

Summarised inspection findings

St Andrew's and St Bride's High School

South Lanarkshire Council

1 April 2025

Key contextual information

School Name: St Andrew's and St Bride's High School
Council: South Lanarkshire Council
SEED number: 8520038
Roll 2023: 1694

There have been changes to the senior leadership team in St Andrew's and St Bride's High School, with a new headteacher being appointed in August 2023. There are currently six Deputy Headteachers (DHT) and an additional DHT for 0.2fte. The school roll is increasing and putting pressure on accommodation. The school are currently waiting on an extension.

Attendance is in line with the national average for session 2022/23. Exclusions are generally below the national average. This has decreased from 2020/21 when it was slightly above the national average.

In September 2023, 12.2% of pupils were registered for free school meals. This is significantly below the national average.

In September 2023, 3.6% of pupils live in 20% most deprived data zones in Scotland.

The school reported that 29% of pupils required additional support in September 2023. In September 2024, the school reported an increase to 37.4%.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Almost all young people are well behaved, respectful and keen to learn. Almost all teachers provide high levels of care and encouragement for young people. As a result, the learning environment is calm and nurturing. The recently revised merit system recognises and celebrates young people who demonstrate the school values. This contributes to the positive ethos of the school.
- All subject areas seek the views of young people in a variety of ways including surveys, focus groups and through the recently formed Learning and Teaching Pupil Group to help inform approaches to learning and teaching. Young people appreciate being consulted and being able to influence decisions about how they learn. Learners' participation has been a key feature in the school's success in gaining national recognition through accreditations.
- Staff have a good knowledge of the needs of individual young people, which is effectively shared with them by the pupil support team. In a majority of lessons, learning is sufficiently planned to meet the needs of most learners. Senior leaders have identified the need for teachers to plan tasks and activities that better meets the needs of all learners across the school.
- In almost all lessons, teachers share the purpose of learning. In a minority of lessons, teachers effectively link success criteria to activities and support young people to regularly reflect on their learning. This is helping young people to understand better what they are learning and how to be successful. As planned, senior leaders should develop this practice consistently across the school.
- Almost all teachers provide clear instructions, demonstrations and explanations. These help young people's understanding. In a majority of lessons, young people learn in a variety of ways including collaborative learning, peer work and direct teaching. All teachers should plan learning that is appropriately balanced between teacher-led learning and activities where young people can apply their learning. In a few lessons, learners are very highly motivated and are leading their own learning. This good practice should be shared more widely across the school.
- In almost all lessons, teachers question well for recall. A minority of teachers use highly skilled questioning that develops learners' critical thinking and deeper understanding. Senior leaders have correctly identified this as an area for improvement.
- Teachers use an agreed digital platform to support learning well. For example, in almost all subject areas learners can access course notes, resources, submit homework and receive

feedback digitally. In a few subjects, teachers share quick response (QR) codes that link to extension tasks, guidance, support videos and further explanations.

- Most teachers use a range of formative and summative assessment strategies effectively across the Broad General Education (BGE) and senior phase to check for understanding. The majority of young people understand how assessment helps them to make progress in their learning. In a few subject areas young people use self and peer assessment effectively to help them reflect more deeply on their learning and progress. A majority of teachers adapt their planning effectively in response to formative assessment evidence. They use this evidence well to make changes to lessons to meet learners' needs.
- In all faculties, teachers continue to develop their shared understanding and application of Curriculum for Excellence (CfE) levels. Senior leaders and staff have well established planning and moderation activities in place within the school and with other schools. Teachers ongoing participation in local collaborative arrangements and subject networks should continue to develop their confidence and shared understanding of national standards.
- In the senior phase, almost all teachers design assessments that meet the standards for National Qualification (NQ) courses and make assessment judgements confidently. Across the school, departments have individual approaches to verification procedures. A number of staff are Scottish Qualification Authority appointees (SQA) and support a shared understanding of national standards across the school.
- Almost all teachers support young people very well on an individual basis and provide encouraging verbal feedback. Most staff engage young people in regular conversations about their learning in the senior phase. There is scope to improve the impact of these conversations to ensure that all young people can talk confidently about their progress in learning. As a next step, teachers should develop this approach further in the BGE, to ensure they provide clear and focused next steps in learning.
- Departmental tracking approaches to record, track and monitor young people's progress are varied. Senior leaders should share the most effective systems to support a coherent approach to tracking and monitoring across the school. This should support greater consistency when using tracking and monitoring data to inform planning.
- Most parents understand how their child's progress is assessed. A minority would benefit from further information from the school about their child's progress.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

BGE

- In 2023/24, by the end of S3, almost all young people have achieved CfE third level or better in literacy and most achieve CfE fourth level. There has been a sustained pattern of high levels of literacy at CfE third level literacy and an inconsistent pattern of improvement at fourth level literacy over five years.
- Almost all young people have achieved CfE third level and fourth level numeracy by the end of S3 in 2023/24. High levels of numeracy at CfE third level have been sustained over time, with an improving pattern for CfE fourth level numeracy.
- Staff with responsibility for literacy and numeracy have implemented various interventions, programmes of work and classroom-based initiatives to improve young people's attainment. As planned, senior leaders should now work closely with associated primary schools on moderation and pedagogy approaches in literacy and numeracy.

Senior phase

Leavers (literacy)

- Almost all young people leaving school between 2019/20 and 2022/23 achieved Scottish Credit and Qualifications Framework (SCQF) level 5 or better in literacy, and a majority achieved SCQF level 6 in 2022/23. This is broadly in line with the virtual comparator (VC) over the last five years, with two years been significantly higher than the VC. Literacy levels at SCQF level 5 or better have remained generally consistent over five years. There is no consistent pattern of improvement at SCQF level 6. The English department have introduced SCQF level 6 journalism, which provides an additional SCQF level 6 pathway for young people.
- Most young people leaving school who require additional support for their learning achieved SCQF level 5 or better and a minority achieved SCQF level 6 literacy between 2019/20 and 2022/23.

Leavers (numeracy)

- Most young people leaving school between 2019/20 and 2022/23 achieved SCQF level 5 or better in numeracy. This is broadly in line with the VC over five years, with two years being significantly higher than the VC. A minority of young people achieved SCQF level 6 numeracy between 2018/19 and 2022/23. This is significantly higher than the VC between 2020/21 and 2022/23.

- The majority of young people leaving school who require additional support achieved numeracy at SCQF level 5 or better and a minority achieved SCQF level 6 between 2019/20 and 2022/23.

Cohorts (literacy)

- Performance in literacy is very strong. At S4, most young people achieved SCQF level 5 or better in literacy between 2019/20 to 2023/24 in line with the VC. As young people move through the school, almost all young people achieve SCQF level 5 or better and a majority achieve SCQF level 6 by S5 and S6. Performance at SCQF level 6 at S5 and S6, based on the S4 roll, is significantly higher than the VC between 2019/20 and 2023/24.

Cohorts (numeracy)

- Performance in numeracy is very strong. At S4, the majority of young people achieved SCQF level 5 or better in numeracy in 2022/23. This has declined from 2019/20 to 2022/23 where most young people achieved this level. This is significantly higher than the VC for three out of the five-year period, with 2023/24 being in line with the VC.
- By S5 and by S6, most young people achieved SCQF level 5 or better between 2019/20 and 2023/24 and just under half achieved SCQF level 6. This is significantly higher or significantly much higher than the VC for four out of the five-year period at SCQF level 5 and 6.

Attainment over time

BGE

- In curriculum areas other than literacy and numeracy, almost all young people achieve CfE third level by the end of S3. There needs to be a greater focus on teachers' use of relevant assessment tools to strengthen their judgements of young people's progress at fourth level in a few departments.
- Senior leaders have recently devised a more robust whole school approach to recording and monitoring young people's attainment and progress over time. As a next step, senior leaders should support a few middle leaders to further develop tracking and monitoring at departmental level.

Senior phase

Improving attainment for all

Leavers

- Over the past five years when using average complimentary tariff scores, young people's overall attainment has been consistently in line with the VC. High levels of attainment have been maintained overall.
- For the lowest attaining 20% of young people, the middle attaining 60% and highest attaining 20%, attainment has been consistently in line with the VC. When compared against itself, the school's attainment for all has shown no clear pattern of improvement. For young people who require additional support to be successful in their learning, attainment shows signs of gradual improvement.

Cohorts

- When compared using average complementary tariff points at S4, attainment of the lowest 20% and the highest 20% is generally in line with the VC. The middle 60% are consistently significantly higher than the VC.
- By S5 based on the S4 roll, the lowest 20% and middle 60% of young people perform significantly higher than the VC. There is a pattern of improvement from 2019/20 and 2023/24

for the lowest 20%. By S6 based on the S4 roll, the lowest and the highest 20% are generally in line with the VC, with the middle 60% consistently significantly higher than the VC.

Breadth and depth

- At S4, performance at SCQF level 5C or better shows a decline for one or more to five or more courses from 2021/22 to 2023/24, although is generally significantly higher than the VC. The percentage of young people attaining six and seven awards at SCQF level 5C is significantly higher or significantly much higher than the VC for a five-year period.
- The percentage of passes at SCQF level 5A or better is significantly higher or significantly much higher than the VC between 2019/20 and 2022/23 for one to five awards. There is no consistent pattern of improvement, with a decline in 2023/24 to be in line with the VC.
- By S5, most young people have achieved three or more awards at SCQF level 5C or better and the majority have achieved level 5A or better between 2019/20 and 2023/24. The percentage of passes for three to eight awards is significantly higher or significantly much higher than the VC for five years for both SCQF level 5C and 5A passes. The majority of young people achieved two or more awards at SCQF level 6C and a minority achieved three or more awards at SCQF level 6A between 2019/20 and 2023/24. The percentage of passes for one to four awards at SCQF level 6C and the percentage of passes for one to three awards at SCQF level 6A are generally significantly higher or significantly much higher than the VC for a five-year period.
- By S6 the school has maintained levels of performance in recent years for SCQF level 6. A few young people achieve SCQF level 7C and 7A. This is broadly in line with the VC between 2019/20 and 2023/24.
- As planned, senior leaders should work closely with a few subject areas to increase high quality passes at SCQF level 5A and 6A.

Overall quality of learners' achievement

- Young people develop a range of skills and qualities through a wide range of achievements. Senior leaders have gathered young people's participation rates in a helpful database. This is helping staff to identify targeted groups of young people who would benefit from developing their confidence and other key skills through wider achievement. Many young people benefit from local and national recognition for their efforts and engagement. For example, the high profile Vision Schools Scotland accreditation and Duke of Edinburgh awards. Moving forward, senior leaders and staff have identified the need to capture and monitor young people's engagement in areas for wider achievement more rigorously. They are also developing approaches to monitoring young people's progress in developing key skills through their wider engagement. This will also help young people to take more responsibility for the development and self-evaluation of the skills they are looking to develop as a result.
- Young people take on a range of leadership responsibilities. They lead on areas such as digital ambassadors, through Caritas and sports leaders. The pupil leadership and extended leadership teams are involved in a variety of high-profile local community volunteering initiatives.
- Staff with responsibility for Developing the Young Workforce (DYW) have fostered very positive relationships with a range of local and national organisations. This is helping to prepare young people for the world of work. High profile foundation apprenticeships with Lanarkshire Consortium and the Career Ready employability programme allow young people in the senior phase to develop confidence and key skills during their college courses and internships.

- Staff recognise young people's achievements effectively in a variety of ways. A well-received annual awards ceremony celebrates wider achievements as well as academic success. Staff reward achievements linked to the school values by way of a merit system. They share achievements through whole school communications, such as social media and department awards, certificates and display boards, as well as through assemblies. As a result, young people feel valued, recognised and included.

Equity for all learners

- The school uses Pupil Equity Funding to support four additional Principal Teachers (PT), and a range of school and partner led interventions. Each PT has responsibility for supporting the attendance, literacy, digital literacy, numeracy and wellbeing of an identified group of young people. Together with other teachers in the school they deliver a range of effective and closely monitored interventions and programmes. This includes, LIAM (Let's Introduce Anxiety Management), Drawing and Talking, and Mental Health First Aid. For a few young people, this has led to improved outcomes in literacy and numeracy at SCQF levels 4 or better and levels 5 or better. These interventions are supported by strong collaborative working with a range of partners including Pathfinders, Universal Connections and local further education colleges. Pupil support staff and partners are tracking and monitoring their own interventions. Senior staff should continue to develop processes to measure and review the impact of the full range of interventions.
- The attainment of young people leaving school since 2020 is consistently greater than young people living in the same SIMD deciles across Scotland, when comparing average complimentary tariff points. The attainment of the Middle 60% of young people who require additional support shows an improving trend since 2019/20. The achievement of this group of young people in SCQF level 5 literacy and SCQF level 5 numeracy is higher than the virtual comparator.
- Almost all young people leave school into a positive destination. The majority of young people move on to higher or further education. This is much higher than the virtual comparator. The majority of young people entitled to free school meals, leaving the school in 2024, moved on to higher education. Commendably, all young people from deciles 1 and 2 have secured positive destinations over the last four years (2019/20 to 2022/23).

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young people through food in school. Several areas for improvement have been agreed with the school.
- Pupil support staff work very effectively with cluster primary schools and partners to support young people at P7 to S1 transition. They share appropriate information about learners with all staff through the whole school tracking and monitoring system. This supports the staff to effectively meet the needs of young people. Almost all parents are highly appreciative of transition support at all stages.
- Staff are committed to ensuring the best outcomes for all young people. Staff know young people very well and have a good understanding of the needs and aspirations of their learners. This includes those with barriers to learning. Pupil support staff and senior leaders work well together with partners to reduce the costs of the school day. They provide food vouchers, stationery items, uniform and outdoor clothing to reduce financial pressures on families. This is helping to improve attendance and engagement for a few young people.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.