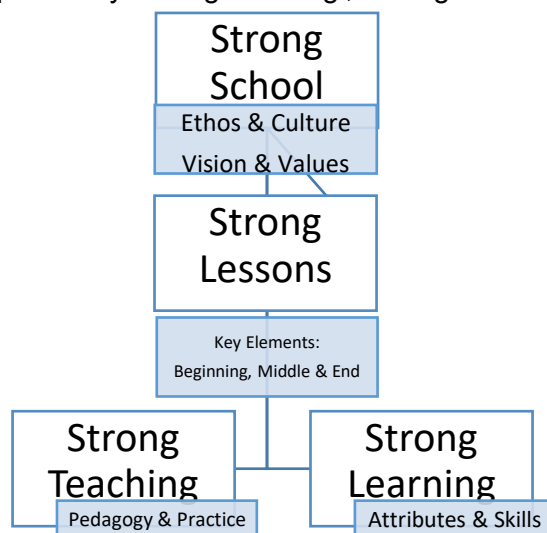
Lèirsinn, luachan agus amasan na sgoile

In 2023 staff worked collegiately to determine our vision for learning, teacher and assessment:

Our Vision for Learning, Teaching & Assessment



Following on from this, staff worked on a Learning, Teaching and Assessment policy, creating a vision of the 'Strong School' which is underpinned by 'strong teaching', 'strong learning' and 'strong lessons':



Connection Fairness Endeavour Triumph

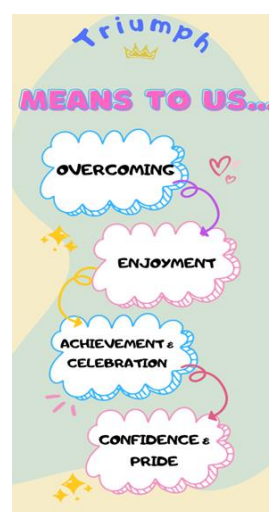
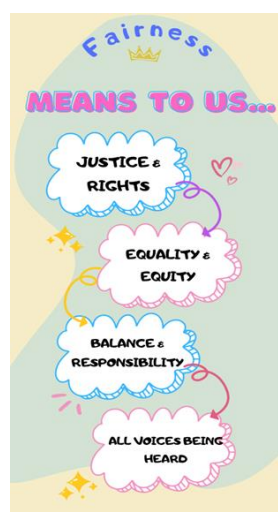
Students and parents were consulted on the vision and aims of our learning and teaching policy, developing what each will 'sound like, feel like and look like', identifying the collective aim of our Strong School:



In session 24-25, the Pupil Council have contributed to our school development through a consultation and workshops on creation of new school values. They surveyed key stakeholders, analysing the returns from students, parents and staff, drawing out the commonality between the three. They determined that our shared values which will underpin our 'Strong School' are:



Further work has been undertaken by the Pupil Council to help all stakeholders understand each value with a 'what this means to us' infographic on each one:



Review of progress of improvement plan projects for session 2024/25

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: Learning, Teaching & Assessment	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Progress in LTA policy, with priorities identified and worked on throughout the session. Staff collegiate sessions & teaching sprints (professional enquiry) focussed on 'Feedback'. Student surveys & focus groups demonstrate that feedback has become more consistent. Most senior phase learners stated they often receive useful feedback. BGE learners value feedback but are less aware of the different ways they receive it. Most staff use appropriate formative assessment strategies so that learning is gauged quickly and clearly, however a greater range of strategies could be drawn on and made more apparent to learners via learner feedback and conversations. ✓ Priority of Digital Learning has seen an audit of digital practice across the school, survey of BGE students and resulting action plan. Almost all lessons use Chromebooks to enhance learning, with most learners believing they increase their knowledge and learning. Most staff use a range of teaching methods, including digital, to appropriately support and challenge all learners. ✓ Staff training was delivered on digital tools to support ASN. Digital tools are popular with students, with half using 'Read & Write'. Google translate is also a popular tool. Most students find googleclass easier when staff use 'classwork tab', and so staff training on creating pupil-friendly goolgeclassrooms has recently been undertaken. ✓ SIG group LTA staff survey has identified areas staff are confident in, and areas they would like further training/ collegiate development time. Responses collated with Northern alliance self evaluation of 'Pace, Challenge & Differentiation' and 'Environments, Experiences & Interactions' have correlated and provided an agenda for future collegiate sessions/ staff training opportunities. ✓ Audit of outdoor learning, followed by visit and playground assessment by 'Love Outdoor Learning' shows that more opportunities for outdoor learning are being explored. As a by-product, there is an increase in leadership of learning and active learning. ✓ Priority of 'Meeting Learner Needs' - SfL staff have completed Ed. Scotland Circle Training and recently held a collegiate session to cascade this to staff. In NA SE toolkit, most staff have stated that practitioners take account of needs of all learners when planning for LTA. There is an alignment of staff and students, where most learners feel they receive the support they need to do well. ✓ A stronger focus on use of data has seen assertive coursing and sharing of progression recommendations to support successful learner pathways. BGE S1 & S2 curriculums have been mapped and moderated in each subject area for Literacy and Numeracy skills development, and opportunities for IDL identified. Almost all staff agree that learner pathways and benchmarks are used to ensure planned learning experiences are progressive over time. 	<ul style="list-style-type: none"> ✓ Continue to explore/develop AifL to ensure assessment, feedback and planning are consistent in quality ✓ Students signposted to types of feedback and when used ✓ SIG group to lead digital learning and Digital Schools Award, including digital champions ✓ Leadership of learning; student engagement; pace & challenge to feature in collegiate programme 'for staff by staff' ✓ Learner voice on outdoor learning

School Improvement Plan Priority 2: Raising Attainment & Achievement	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Senior Phase curriculum offer reviewed, with plans created for diversifying courses and maximising attainment/ achievement across faculties. As a result 	<ul style="list-style-type: none"> ✓ Embed RA policy

<p>we have broadened our curricular offer, in particular in SfL to ensure those struggling to attain L4 awards have a full curriculum to follow. We have added Modern Studies, Scottish Studies, Hospitality, First Aid Group Award, alongside and handful of other group award qualifications.</p> <ul style="list-style-type: none"> ✓ New Raising Attainment Policy worked on by ELT & SIG across the year. Approaches to coursing & interventions feature, along with revised parent engagement. Post prelim action plan targeted learners whose progress was concerning in Maths and English. Nine Maths and 28 English students were given further support to help prepare for final SQA exam. ✓ Immersion days were introduced for practical subjects across the session. These allow students in Art & Design, Photography, and Fashion & Textiles, opportunities to make progress in their SQA coursework with dedicated time. This resulted in improved performance in coursework and associated estimated grades. ✓ Improved data handling has ensured staff are aware across the year of student progress and presentation levels. This has been linked to attainment targets, resulting in higher presentations levels in our breadth and depth measures, giving more students the opportunity to succeed and gain awards at the highest level possible to them. ✓ Data has also been used to inform our assertive coursing, encouraging students into areas where they are performing best, and staff training on insight means ✓ We have reviewed our skills framework, taking the decision with our ASG to move to SDS Metaskills. This will enable smoother skills transition, familiar language for lessons and learner conversations, as well as the creation of a digital skills and achievement profile for all learners. We have conducted staff training and are ready to commence with our new skills framework in the new session. ✓ DYW ambassador programme and business breakfast held to expand partnership working. New partnerships developed and further opportunities to be mapped into new DYW calendar, with new employability programme developed for identified school leavers at risk of no positive destination 	<ul style="list-style-type: none"> ✓ Continue to expand curriculum in senior phase ✓ Build more opportunities for additional accreditation in S3 & SP ✓ Improve approaches to tracking, monitoring and reporting, both at SP & BGE, attainment and achievement ✓ New SDS metaskills framework mapped across BGE ✓ SDS profiling embedded across curriculum ✓ Flex Programme- phase 3 implemented ✓ Implement new DYW calendar ✓ Implement new employability programme
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School Improvement Plan Priority 3: Wellbeing, Equality & Inclusion	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ New values have been agreed by Pupil Council, following stakeholder engagement and identifying commonality between groups. Values have been launched for new session, to support/underpin our 'Strong School' vision. ✓ Rights Respecting School work continues, with whole staff training and student steering group. Majority of students feel that they are given opportunities to take responsibility at school. A school leadership catalogue has been published to give all students the opportunity to develop leadership skills. ✓ Attendance policy reviewed and refreshed, with updated procedures. Participation in Ed. Scotland attendance pilot has seen an improvement in attendance for almost all targeted learners. Successful implementation of the programme has resulted in Education Scotland approaching staff involved for a video case study of Invergordon Academy's good practice. ✓ New approaches to attendance tracking are also linked with interventions and behaviour tracking. This has resulted in more robust overview of supports across the school and stages, and allows for learner journey to be tracked across whole school career, providing practitioners with overview of impact over time for each individual as well as cohorts. This has resulted in more robust data informed decisions on targeted interventions 	<ul style="list-style-type: none"> ✓ Evaluate impact of values/ review references to these within policies. Create a strategic plan on embedding values across school community ✓ Review lessons/survey learners on lessons links to UNCRC ✓ Work on THC pilot with CLD to reach disengaged learners/ improve attendance ✓ Review

<ul style="list-style-type: none"> ✓ Refreshed positive relationships policy and procedures has resulted in improved shared efficacy of staff. In particular, Middle Leaders are reviewing behaviour data on a weekly basis, and responding to this with targeted interventions. Most learners report that they know who they can speak to in school if they are having any issues. Referrals and exclusions have dropped in term 4. ✓ Whole school focus on 'Respect' (school expectation) has seen assemblies, tutor time, PSE and partners all delivered inputs to improve respect and ethos for young people. As a result, most learners understand the importance of their role in keeping the community positive and safe. However, less than half of students feel safe at school, or feel they are treated fairly and with respect by peers. In response, we have engaged with Youth Highland who have completed a focused piece of work on 'Safe Spaces' with the learners involved making further recommendations to SLT & local Councillor on next steps for improvement. These learners have achieved a Dynamic Youth Award for their work. 	
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Data summary	Impact
<p>Tiered Intervention Inclusion Support Worker Caseload</p> <p>S1 – 8 pupils on case load. 4 of which have been part of the Nurture group they are running. There is a total of 8 S1 pupils in the Nurture Group.</p> <p>S2 – 19 pupils on case load</p> <p>S3 – 27 pupils on ISW caseload – They have completed N3 maths full award with 8 pupils. 7 pupils have achieved their N4 numeracy with them and 2 pupils have completed the N3 English assessments.</p> <p>S4 – 21 pupils on case load. Have completed N3 with 1 pupil. 10 pupils have complete N4 App of Maths with them and 7 pupil have completed N4 maths. They have also done N5 Numeracy with 7 pupils. They have completed N4 Numeracy with 1 pupil.</p> <p>S5 – 4 pupils on caseload and they have completed Level 5 numeracy with 2 pupils and N5 Maths with 2 pupils.</p> <p>S6 – 1 pupils on caseload and working completed N4 Maths and N4 Apps</p>	<p>Students, parents and staff continue to value the support given by ISWs. The relationships built are significant, and students will regularly self-refer to ISWs when finding school a challenging environment. These positive relationships are essential to student engagement and participation, in particular when many of our most vulnerable students find engagement in mainstream classes exceptionally challenging.</p> <p>ISWs work with those most at risk of no attainment with the aim to ensure qualifications are achieved and success experienced in the school setting. The work in collaboration with departments means that risks are assessed for our young people, and mitigated where possible through ISW support. ISWs also conduct home visits, keeping in touch with students who are struggling to attend or have become school refusers. They continue to be an essential link between home and school, working in partner sites to meet with young people and support literacy and numeracy progression.</p>
<p>Exclusions/Referrals/Demerits</p> <p>19.5% are above referral average</p> <p>17% are above demerit average</p> <p>Target was to reduce this to 10%</p> <p>School average is 2.7</p> <p>PEF Average is 2.9</p> <p>20.1% are above referral average</p> <p>Reduce to 10%</p>	<p>Whilst our referral average is still higher than targeted, it is heartening to see that our demerit average for PEF is lower than whole school. What this does demonstrate is that our targeted students pick up more referrals which indicates behaviours that are more serious breaches of our positive relationships policy. This indicates that wellbeing and dysregulation continue to be negatively influencing factors for our most disadvantaged young people. We have reviewed processes this session and have earlier interventions in place at whole school level, which along with improved approaches to wellbeing and behaviour profiling via PEF next session, we hope will see improvement in this area in the coming year.</p>

<p>School Average demerit is 11.46 PEF Average is 10.39 27.7% are above demerit average</p>	
<p>Attendance</p> <p>32% are below school average attendance</p> <p>Target was to reduce this figure to 20% in session 2024-25</p> <p>Whole School average is 84.9% PEF average is 82.63%</p> <p>35.4% are below school average</p>	<p>Attendance will remain a key focus in the new session. With a separate pilot showing success, we can transfer our learning to target our identified groups of young people. With improved approaches to parent engagement, we will continue to address this area in the new session.</p> <p>Improved approaches to attendance data entry and tracking have given a more robust overview of attendance, with more accurate data we will be able to further target interventions to support learners and families to improve attendance.</p>
<p>Attainment</p> <ul style="list-style-type: none"> Maintain 100% of targeted S4 pupils have achieved N4 Literacy <ul style="list-style-type: none"> 96.9% of targeted S4 pupils entered for N4 literacy 90% of targeted S4 pupils have achieved both N4 in Literacy and Numeracy <ul style="list-style-type: none"> 90.6% of targeted pupils entered for both N4 in Literacy and Numeracy <p>June Review</p> <ul style="list-style-type: none"> 75% of targeted S4 pupils have/predicted to gain at least 1 award (unit or course) at N5 or above <ul style="list-style-type: none"> 81.3% of targeted S4 pupils entered for at least 1@ level 5 33% of targeted S4 pupils have/predicted to achieve 3 or more N5 qualifications <ul style="list-style-type: none"> 53.1% of targeted S4 pupils entered for 3@Level 5 50% of targeted S5 pupils have/predicted to achieve 1 or more Higher qualification <ul style="list-style-type: none"> 40% of targeted S5 pupils are entered for 1@level 6 	<p>Whilst our Literacy and Numeracy targets have missed, we recognised that we were trying to maintain a previous year trend and there are natural deviations in this (in particular with small school/numbers). We are confident that every young person is known, and interventions have been tracked to ensure no opportunities are missed. Our breadth and depth presentations have been higher this session, which is indicative of our move to assertive coursing strategy and positive target setting for individuals. We will conduct a full analysis when SQA results are through in August.</p>

Wider achievements

Coileanaidhean nas fharsainghe

The school's wider achievement programme is well supported by partners who deliver the following programmes:

Youth Development Officer	
Youth Achievement Award	9 students
Personal Development Award	14 students
Bike Maintenance Award	5 students

Youth Highland	
Dynamic Youth Award	12 students

Active Schools	
Highlife Highland Leadership Programme	34 students registered
Volunteers for Active Schools	23 students
School Sports Committee	6 students
Sport Scotland Young Ambassador Programme	2 students
SQA Level 2 Cycling Award	15 students

Comments from learners, families, stakeholders and staff

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

Student Comments:

'I know that if I need someone to talk to, Lesley will be there.'

'I really enjoyed the activities days'

'I like coming to school, I'm never off'

'We should have ceilidhs like this once a month'

76.8% of pupils know who they can talk to

72.1% of pupils feel we support their physical health

74.4% feel they receive the support they need to do well

72.1% feel they have regular opportunities for physical activities

Parent Comments:

Activities Days: 'It was such a good experience, it really boosted her confidence.

Prize Giving:

'What a wonderful event, it's great to see so many kids getting recognition for their efforts'

'I wouldn't be in school without Rose';

Staff/Partners:

'I love coming to visit Invergordon, I was excited to come here today' CLO

'The school have gone over and above to put supports and alternatives in place' SCRA

'This school is an odd place to work, as everyone always gets on well and supports each other in the work place' Faculty Head

'I've really enjoyed working with Invergordon' Education Psychologist

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

Connection Fairness Endeavour Triumph

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:

	2024-25
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

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. Learning, Teaching & Assessment Policy & Practice; Pedagogy & CLPL; Meeting Learner Needs; Assessment; Tracking & Monitoring; Reporting
2. Raising Attainment & Achievement Raising Attainment Policy; Early Intervention Strategy; Staffing & Curriculum; Profiling & Career Education Standard (CES)
3. Wellbeing, Inclusion & Relationships Ethos, Vision & Values; Attendance; Positive Relationships & Inclusion; Family & Community Engagement

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.

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%

Connection Fairness Endeavour Triumph

