

Summarised inspection findings

Williamwood High School

East Renfrewshire Council

29 April 2025

Key contextual information

School Name: Williamwood High School
Council: East Renfrewshire
SEED number: 8602034
Roll (Sep 2023: 1668)

Williamwood High School is a non-denominational school serving the areas of Clarkston, Busby and Netherlee. There are three associated primary schools: Carolside Primary School, Netherlee Primary School and Busby Primary School. The headteacher is supported by six deputy headteachers and a senior leader, who has responsibility for the Communication Support Service, located within Williamwood High School.

Attendance is generally above the national average.

Exclusions are generally below the national average.

In September 2022, 4 per cent of pupils were registered for free school meals.

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

In September 2023, the school reported that 25 per cent of pupils had additional support needs.

| 2.3 Learning, teaching and assessment | very good |
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| <p>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:</p> <ul style="list-style-type: none">■ learning and engagement■ quality of teaching■ effective use of assessment■ planning, tracking and monitoring | |

- Senior leaders, staff and young people have worked together very successfully to develop a highly positive culture for learning at Williamwood High School. The strong culture of mutual respect across the school supports a constructive climate for learning where young people feel valued and heard. This learning environment embodies the school's values of respect, ambition and kindness. It reflects the school community's commitment to promote and live the articles of the United Nations Convention on the Rights of the Child (UNCRC). Well-established positive relationships are a major strength of the school. Almost all young people feel that they are encouraged by staff to do the best they can.
- Senior leaders have recognised the value of learners' motivation and articulate contribution to developing successfully a strong culture of learning. Central to this successful process has been the creation by staff and young people of the classroom expectations for teachers and learners. These expectations are described in the 'Proactive' core principles of learning and teaching. This has supported the creation of a common 'language of learning' across the school community, which supports young people to review more effectively their learning and progress. Teachers use these principles well to support highly effective planning of learning,

teaching and assessment. Commendably, young people from all year groups are involved regularly in using these principles to review learning across the school. For example, as Young Leaders of Learning and as part of 'pupil pop-ins' to observe classroom activities. Young people use 'How good is OUR school?' and other frameworks with teachers to support reviews and changes to classroom practice.

- Young people are highly motivated and exhibit a strong determination to do their best. Most young people enjoy learning at school and almost all young people participate well in their lessons. Young people appreciate the opportunities for active, engaging and motivating activities which they experience in most lessons. The voice of young people is at the heart of learning experiences. They benefit from a wide range of opportunities to have their views heard and acted on at individual, class, faculty and whole school level.
- Young people enjoy increasing opportunities to make choices in and lead their own learning. In most lessons, young people benefit from high quality opportunities to learn independently with their peers and in larger groups. Learners are eloquent when sharing ideas and responses with their teachers and each other. As a result, almost all young people benefit from the opportunity to develop further these important skills. Young people are beginning to identify and articulate meta-skills and are at the early stages of applying them effectively in different contexts.
- Staff work together very effectively, with a relentless focus on further improving young people's learning experiences. Through collaborative professional activities, staff identify key areas for improvement and areas of effective practice. Commendably, these evaluations are undertaken alongside teachers from other schools and young people on a regular basis. This well thought through approach is having a positive effect on the further development of approaches to learning and teaching. For example, teachers have successfully developed a range of enjoyable and creative teaching approaches with which young people engage well. As planned, senior leaders should continue to embed this work further into the daily life of the school. For example, how to ensure greater consistency in the use of formative assessment to inform day-to-day responsive planning of learning experiences and support for young people.
- Teachers have embedded successfully a clear and flexible structure to their lessons. In almost all lessons, teachers share effectively both the purpose of learning and how young people will know they are successful. Most teachers across the school share regularly with learners very clear and helpful examples of high quality work which exemplify success. This is supporting pace, understanding and motivation among young people in their learning.
- Staff know young people very well as learners. They plan effectively and with a strong awareness of individual learning needs. Pupil support assistants support effectively young people who have barriers to their learning in class or in small groups. Young people are increasingly benefiting from high quality examples of challenge in their lessons. As planned, staff should extend and embed approaches to support greater individualised challenge further across the school.
- In all subject areas, learners' experiences are supported by teachers' use of digital technologies. Young people benefit from regular and consistent use of online learning and resource platforms. In a few highly effective examples, teachers employ digital technologies very creatively to enhance learning experiences through virtual or immersive learning tasks or multiple online resources.
- Almost all teachers use questioning regularly and very effectively to check for understanding and to prompt recall among young people. They are skilful in their use of questioning as a tool

to maintain the pace of learning and to check understanding throughout a lesson. The majority of teachers promote deeper thinking through effective use of questioning and prompt activities.

- Young people benefit from highly effective and regular feedback from their teachers. This feedback includes frequent learning conversations with teachers, feedback forms highlighting next steps and regular verbal and written feedback. Teachers use this range of approaches very well to support young people to evaluate their learning. As a result, almost all young people are confident in describing their progress in their learning and identifying the next steps they need to take. Young people in the broad general education (BGE) are able to understand and discuss the progress they are making in classes confidently as a result of a straightforward new approach referencing 'bronze, silver and gold' levels.
- All teachers engage regularly in moderation activities within faculties and with teachers in other schools. An increasing number of departments are beginning to engage in moderation activities between curricular areas. As a result, almost all teachers have a strong shared understanding of assessment standards. This regular and robust approach to moderation informs effectively curriculum planning. In the BGE, a few subject areas are developing increasingly sophisticated approaches to assess learners in a range of ways. Teachers in almost every subject area work with the Scottish Qualifications Authority (SQA). This supports further their understanding of national expectations. They use their experience well to support their colleagues' understanding of national assessment standards. This helps teachers support young people to progress confidently through their learning in the senior phase.
- All departments in the BGE and senior phase have highly effective arrangements in place for tracking and monitoring the progress of young people. All teachers make frequent use of this information to understand better the progress being made by all young people. Teachers also use this data very effectively to plan series of lessons and to make appropriate adjustments for individual young people.

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

excellent

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

At Williamwood High School, staff have a relentless focus on ensuring that all young people flourish in a range of creative ways that encourage learners' aspirations, skills and talents. Senior leaders, with the enthusiastic support of the school community, build on the principle of 'no-one left behind' to nurture a culture of belonging, ambition and excellence. Staff at all levels recognise their responsibility to improve outcomes for every young person. They provide highly equitable access for all young people to all aspects of school life. As a result, young people, including those who may face barriers to their learning, are attaining and achieving very successfully and making strong and sustained progress throughout their time in school.

Attainment in literacy and numeracy

BGE

- In 2023/24 almost all young people achieved Curriculum for Excellence (CfE) third level or better in literacy and numeracy by the end of S3. Almost all young people achieved CfE fourth level in numeracy and most young people achieved CfE fourth level in literacy in 2023/24 by the end of S3. Performance in literacy and numeracy has been consistently outstanding over time.

Leavers

Literacy

- Almost all young people who left school between 2019/20 and 2022/23 achieved Scottish Credit and Qualifications Framework (SCQF) level 5 or better in literacy, in line with the virtual comparator (VC). Most young people who left school between 2019/20 and 2022/23 achieved SCQF level 6 in literacy, significantly higher than the VC in the same period.
- Almost all young people who require additional support achieved literacy at SCQF level 4 or better 2018/19 to 2021/22. Most young people who required additional support from 2018/19 to 2021/22 achieved literacy at SCQF level 5 or better, showing steady progress over these years and improving to almost all young people in 2022/23.

Numeracy

- Almost all young people who left school between 2019/20 and 2022/23 broadly achieved Scottish Credit and Qualifications Framework (SCQF) level 5 or better in numeracy, in line with the VC, improving to being significantly higher than the VC in 2022/23. A majority of young people who left school between 2019/20 and 2022/23 achieved SCQF level 6 in numeracy, significantly much higher than the VC in the same period.
- Almost all young people who require additional support achieved numeracy at SCQF level 4 or better between 2018/19 and 2021/22. Most young people who required additional support from

2018/19 to 2022/23 achieved numeracy at SCQF level 5 or better, maintaining steady progress over these years.

Cohorts

- Teachers are improving young people's attainment in literacy and numeracy as they move through the school. Staff are working well across Williamwood High School and the local authority to ensure a shared understanding of standards.

Literacy

- At S4, almost all young people achieved SCQF level 5 or better in literacy from 2019/20 to 2022/23. This has improved from in line with the VC between 2019/20 and 2021/22 to significantly higher than the VC in 2022/23 and 2023/24. By S5, based on the S4 roll, most young people between 2018/19 and 2023/24 achieved literacy at SCQF level 6, significantly much higher than the VC over the same period. By S6, based on the S4 roll, most young people achieved literacy at SCQF level 6 from 2021/22 to 2023/24, significantly higher, or much higher than the VC in the same period.

Numeracy

- At S4, almost all young people achieved SCQF level 5 or better in numeracy from 2019/20 to 2023/24 generally significantly higher than the VC. By S5 and S6, based on the S4 roll, a majority of young people between 2018/19 and 2023/24 achieved numeracy at SCQF level 6, significantly much higher than the VC over the same period.
- Across S4 to S6, the percentages of young people entering and achieving grades A to C and grade A at National 5 and Higher in English and mathematics are considerably above the national figure in 2023/24.

Attainment over time

- Class teachers, pupil support staff, curriculum leaders and senior leaders contribute to very well-structured and regular analysis of young people's ongoing attainment data. All teachers consider the progress of identified groups of young people, such as young people with potential barriers to their learning. Staff use data to successfully implement a range of skilled and effective interventions to further support identified young people. This is based on robust judgements of learner progress in both the BGE and the senior phase, building on skilful planning of learning teaching and assessment. Young people are attaining more highly than other young people of similar backgrounds.

BGE

- Almost all young people are attaining very well in all curriculum areas. By the end of S3, almost all young people are achieving third CfE level or better in almost all curriculum areas. Attainment in the BGE has improved over time. Highly effective approaches to tracking, monitoring and the use of data are helping to ensure that all young people are supported to progress appropriately through the BGE successfully across the curriculum, including those facing barriers to their learning.

Senior Phase

- Based on average complementary tariff scores, the lowest attaining 20%, the middle 60% and the highest 20% young people are achieving consistently significantly above the VC as they leave school. Young people with additional support needs generally achieve above the VC.
- As young people move through the school, based on complementary tariff scores, the lowest attaining and middle attaining young people are attaining significantly higher and much higher than the VC from 2019/20 to 2023/24. The highest attaining 20% attain in line with the VC. There is a pattern of consistent improvement as young people progress from S4-S6, based on complementary tariff scores.

Breadth and Depth

- At S4, there are very high standards of attainment being consistently sustained at SCQF level five or better over time. The percentage of young people attaining National Qualifications at SCQF level 5C or better and those attaining top-quality passes, for one or more to eight or more courses is significantly higher or much higher than the VC. A majority of young people attain six or more at A-C.
- By S5, a majority of young people attain at SCQF level 6C or better, generally significantly much higher than the VC. The attainment of young people at SCQF level 6C or better, including top quality 'A' grade passes, for one or more to five or more awards is higher and significantly much higher than the VC for the last five years from 2019/20 to 2023/24.
- Young people at S4 are presented for a significantly higher number of SCQF qualifications than the national average and are experiencing success.
- In almost all subject areas, young people are performing much higher than national comparators and high-quality passes are a notable strength.

Overall quality of learners' achievement

- There is a strong culture of achievement in the school. Young people develop their skills and confidence through participating and leading in a wide range of groups and activities both within school and in their local communities. In the BGE and senior phase, young people speak confidently about a range of useful skills which they are developing. Importantly, young people recognise how these skills better support them with their learning in class. Young people also speak positively about how they use these skills in other contexts such as supporting and leading at extra-curricular clubs, working with younger pupils, volunteering at school events, taking responsibility for school publicity and supporting with preparing information for the school website.
- Participation in activities both in and out of school is tracked very effectively by senior leaders. This data is reviewed in a systematic way by school leaders to identify young people who are not participating. The well considered school intervention of 'check and connect' with the Pupil Support team is supporting the school to better identify and support young people to participate in activities. Young people appreciate how their views are collected, considered and then acted on by staff to shape their experiences. This is resulting in confident and successful young people who have a strong sense of agency across their school.
- Collegiate activities and improvement plans have a focus on recognising the success of all young people. This has resulted in the celebration of achievement being fully embedded

across all year groups and all curricular areas. Young people value the recognition given to all types of achievement both in class and out of class. Young people and parents speak positively about the wide range of ways the school recognises achievements such as house tokens, achievement badges, certificates, pupil of the month, assemblies and award ceremonies. Young people value the recently introduced 'Williamwood Awards' which recognise achievement for demonstration of the school values. Young people feel that this has helped to keep the school values in focus and relevant.

- An increasing number of young people are developing effectively their skills of communication, commitment, leadership and teamwork through participating in an extensive range of activities. Young people talk confidently about their volunteering experiences both within the school and the community. This is supporting them well to develop further their communication and leadership skills. A large number of young people achieve Saltire awards. The recently introduced Barista level 5 and mental health and well-being award at level 5 is providing valuable volunteering opportunities for a targeted group of young people. These young people talk confidently about improvements in their confidence, time management and employability. Commendably, the school takes active steps to have young people's achievements accredited through qualifications and awards.
- Senior and middle leaders should continue their plans to develop their whole school approach to skills development in conjunction with the well-considered and already embedded wellbeing tracking. This will support all young people to better understand the impact of the well-planned extended curriculum offer.

Equity for all learners

- A culture of ambition and high expectations for all is highly evident across the school. Staff at all levels recognise their responsibility in improving outcomes for every young person. The school systematically and robustly tracks the attainment and achievement of young people facing additional challenges. Through close monitoring, senior and middle leaders identify the barriers facing groups and individuals and plan targeted interventions and supports to ensure they achieve as highly as possible. As a result, young people who face additional challenges attain more highly than those of similar needs and backgrounds nationally.
- At tracking periods, individuals and groups of learners are identified for support to improve attainment and achievement. In BGE, literacy and numeracy interventions have successfully improved attainment. In the senior phase, targeted supports such as the Library Group, study support and small group tutoring are leading to improvements in attainment in National Qualifications for identified learners from key equity groups.
- The school has a 'Promoting Positive Attendance and Timekeeping' policy, subtitled 'an ongoing story of maximising attendance'. This policy lays out clear procedures and describes the roles and responsibilities of all stakeholders in achieving high levels of attendance. A few young people have persistent absences of more than 10%. Staff approach each instance on an individual basis. Pupil support staff work closely with primary colleagues to plan bespoke approaches for young people whose attendance has been irregular in primary school. A few young people are engaging with tailored support for emotionally based school avoidance (EBSA). Very few young people have part-time or adapted timetables.
- The proportion of young people leaving Williamwood High School to go on to a positive destination is consistently higher than the VC. The school has developed highly effective

partnerships to support young people on to the next stage including those most at risk. As a result, almost all go on to a positive and sustained destination.

Context

The Communication Support Service (CSS) for East Renfrewshire Council was established in 2014 to provide an enhanced level of targeted support for those secondary-aged pupils who have identified core language and social communication needs. Senior leaders recently reviewed and amended the staff remits to include a senior leader for the service. This was in response to the increasing numbers of young people attending the service. The CSS is accommodated within an area of Williamwood High School. A number of the pupils who attend the specialist service have a diagnosis of autism.

There are currently 51 young people attending the CSS from S1 – S6. Young people who attend the CSS have a range of additional learning needs. Almost all young people benefit from targeted support in the CSS, as required and access parts of the mainstream environment. The CSS provides a well-resourced learning environment in the centre of the school. This comprises a range of classroom spaces, break-out areas, a 'digi-den' and a sensory circuit room.

QI 2.3 Learning, teaching and assessment

- The majority of young people in the CSS participate well in learning activities in a calm and deliberate manner, sometimes showing focus and resilience to remain on task when others are experiencing visible distress due to their additional support need (ASN). Young people are occasionally disengaged in lessons because activities are too worksheet based and do not hold their interest. Teachers need to take greater cognisance of young people's learning needs and provide more activities which are set at the right level for each young person. Teachers also should engage more with young people to provide learning activities which are more relevant to them individually and better matched to their individual needs and interests.
- The CSS has recently introduced an approach to support young people to reflect on their emotions and readiness to learn. While not yet consistent, a few young people are using this approach effectively at the start of lessons to help them settle to learning. On a few occasions, young people take increasing responsibility for their learning and show strong self-advocacy skills when discussing their ambition and motivation for learning. This is not yet consistent across the CSS. Staff should now consider how this approach can be used more effectively to demonstrate improvements in young people's engagement with their learning.
- A few young people benefit from well-matched approaches using a range of digital technologies to support their learning. Young people use desktop publishing software enthusiastically in core skills lessons. They choose different ways to present information on topics of their interest to good effect. While on a few occasions teachers and support staff provide well matched support in dialogue with learners, this could be more consistent. Staff need to improve the use of questioning, giving young people time to answer and checking for understanding.
- Most teachers plan across a variety of levels to provide differentiated learning within lessons. On a few occasions the learning experience provided was the same for all young people. Teachers use a variety of summative assessments to inform their judgements of achievement of a CfE level. They engage in moderation activities across the CSS, and occasionally beyond to ensure assessment information is valid and reliable. Staff do not yet have a consistent approach to assessing and recording progress of young people working at early levels in the BGE. Young people's progress is tracked across BGE levels and in National Qualifications using the whole school system to identify progress. Leaders in the CSS recognise the need to

develop systems and processes to capture, track and monitor progress for all young people in the CSS.

- Senior leaders have recently changed the way the CSS operates. Consequently, senior leaders have also made changes to reporting to parents the progress their child is making. This individual feedback relates largely to young people's wellbeing. Staff should continue to consult with parents on the effectiveness of these reports and develop further reporting on progress across the curriculum.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

- Young people's progress and attainment is expressed in 'overall' statements rather than for specific cohorts. This is because of the small numbers of young people who attend the CSS.

BGE

- Overall, the majority of young people make good progress in literacy and numeracy from their individual starting points. Teachers focus on literacy and numeracy skills during 'core' time. Senior leaders track progress through CfE levels in literacy and numeracy three times per year. Staff should now also consider using CfE milestones in order to reflect better the progress of all young people.
- In literacy and English, most young people talk well to each other and to adults and enjoy quiet time to read. They would benefit from more opportunities to write for extended periods of time.
- In numeracy and mathematics, the majority of young people are aware of the time, both digital and analogue and have a good knowledge of fractions. They need more opportunities to develop their knowledge and use of information handling through for example class surveys.

Senior phase

- Young people in the senior phase study literacy and numeracy through a variety of different courses and at different levels from SCQF level 1 to SCQF level 5 depending on their abilities and prior learning. Senior leaders are at the early stages of using data to analyse progress and attainment. They should continue to develop systems which enable them to see clearly how each young person is progressing through a range of levels and curriculum areas. A few young people could achieve more.

Attainment over time

BGE

- Teachers use local authority pathways to plan learning activities for young people throughout the BGE. Young people are working within early to fourth CfE levels. Overall young people make appropriate progress from prior levels of learning across the BGE. Senior leaders are at the early stages of developing more bespoke methods of capturing young people's attainment using a wider range of measures.
- Senior leaders track progress across expressive arts, social subjects, science and health and wellbeing in the BGE in 2023/24. The majority of young people achieve expected CfE levels by the end of S3 in these areas.

Senior phase

- Young people at the senior phase study a range of NQs and other awards. Staff in the CSS work closely with the English and mathematics departments to provide additional support for identified young people. On average young people increased the number of awards they achieved from three in 2022/23 to four in 2023/24.
- Staff should continue to keep under review the curriculum for each individual young person to ensure that they are able to maximise their achievements and attainment by the time they leave school.

Quality of learners' achievements

- Young people at all levels develop personal, social and life skills through a range of activities, courses and programmes of work.
- Staff provide structured activities outdoors at lunchtimes and after school to support young people's developing independence. Young people enjoy participating in whole school activities such as rugby and football which help them develop resilience in unfamiliar contexts.
- Young people record visits beyond the school through their weekly diaries. They record how they have contributed to school events such as the Christmas fayre and any learning they have particularly enjoyed. This helps them reflect on their contributions to the wider community and develop a sense of belonging to Williamwood High School.
- All young people belong to one of the eight houses in Williamwood High School. They actively take part in house events and take pride in adding to the points total of their individual houses. Young people in the CSS gain house points by, for example, working for extended periods of time in class, demonstrating good timekeeping or travelling safely and independently on school transport.
- 'Young people who demonstrate the school values are nominated for the Williamwood Awards. This whole school award recognises and celebrates young people's successes in, for example, being kind and respectful towards others.
- A few young people successfully develop valuable life skills through their participation in John Muir, personal development and wellbeing awards. Young people in S5 and S6 also work towards an employability award which supports them well as they prepare to leave school. Staff should continue to seek more ways in which to accredit young people's achievements.
- Staff are at the early stages of tracking and monitoring young people's participation in activities within or beyond the school. They should continue with their plans to develop such a system, which also recognises young people's developing skills. This should enable staff to identify those young people who may be at risk of missing out from these valuable opportunities.

Equity for all learners

- Staff across the CSS know and understand the circumstances in which young people and their families live. As a result, they sensitively and discretely provide support for a few young people with for example, school uniform or financial support for school trips. Young people are

supported to participate in range of local work experience placements or to visit further education establishments.

- In both 2022/23 and 2023/24 all young people who left the CSS entered positive destinations on leaving school. The majority of young people move to supported college places. A few young people move to mainstream college courses.

Other relevant evidence

- Young people use the school library to support their learning and promote their interest in reading for pleasure. For example, young people value visits to the library with their English teachers to select books for personal reading. The library is staffed by the school librarian, who also works in another school library within the local authority.
- 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. Minor areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.
- The school's work to provide a relevant 'appropriate' curriculum with pathways for all has led to improved attainment for pupils facing additional challenges. The introduction of the Wellbeing Wing provides a coordinated and supported approach for a few young people which is improving attendance and engagement. Highly effective partnerships, for example, with Community Learning and Development, Active Schools and the Rangers Charitable Foundation are providing relevant learning experiences. Flexibility in curriculum offer at the senior phase have improved attendance, engagement and attainment for targeted young people.
- Staff use a range of approaches to ensure equity for all learners. Recent work on the cost of the school day has reduced barriers to participation. The introduction of 'Everything Oak-y?' allows young people and families to self-refer and access a range of essentials in a discrete and sensitive way.
- School staff have developed very strong relationships with families through a coordinated approach that targets support where it is needed. An example is family learning events like the family cooking classes which have led to improvements in attendance for targeted young people.

Practice worth sharing more widely

Use of data to improve learning experiences, attainment, participation in achievement and attendance.

Class teachers, pupil support staff, curriculum leaders and senior leaders contribute to very well-structured and regular analysis of young people's ongoing attainment data. All teachers make frequent use of this information to understand better the progress being made by all young people. All teachers consider the progress of identified groups of young people, such as young people with potential barriers to their learning. Teachers use this data very effectively to plan series of lessons and to make appropriate interventions for individual young people. Staff use data to successfully implement a range of skilled and effective interventions to further support identified young people. This is based on robust judgements of learner progress in both the BGE and the senior phase, building on skilful planning of learning teaching and assessment. Young people are attaining more highly than other young people of similar backgrounds.

The school systematically and robustly tracks the attainment and achievement of young people facing additional challenges. Through close monitoring, senior and middle leaders identify the barriers facing groups and individuals and plan targeted interventions and supports to ensure they achieve as highly as possible. As a result, young people who face additional challenges attain more highly than those of similar needs and backgrounds nationally.

Participation in activities both in and out of school is tracked very effectively by senior leaders. This data is reviewed in a systematic way by school leaders to identify young people who are not participating. The well considered school intervention of 'check and connect' with the Pupil Support team is supporting the school to better identify and support young people to participate in activities.

Senior and middle leaders monitor closely attendance data. A few young people have persistent absences of more than 10%. Staff approach each instance on an individual basis. Pupil support staff work closely with primary colleagues to plan bespoke approaches for young people whose attendance has been irregular in primary school. The introduction of the Wellbeing Wing provides a coordinated and supported approach for a few young people which is improving attendance and engagement.

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.