

# Inveralmond Community High School



# PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Willowbank

Ladywell  
Livingston  
EH54 6HW



## ABOUT OUR SCHOOL

### Vision

Our vision here at Inveralmond Community High School is fundamental to our approach to improving the life chances for all our young people by getting it right for our learners.

“As a community we are working together to become inspired and fulfilled individuals who:

- Achieve to the best of our abilities
- Connect to the world around us
- Thrive now and in the future”

### Values

Our values have evolved through deep consultation with our stakeholders. Respect, Kindness, and Honesty are instilled in our daily practice and permeate through our community.

Inveralmond Community High School is a comprehensive non-denominational school situated in the Ladywell area of Livingston. The school roll in 2022-2023 comprised of approximately 1055 pupils.

The school has 6 associated primary schools drawing a comprehensive mix of students. There is a close relationship among the schools in the cluster. The Head teachers meet regularly to plan shared curricular progression, discussing areas of commonality and reviewing curricula to aid our transition programme.

The school has a strong, inclusive ethos and offers a vibrant environment for learning and teaching. At Inveralmond we believe in celebrating not only success in relation to attainment but also wider achievements. We encourage our young people to flourish, to have high expectations and self-esteem in order to prepare them for life and work.

Our key purpose is to provide all our young people with a coherent curriculum, high quality learning and teaching, rich opportunities for achievement and attainment and a strong sense of community and shared values. We are committed to preparing our young people for successful futures and life in the 21<sup>st</sup> Century.

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:  
<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p><b>Our measurable outcome for session 2021/22 was to ....</b></p> <p>To ensure young peoples' attainment improves particularly in Literacy and Numeracy.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <p><b>Agile curriculum pathways:</b> Through our preparation for HMle we have undertaken a BGE review with a lens on the four capacities and 4 contexts for learning to evaluate the effectiveness of our BGE curriculum for our community. This evaluation exercise has allowed us to plan for change in session 2023/24</p> <p><b>Agile pedagogies (including digital learning):</b> We worked together to further develop approaches to the learning, teaching and assessment cycle to develop consistency in professional judgements across the learning community and enrich our learners' experiences. This involved staff working in collaborative 'LTA Groups' using the cycle of moderation to improve BGE courses and make evidence informed action plans. All staff worked to improve individual pedagogy by undertaking a practitioner enquiry project. The project topic was informed by self-evaluation as part of the PRD process.</p> <p><b>Agile renewal: literacy and numeracy:</b> We have been seeking to raise attainment through the further development of approaches to excellence and equity tracking and monitoring. We have been working on the consistency of our tracking and on early intervention planning using newly formed Literacy and Numeracy improvement teams. We introduced the tracking of Literacy and Numeracy across S1 – S6 on Progress giving us an overview and allowing for strategic planning. We introduced target setting for Literacy and Numeracy on Progress to support learners aspirations. We introduced the use of a leavers tracker to improve Literacy/Numeracy and <u>SCQF attainment</u>. Through our HMle preparation and feedback we have begun planning the incorporation of more robust tracking procedures in line with feedback. We have provided CLPL to empower staff to be more data informed, making effective use of Progress tracking system, allowing them to plan early interventions.</p> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Relevant, engaging and challenging purpose led BGE curriculum</li> <li>• HMle inspection last session found the overall quality of learning, teaching &amp; assessment to be 'good'. They highlighted that: <ul style="list-style-type: none"> <li>◦ "teachers are making good use of the learning, teaching and assessment cycle to improve the planning of learning, teaching and assessment in the BGE. They are also making use of an appropriately wide range of assessment evidence"</li> <li>◦ "All teachers demonstrate a sustained commitment to reflecting upon and improving their practice through their involvement in practitioner enquiry. This work is improving aspects of the practice of individual teachers."</li> </ul> </li> <li>• Almost all of staff surveyed believe that a combination of practitioner enquiry, the learning, teaching and assessment project, and the ICHS improvement hub has had a significant impact on their professional learning, enabling them to reflect on and improve their practice.</li> <li>• Learners are benefitting from our focus on improving learning and teaching and the investment within the school's culture of empowerment.</li> <li>• Regular pupil surveys and focus groups indicate a high degree of satisfaction with the quality of learning experiences.</li> <li>• We have improved the number of pupils achieving level 4 literacy and numeracy by the end of S3 <ul style="list-style-type: none"> <li>◦ S3 Literacy Level 4 = 2022-23 52.88, an increase from 42.40% in 21-22</li> <li>◦ S3 Numeracy Level 4 2022-23 68.06%, an increase from 64.98% in 21-22</li> </ul> </li> <li>• Improved levels of confidence in pupils having their needs met by class teacher through inclusive pedagogy evidenced through focus groups of pupil with passports to success</li> </ul>

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<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p><b>Our measurable outcome for session 2021/22 was to ....</b></p> <p>To ensure that we have strategies in place to identify and address the impact of the COVID – 19 pandemic on the attainment gap.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p><b>What did we do? (bullet points and must include impact)</b></p> <p>The school was awarded £154,350 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>We have improved our processes to enhance communication and sharing of information between staff regarding staged intervention and assisted arrangements.</p> <p>We have introduced key pupil information to our Progress Tracking system to ensure staff can easily access key factors which may impact learning such as LAC</p> <ul style="list-style-type: none"> <li>- Attainment team will support with improved access and analysis of PEF information specifically Literacy, Numeracy and PEF stretch aims (KV)</li> <li>- BGE tracking and monitoring system will be reviewed to provide data that will support the recovery of learning (KV)</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Of the 16 students in our reading programme, 13 students now have reading age of 11 or above, which was the desired outcome at the start of the year. 3 students require further support in S3. There is a range of 11 months - 2 years improvement in the students and average improvement of 4 points on the 1-10 scale.</li> <li>• The impact of our Vipers Reading programme is greater engagement and enthusiasm. In our S1 group, 21 out of 45 students will require further literacy support. There is a range of 1 month - 1 yr 3 months improvement in the students. on the scale there is an average improvement of 3 points on the 1-10 scale.</li> <li>• March- Numeracy Pedagogy DHT and Maths development post holder have attended Equitable Classroom bitesize CLPL sessions run by WL Equity Team. They are now ready to formulate plan for sharing with practitioners.</li> <li>• The S2 students have engaged with the reciprocal reading programme and engagement with the programme has been positive. In part, this is due to familiarity with the programme. Of the 16 students, 13 students now have reading age of 11 or above, which was the desired outcome at the start of the year. 3 students require further support in S3. There is a range of 11 months - 2 years improvement in the students and average improvement of 4 points on the 1-10 scale.</li> <li>• Our literacy APSW has worked with 1 learner to complete paired reading. At the start of the year, the learner's reading age was 9 years. After a year of support w, their reading age is now 11+. Their class teacher has reported an increased confidence in his reading and their class teacher has noted that they now read aloud in class which is exceptionally positive</li> <li>• Literacy APSW has supported one class with their N4 English and Literacy work. This has enabled learners to achieve N4 English. 50% of learners in the class also achieved L4 Scotland in Focus. To date 15 students out of 28 have achieved L5 literacy.</li> <li>• Our CfE return shows that the poverty related attainment gap in literacy will have narrowed by 3%.</li> <li>• 4 learners have completed Maths Recovery Programme and all have progressed 2 SEAL stages. 3 learners are currently undertaking programme are on track to progress at least 2 SEAL stages.</li> <li>• Cluster moderation focus on assessment is increasing practitioner awareness of the variety of assessment approaches used to evidence learner progress in numeracy.</li> <li>• In our Small Group Setting: One S3 small group setting learner has completed Nat 2; five S1s in the Targeted intervention group have achieved 80% of their identified targets.</li> <li>• Our cluster moderation focus on assessment is increasing practitioner awareness of the variety of assessment approaches used to evidence learner progress.</li> <li>• Feedback from analysis of all cluster responses evidenced consistency in sharing of standards and expectations for a learner reported as '1' on track for Numeracy.</li> <li>• As a result of work by our PSW Numeracy: <ul style="list-style-type: none"> <li>○ 1 x S4 and 1 x S5 learner have completed NAT 3 Maths,</li> <li>○ 3 x S4 learners have completed NAT 4 numeracy</li> <li>○ 1 x S4 and 1x S5 are making progress NAT 4 Numeracy</li> <li>○ 1 x S5 completed Nat 4 Maths</li> <li>○ Other ELH learners currently being identified.</li> <li>○ 2 x S2 and 3X S4 learners have achieved N3 Maths</li> <li>○ 3x S4 have achieved N4 Numeracy</li> <li>○ 1x S4 has achieved N4 Maths.</li> </ul> </li> </ul>
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- In session 22/23 over 40 students were referred to employability learning hub where they gained additional qualifications and secured a positive destination.
- ELH staff also worked closely with PTC Maths and English to ensure all young people had achieved a Maths and English qualification.
- 18 learners with the lowest attendance are attending our ICHS Interrupted learners service regularly.
- Family link workers have had a positive impact on young people and their families. Feedback from parents and pupils:
  - 'I can't thank the school enough for what they are doing for my son regarding the Interrupted Learners Service. '
  - 'I feel that the support that the school has put in place for me, starting with reduced timetable working with FLW periods in hub have helped because I feel less stressed about coming into school and going to classes'.
  - 'Spoke to mum on 21.02, she can't thank school enough for the support and interventions, reduced timetable and ASN, that have been put in place for her boys, she said the difference in the boys is like night and day , they are happy and look forward to coming into school, she mentioned how home life has changed as well, there isn't as much stress for her as the boys are no longer fighting all day with each other
- The previous 37% gap between Q1 and Q5 in Literacy at Level 4 in S3 CfE has reduced to 30.98%
- The previous 42% gap between Q1 and Q5 in Numeracy at Level 4 in S3 CfE has reduced to 34.34%
- 86% of our S4 cohort achieved Level 5 Literacy, an increase from 54%. The previous 33% gap between Q1 and Q5 in Literacy at Level 5 in S4 has been reduced to 24%
- 65% of our S4 cohort achieved Level 5 Numeracy, an increase from 60%. The previous gap between Q1 and Q5 of 39% increased to 59.1%
- The gap between Q1 and Q5 in Lit at L6 in S5 for session 2022-23 is 34%
- 18% of our S5 cohort achieved Level 6 Numeracy. The gap between Q1 and Q5 is 35.7%
- We have reduced the gap between Q1 and Q5 from 12.24% to 6.4% of learners achieving 1+ SQA Level 5 to 6.4%
- We have reduced the gap between Q1 and Q5 from 42.2% to 37% for leavers achieving 1+ SQA Level 6

**Commented [MV2]:** I think this overall S4 achieving L5 Literacy increased from 54% to 86%. Numeracy S4 L5 increased from 60% to 66%. Peter and Emily, will provide the gap as requested.

**Commented [MV3]:** My calculation is this is now 37%. This makes me think I have either calculated it wrong last year or this year. I suspect it was last year given I have a better understanding of how to calculate this now.

<p>3. To improve children and young people's health &amp; wellbeing  <b>Our measurable outcome for session 2021/22 was to ....</b>          To ensure young peoples' wellbeing is at the centre of our collaborative approach to recovery throughout the pandemic.  <b>NIF Driver(s):</b>  <input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.  <b>What did we do?</b>          Our short life working group reviewed our Promoting Positive Behaviour strategy, including Rights Respecting Schools, LGBT Charter and a values based collaborative approach. 22/23 was the first year of the Mentors in Violence Prevention. 18 S6 mentors and all of S1 young people benefiting from this intervention.          We shared lost learning data with PTC's and school staff to allow interventions to take place.          We changed our processes for reflection, introducing an IT system, allowing ease of access for teaching staff and reflection support staff          Our Duty officer team undertook training which incorporated restorative approaches          We built on our progress with LGBT Charter mark, moving towards a bronze charter mark in session 23/24          We worked with partners to provide an input on gender-based violence (Rape Crisis). All s3 and S6 classes experienced input around gender-based violence from this intervention.          We have continued to review bullying policy and regular analysis of incident reporting to support all young people.          Our bullying policy was updated. We changed our processes so that: designated member of staff conducts restorative conversations improving consistency of approach and recording; any protected characteristics issues are passed to DHT support.          We reviewed the ICHS attendance strategy to include family link workers working with target families to support increased attendance of identified groups (less than 50% attendance).          Our 3 family link workers targeted pupils' under 50% attendance.          Our HWB curriculum was reviewed alongside PSE, which was introduced to all year groups.          We introduced new resources for RSHP. Our S6 worked with partners Fire Service, Rape Crisis.          We engaged in research activities with Glasgow University colleagues on the HBSC survey and also on the Net 4 Health research study. The reports inform future planning for relevant PSE curriculum.          We improved the quality of communication and engagement with parents using the school app, social media and in school events.  <b>Evidence indicates the impact is: (written in bullet points)</b> <ul style="list-style-type: none"> <li>• Our overall school attendance for session 22/23 was 85.44%</li> <li>• HMI survey and focus groups evidence indicates that almost all pupils, staff and parents agree that levels of respect, behaviour and engagement have increased</li> <li>• Improved scores for behaviour and bullying questions to above 60% for those opting to agree or strongly agree</li> <li>• Data from pupil wellbeing tracker shows improved levels of confidence in wellbeing</li> <li>• Parents report increased levels of engagement such as increased numbers attending parent's nights, focus groups and parent council</li> </ul> </p>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people  <b>Our measurable outcome for session 2021/22 was to ....</b>          To ensure that we have strategies in place to support the employability skills of learners and prepare them for future positive destinations.  <b>NIF Driver(s):</b>  <input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership</p>	<p>We have made good progress.  <b>What did we do?</b>          We have continued to implement, vision, values and purpose of the school within curriculum and how it prepares young people for learning, life and work by engaging with all stakeholders.          We have undertaken a corporate rebrand of our new vision and values          We have incorporated the new vision, values and ACT framework into lessons          We have evaluated our SCQF curriculum to ensure the curriculum offer reflects the skills, values and purpose young people need to succeed. Our School Improvement Group has been embedding SCQF within PSE programme whilst improving the quality of pupil experience.          We have been increasing stakeholder engagement in co-creation of the curriculum with a focus on DYW          We reintroduced PSE to S4/5/6          We reviewed learner and progression pathways to ensure the curricular offer takes into account labour market insights and that learning opportunities support learners to a post school destination.          We reviewed our Senior Phase curriculum offer to ensure more young people have the ability to achieve in SQA courses at as high a level as possible.          We expanded our range of National 5 Skills for Work courses – Retailing, Hospitality          We increased the number of Advanced Highers offered within the curriculum          We reviewed our learner pathway procedures to ensure young people were aware of the labour market intelligence and appropriate learning opportunities</p>

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<input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<b>Evidence indicates the impact is:</b> <ul style="list-style-type: none"> <li>- Our positive destinations figure for 21/22 is 96.95%</li> <li>- Pupils tell us that they appreciate the increased opportunities for pupil voice</li> <li>- Pupil focus groups report an improvement in their understanding of our skills framework</li> </ul>
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**Evaluative comment on school's attendance and exclusion data required.**

Our overall school attendance for session 22/23 was 85.44%. Boy's attendance was 85.6%, girls' attendance was 85.28%.

In session 22/23 there of 19 young people were temporarily excluded: 12 boys; 7 girls. The total number of days for exclusion was 81: 45 for boys; 36 for girls.

**Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.**

The Parent Council is a supportive group who have engaged with school leaders and staff on various topics to provide a parent/carer perspective on the work and proposals of the school.

Our School Improvement Plan, Standards and Quality Report, and progress within these is presented to the Parent Council and information shared widely on all parent/carer platforms.

Our Parent Council and wider parent body engaged positively with HMLe.

Learner Pathway information evenings are well attended and parents/carers report that this information is useful in enabling them to support their young people with pathways.

S1 Meet the Mentors night was well attended and parent/carers comment positively on this initiative.

Parental engagement with our parent consultation on the Wellbeing website was strong. Use of technology to reach some parents who may not otherwise engage has been helpful.

This session has seen the reintroduction of face-to-face parent evenings using a hybrid approach. This has enabled us to make the most of gains in technology from the pandemic but provide a face-to-face experience also.

## **Our Wider Achievements this year have been:**

### **Pupil Leadership:**

- Over the year, our Level 6 Events class worked with the Anthony Nolan charity and Scottish Fire and Rescue Service on a donation appeal to secure 53 new potential life savers as part of the Anthony Nolan bone marrow register, supporting those affected by blood cancer and blood disorders. Seven pupils from the class took on leadership roles for this project with the remainder of the class taking on support roles. The seven pupils are recognised as ambassadors for Anthony Nolan and were given letters on confirmation about this and they also used this event to pass their level 6 SCQF qualification.
- We had over 100 pupils participating in our Pupil Parliament. These young people made a valuable contribution to decision making in their school, represented the views of their peers, and worked in collaboration with staff to make positive changes to the school.
- The school has made positive progress towards the bronze LGBT charter.
- The Mentors in Violence Prevention programme was introduced during session 2022-2023. As part of this initiative, 22 S6 pupils worked with S1 PSE classes, covering the causes and impact of violence in communities, as well as ways to prevent violence. The MVP programme also saw an investment in staff training in this area, raising awareness of violence and upskilling staff to tackle these issues as part of the curriculum.

### **English and Literacy**

- The Royal Literary Fund delivered an academic writing workshop with all our UCAS applicants. This session is designed to support young people to be successful at university and sustain remain in Higher Education beyond school. The workshop developed the students' skills in effective writing and communication, and in particular covered aspects of writing necessary in higher education such as referencing and formal writing styles.

### **STEM**

- One of our Chemistry teachers Mrs Fleming applied for an empowerment fund from the RSC. This will allow her to run Chemistry coaching sessions with teachers from the primary cluster schools this year.
- Our STEM Faculty has been working closely with our primary cluster. All the primaries were visited by a member of the Science faculty who worked with the young people. The primary students were able to design a rocket and use our rocket launcher to test it. All primary schools were also able to take part in our Christmas STEM challenge to design Santa's sleigh.
- Six S2 students represented Inveralmond CHS at Armadale Academy taking part in the Faraday STEM Challenge. Students had to come up with a problem in society and create a solution using robotics.
- Fifty of our S2 students attended a STEM career trip at Edinburgh National Museum. They got to talk to companies from many different STEM careers and try out some interesting STEM activities. Students gained an insight into the STEM careers available to them.
- 50 S2 students attended the STEM careers Hive trip at Edinburgh National Museum.
- Two S3 STEM ambassadors attended Letham primary STEM event, they had a stall where they shared the STEM work we do here at Inveralmond.
- The S3 Chemistry classes all participated in the Mitsubishi Heat Pump Challenge last year. The winning team for Inveralmond represented the school at the final in Howden Park Centre. They had a great idea to use a Heat Pump to warm train stations during the winter months.
- Our STEM Club ran all year for S1/2 students with S3 helping out as ambassadors. As part of their role, they attended Letham primary STEM event to share the exciting STEM opportunities we offer at Inveralmond CHS. Our STEM Club participated in the Climate Smarter project to design an eco-friendly building. The students made it to the final at Heriot Watt University and came second overall in the STEM Challenges winning £50 for the school.



## **Social Subjects**

### **Geography**

- S1 & S3 Geography Learning days to dynamic earth in Edinburgh: Students from S1 and S3 took part in a 'learning day' experience at Dynamic Earth in Edinburgh. They explored topics such as climate change and earth's physical environment in a setting very different to the classroom.
- S2 - Geobus workshop sessions on natural hazards: 'Geobus', a national education outreach organisation visited Inverlorn and worked with S2 to deliver an interesting and engaging, hands on session about Earth's natural disasters.
- National & Higher Geography Learning day and workshop at Dynamic Earth in Edinburgh: National & Higher students took part in a 'learning day' experience at Dynamic Earth in Edinburgh. They explored topics such as climate change and earth's physical environment in a setting very different to the classroom.
- National Travel & Tourism - skills for work, cabin crew experience at Edinburgh college: The National Travel & Tourism class visited Edinburgh college to work with flight crew to experience a day in the life of cabin crew, gaining insights into the industry and potential career options.

### **History**

- Lessons From Auschwitz: Senior students visited Auschwitz as part of the national project where they learned about the Holocaust from survivors and worked as part of a group to share their learning with students at ICHS.
- West Lothian Anti-Slavery Program: Senior students contributed to the development of lessons around the issue of the legacy of slavery which would be delivered to BGE pupils across West Lothian. This involved working with other students in schools across West Lothian, both remotely and in person, improving historical research skills and taking responsibility for an area of the project.

### **Modern Studies/Politics**

- Trip to The Scottish Parliament, Edinburgh for S4: Students in S4 visited The Scottish Parliament where they received a tour, met and had the opportunity to pose questions to two of their representatives and took part in an activity with the parliament's education unit relating to the electoral system of Scotland.
- Trip to London - Higher Modern Studies & Higher Politics Students: Students travelled with 2 teachers by train to London and experienced a West end musical, visited Westminster parliament and took part in an educational activity with the Parliament Education Service. They also gained the opportunity to do some sightseeing and tourist attractions such as the London Eye and to visit the headquarters of Amnesty International.
- Uniformed Services: Students in The Uniformed Services class took part in an intergenerational outreach project at The Linburn Centre in West Lothian which is an activity hub for ex-servicemen and women with sight loss that is significantly affecting their independence. This allowed students to build confidence in communication and to give back to their local community.

## **Maths & Numeracy**

- Our pupils took part in the West Lothian Enterprising Maths competition last year. The competition allows young people to demonstrate and develop their Maths and Numeracy skills. This took place at West Calder High School. We were very proud of our pupils who achieved fourth place in the competition.

## Business and Computing

- Sky Skills Academy Trip for Business and Computing: pupils have been focusing on digital literacy as part of S3 Creative digital media course. Pupils created a short video news segment using technology. On the trip, pupils had the opportunity to work professional experts at Sky, taking on different roles to produce their film.
- Edinburgh Airport Engineering Trip: pupils had the opportunity to take part in the engineering tomorrow programme which was focusing engineering-based challenges for pupils to explore different engineering disciplines. As part of this programme, they visited Edinburgh Airport to experience engineering disciplines in industry.
- Heriot Watt Sphero Project: Inveralmind CHS has an ongoing relationship with Heriot Watt which forms part of a transition project. This focuses on raising awareness of their new robotarium, career pathways and introduction to computer programming in the context of robotics. This is scheduled to be a minimum 3 year project and we are currently beginning year 3. As part of transitions, pupils learn how to code robotics.

## Expressive Arts

- In Music, our Music Ambassadors went on their annual excursion to the 5 sisters zoo. Our rock band, woodwind, and soloists, performed to visitors at the zoo.
- This year our Inveralmind CHS students have been involved in competitions, including young musician, WL schools pipe band comp and participated in music festivals, gaining valuable experience in performing.
- Art: our S3 students participated in the Schuh competition as part of their curriculum. Our photography students took part in the 'myplace' photography competition.

How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good (HMIE 2023)
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good (HMIE 2023)

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and