# Summarised inspection findings

## St Joseph's College

Dumfries and Galloway Council

13 June 2023

# Key contextual information

School name:     St Joseph's College
Council:          Dumfries and Galloway
SEED number:     5941032
Roll:             940

St Joseph's College is a six year denominational comprehensive secondary school, situated in the town of Dumfries. The school receives a significantly high number of placing requests. The school underwent an extensive redevelopment programme in recent years. This resulted in the school being re-located for a two year period. In the past two years, there have been significant changes to the senior leadership team. The headteacher is assisted by three depute headteachers (DHTs), and a school business manager.

Attendance is generally above the national average.

Exclusions are generally below the national average and have been consistently so.

In February 2022 11% of pupils were registered for free school meals.
In September 2021 6.2% of pupils lived in the 20% most deprived datazones in Scotland.
In September 2021 the school reported that 36% of pupils had additional support needs.

| 1.3 Leadership of change | satisfactory |
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This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Staff and young people have a sense of pride in the school community. Relationships between staff and young people are strong. They work together in a positive environment where most staff have high expectations of learners.

- The vision, values and aims have been in place for many years. Senior leaders should streamline current vision statements with stakeholders to ensure all members of the school community understand what the school is aiming to achieve. Senior leaders need to ensure that all stakeholders understand the values and how they underpin all aspects of the school's work.

- The headteacher has been in post for several years and provides caring and supportive leadership to staff. Almost half of the senior leadership team have recently been appointed. Senior leaders need to strengthen their understanding of strategic improvement and ensure that they are appropriately managing the pace of change. They need to increase the involvement of young people, parents, staff and partners in shaping the strategic direction of the school.

- Senior leaders need to ensure that improvement priorities are drawn from a range of self-evaluation evidence. Senior leaders should ensure that all quality assurance activities are clearly aligned with school improvement plan (SIP) priorities. They should consider how to measure how the SIP is improving outcomes for learners.

- Senior leaders empower middle leaders to lead their curriculum areas, based on helpful systems to evaluate their work and identify priorities. As a result, the majority of middle leaders are managing change effectively. This is leading to improvements in learning and teaching, course development and improved experiences for young people. Senior leaders should build on sharing effective faculty practice. This will help ensure a consistent approach to leading change across the school.

- Senior leaders encourage staff to undertake leadership roles. A majority of staff lead or manage an aspect within their subject area or across the school. Examples include being members of SIP working groups, organising clubs or events, supporting learner committees and undertaking regional or national work. A majority of staff agree that their collaboration provides young people with more opportunities to succeed.

- Middle leaders conduct a professional review and development process for teaching staff, aligned to the General Teaching Council for Scotland (GTCS) standards. The majority of staff feel senior and middle leaders encourage them to engage in a wide range of professional learning opportunities. Senior leaders should ensure that staff are supported more consistently

through professional learning across all faculties. They need to co-ordinate professional review and professional learning to provide a clear focus on whole school improvement priorities.

■ Senior leaders should ensure a clear shared understanding of the expected standard of learning and teaching. They should strengthen approaches to planning and evaluating learning and teaching to ensure that young people experience consistently high quality. This should also help to share effective practice more effectively across the school.

■ Almost all staff understand the social, cultural and economic context of the school well. Senior leaders have targeted Pupil Equity Funding (PEF) mainly towards additional posts in literacy, numeracy and additional support for learning. PEF is also used judiciously to support young people who require assistance with resources, uniform and to take part in events. Senior leaders need to ensure that this funding has a direct impact on how young people make accelerated progress in their learning.

■ Young people, mainly in the senior phase, have a few opportunities to lead across the school community. These include acting as school captains, house captains, Mentors in Violence Prevention (MVP), subject ambassadors, buddies and prefects. They organise events and provide safe spaces and an additional source of support for peers. A few young people in the senior phase act as Marist leaders. They work in partnership with other Marist schools internationally. Their contributions include a variety of projects to develop their leadership skills and contribute positively to the school and wider community. Their work to promote Marist values should be developed to help embed these across the school.

■ A majority of young people agree that the school listens to their views, with a minority agreeing that the school takes their views into account. The pupil council has resumed this session. Although young people understand it gives voice to their views, it is not yet sufficiently established to impact on learners' experiences. Senior leaders need to ensure the pupil council takes on a more active role in leading change across the school. All young people should receive feedback on the pupil council's impact. A few young people are members of the Dumfries and Galloway Youth Council. Senior leaders should link this more closely with the pupil council to improve the representation of young people.

■ Senior leaders consult with the Parent Council when proposing changes to school policies. The Parent Council has welcomed new members this session and is supporting the school to improve communication between parents and school staff. This includes arrangements for online and in-person parents' nights. Senior leaders should work with parents, to take greater account of their views when making improvements and to provide feedback on how their views were considered.

■ Staff work well with a few key partners and evaluate the impact of individual programmes. There are strong and effective partnerships with the council's youth work team. Staff should involve partners more regularly in agreeing clearer targets and develop a consistent approach to joint planning and evaluation.

■ Overall, school leaders are aware of priorities for developing the young workforce (DYW). Staff need to promote the world of work more actively with young people. Staff need now to embed DYW priorities into learning and teaching, and support for young people. They should focus on embedding Career Management Standards and Career Management Skills into the school curriculum, supported by effective professional learning.

■ School leaders have introduced an initiative to promote a common understanding of skills development. Staff should ensure that skills development for young people is at the centre of

curriculum planning, underpinned by a clear framework for delivering employability skills within subject teaching.

| 2.3 Learning, teaching and assessment | good |
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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

■ In almost all lessons, young people are focused on learning and are keen to participate. Relationships between teachers and young people are positive, underpinned by mutual respect.

■ Where young people have opportunities to develop independence for their learning, they demonstrate enthusiasm and are engaged in their tasks. In most lessons, teachers plan carefully-considered tasks and activities. Teachers should ensure learning and assessment meet the needs of all young people who require additional support in their learning.

■ Most teachers plan lessons and relevant resources effectively. A minority of lessons are overly directed by the teacher. As a result, at times young people are too passive in their learning, or the pace of learning is too slow and requires more challenge. There is a need to ensure staff develop existing good practice to create more opportunities for independent learning and ensure young people are more appropriately challenged in their learning.

■ In the majority of lessons, teachers use digital technology effectively to enhance learners' experiences. In a minority of subject areas, learners are developing high level skills in the use of technology. More creative use of digital technology would promote more motivating and relevant learning experiences. A minority of subjects use digital approaches well, to support out-of-school learning and homework.

■ In a few lessons, teachers share high quality learning intentions and success criteria to clarify the purpose of learning, and how to measure achievement in the task. Teachers should make more direct reference to these features as lessons progress. and check how well young people have met the success criteria.

■ In the majority of classes, teachers use questioning well to check young people's understanding. Young people would benefit from questioning that develops their higher order thinking skills more consistently. Most young people are keen to be involved in lessons and engage in class discussions. Teachers should ensure they help all young people to be included fully in lessons.

■ In a few lessons, teachers offer valued verbal or written feedback to young people. Approaches to sharing feedback should be developed further so that young people are fully aware of the progress they are making.

■ Teachers are making progress with approaches to moderation of standards in both the BGE and senior phase. Almost all staff have engaged in professional moderation activity in school and in other local schools. In a few faculties, teachers are developing well their understanding

and use of moderation, to improve the level of challenge and enjoyment in their BGE courses. Teachers would benefit from sharing effective practice more widely and regularly. This will help to ensure more consistent high quality in young people's experiences across the school. Senior leaders should ensure that teachers have access to well-planned, regular opportunities for outward-looking moderation activities.

- In a few subject areas, teachers use a range of assessment approaches effectively to capture progress made by learners and to check for understanding. These include effective formative and summative assessment approaches. In the BGE, teachers should develop their assessment approaches further to gather assessment evidence which demonstrates breadth, challenge and application of learning.

- The school has a recently developed system in place for tracking and monitoring young people's progress at BGE and senior phase. Pastoral care staff discuss progress with a few young people and agree strategies for improvement. Pupil support staff assist a few young people who experience barriers to their learning. Currently, pastoral care staff do not monitor interventions for targeted groups of young people effectively enough. There is no formal system in place for pastoral care staff to identify which groups of learners may require targeted support to be more successful in their learning.

- In a minority of faculties teachers use tracking and monitoring data well to evaluate and revise learning programmes. All departments are working towards developing their own approaches to ensure consistently strong tracking and monitoring. Staff recognise that there is scope to ensure that good practice is shared more regularly across the school. Faculty heads should ensure that all teachers discuss with young people their progress and what they need to do to improve.

## 2.2 Curriculum: Learning pathways

■ Senior leaders and teachers plan learning pathways to allow increasing personalisation and choice within the broad general education (BGE), with progression into and through the senior phase. Senior leaders and staff have developed useful partnerships to widen the curriculum available to young people.

■ The S1 and S2 curriculum provides useful opportunities for young people to select a range of elective courses. These experiences allow increased specialisation and improved engagement. The involvement of partners such as Dumfries Saints Rugby Club has added breadth to these elective programmes. Young people respond positively to the increased personalisation and choice these experiences allow. Senior leaders should collaborate more regularly with teachers leading and planning these programmes, to develop inter-disciplinary learning opportunities.

■ Young people in S3 experience a BGE programme across all eight curricular areas. A minority do not experience full continuity of modern language learning in line with the Scottish Government's 1+2 languages policy.

■ Flexible pathways are offered to a few young people who have access to a bespoke curriculum. Staff work closely with a range of partners including the Youth Enquiry Service to increase the range of curricular opportunities.

■ Senior Leaders plan to review the BGE to improve progression pathways into the senior phase. Senior leaders and staff should create a clear rationale to highlight priorities for improvement. This rationale should align with the school vision and strategic improvement priorities, developed in partnership with stakeholders across the school community.

■ Almost all young people in S4 undertake seven qualifications following recent changes to the timetable structure. Young people in S4 do not receive their full entitlement to physical education. Personal and social education outcomes are delivered in religious education periods. Senior leaders plan to develop further options within the senior phase. Careful planning with partners, including Skills Development Scotland (SDS), should help to ensure further vocational options which support those young people least likely to progress to sustained positive destinations.

■ School leaders make good use of labour market intelligence data from SDS and from their local knowledge of employers. They use this information well to offer a good range of options for young people, to support their progression to further learning and employment. However, the school has no overall strategy for using local and national information and data to help curriculum design and content.

■ The school offers a good range of vocational pathways in the senior phase through local employers, and local colleges. Overall, staff and school leaders promote these pathways well to raise attainment  and improve positive destinations for young people.

## 2.7 Partnerships: Impact on learners – parental engagement

■ The Parent Council makes effective use of the school newsletter to communicate with the wider parent forum. Most parents say that they are encouraged to be involved in the work of the Parent Council, and are kept informed. The introduction of hybrid, digital and in-person meetings, following the successful use of online meetings during COVID-19, is helping to sustain increased numbers of parents attending.

■ Overall, a majority of parents are positive about the school and its impact on young people. A few parents highlight that issues have not been addressed, particularly around bullying and additional support for learning. Senior leaders are aware that they need to improve further their communication and engagement with parents. This includes the use of homework and other approaches including improvements to the school's website.

■ A majority of parents feel that they receive helpful, regular feedback about how their child is learning and developing. Similarly, a majority of parents say that the school gives them advice on how to support their child's learning at home. Senior leaders plan to do more to help parents engage in their child's learning.

■ Most parents feel confident to approach the school with questions, suggestions or a problem. A majority of parents confirm that the school takes their views into account when making changes. The Parent Council would welcome the opportunity to be more actively involved the development of new policies and procedures and the school improvement plan, from the outset.

## 2.1 Safeguarding

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

| 3.1 Ensuring wellbeing, equality and inclusion | weak |
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This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is a positive ethos around the school and almost all young people are well-behaved and polite. Staff and young people are happy and proud of their school. Most staff are aware of the Marist school values, but almost all young people struggle to articulate the relevance of the values to their daily lives. Young people are not clear about how the vision and values should shape their relationships and behaviour. Young people would benefit from being part of the planned refresh of the values to ensure they are more easily understood.

- Staff work well together in almost all faculties and other areas of the school. Senior leaders should ensure that the wellbeing of staff and young people is a clear focus for discussion and improvement. A minority of young people say the school is not helping them to be confident or feel valued. All young people and staff should have positive wellbeing as a central part of their daily experience. This is a key area for priority development by the school.

- The headteacher knows all young people well and models a calm and caring approach. The headteacher and the DHT with responsibility for personal support have a compassionate approach to young people, which is supporting them to feel valued. Most staff have high expectations of the majority of young people, who are well supported to achieve their potential. A few young people say that staff do not treat them fairly or with respect. These young people do not feel valued.

- Most young people feel safe. The increased school roll has brought challenges in providing social spaces at break times. Young people and staff should work together to plan possible solutions to ensure young people feel safe in all areas of the school, both indoors and in the school grounds. Social spaces for use during inclement weather should be part of the discussion.

- Staff recognise that there are young people who need more support to settle in school and who would benefit from nurturing spaces. Staff at all levels should work towards a consistent style of support as part of the new relationships policy. Young people need to be central to this to ensure they feel valued and respected. Young people would benefit from a greater sense of belonging and ownership of their school.

- The health and wellbeing staff group are focusing on aspects of fitness and health. They now need to develop a clear whole school strategy to promote health and wellbeing. Young people are not yet involved in the group or able to talk about their own wellbeing. A range of partners support a few young people's wellbeing very well, enabling these young people to be included and valued within the school.

- Teachers deliver a range of useful wellbeing topics, for example through weekly assemblies, social education (SE) lessons for some year groups, and learning in a few curriculum areas. As

a result, young people have an understanding of, for example, physical health and healthy eating. Senior leaders should now ensure that the wellbeing indicators are well communicated and used regularly across the school. Young people should be encouraged to reflect and take responsibility for their personal wellbeing. Young people at all stages should have regular opportunities to enable them to support the ethos of the school, for example through greater opportunities in leadership. A few young people, mainly in the senior phase, carry out leadership roles across the school. This is enabling them to develop skills for learning, life and work.

■ As a result of a significant increase in the school roll, the pastoral care team now has a larger number of young people in its care. Young people and parents would appreciate more regular contact with pastoral care staff. Senior leaders should carry out a review of duties and expectations. This should ensure that all personal support staff have regular and ongoing contact with all young people in their charge. Teachers across the school should be involved in supporting the pastoral care of young people. Limited contact with pastoral care currently leads to young people not feeling well-supported to achieve success.

■ The SE programme is planned by the pastoral care team. The topics cover many relevant areas, of interest to young people. Young people have highlighted that mental health is an area in which they need greater support. The SE programme does not yet include clear and progressive learning in mental health across all stages. Staff should ensure this becomes a priority area for development. Young people should be included in planning topics for SE to make sure they feel influential. Partnership working with the Youth Enquiry Service and Child and Adolescent Mental Health Service (CAMHS) helps support mental wellbeing for a few young people.

■ Senior leaders and staff would benefit from more opportunities for professional learning in aspects of health and wellbeing. This will enable them to support and nurture young people's physical, emotional, social and mental wellbeing. At a strategic level, senior leaders need to agree a whole school plan to support all groups of young people.

■ Staff should develop a greater understanding of their responsibilities in relation to statutory guidance. Under the Additional Support for Learning Act, staff need to make sure there is greater clarity in relation to targeted and universal support. There are a number of plans, for a few young people, which contain some appropriate targets. This group of young people is well supported and as a result, they are included and receive the support they need to do their best.

■ There is a large number of young people who have additional needs which are highlighted to staff. Their progress is not currently monitored or tracked. This results in young people and parents who do not understand the supports to which they are entitled. Pupil support staff need to work with teachers to make sure all young people who have additional support needs receive ongoing, closely monitored support. Young people and their parents should be fully involved in agreeing supports to promote better levels of inclusion.

■ A well planned pastoral transition programme is in place from primary 7, with enhanced arrangements to support identified young people. Detailed pastoral information is passed to the secondary school and shared with teachers to enable young people to progress smoothly into secondary learning. The next step for staff is to plan how to make sure this information is making a difference to how well young people settle into learning and achieve their potential.

■ Young people's entitlement to special arrangements in accessing Scottish Qualification Authority Awards is well-planned. For the young people who are identified, these arrangements are helping to secure positive outcomes.

- A school working group is developing a new Inclusion and Equality Policy. Professional learning time has recently been allocated to raise awareness of equalities, with a helpful focus on the protected characteristics. The assembly programme increasingly includes equalities focussed themes. School clubs and events allow young people to feel further included in the school. The recent Christmas concert had included a Ukrainian theme to welcome families recently arrived to the school community.

- Young people develop supportive and nurturing relationships with individual staff across the school. This helps to ensure a majority of young people have a trusted adult with whom to discuss any issues or problems.

- A majority of young people report that discriminatory or bullying behaviour is challenged effectively. Senior leaders should clarify processes for responding to discriminatory incidents to increase confidence across the school community. This will develop young people's sense of personal safety, and of their being accepted members of their community.

- The school works collaboratively with employers, colleges, and partners across the local authority to provide advice and guidance about career options, including apprenticeship opportunities. Staff support young people well with their applications to college and university. An important area for development is to ensure all young people receive support at other transition stages, for example making course choices in S2.

| 3.2 Raising attainment and achievement | good |
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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**
- Overall, young people attain well in both literacy and numeracy. Over the past five years, most young people achieved third Curriculum for Excellence (CfE) level in literacy by the end of S3. In numeracy, most young people also achieved third level, with the exception of 2022, where this improved to almost all young people achieving third level in numeracy by the end of S3. Achievement of literacy and numeracy at fourth CfE level over the past five years has been inconsistent. This is especially the case in literacy, where achievement at fourth level has dropped significantly from the majority of young people achieving the level, to a minority in 2021/22. Senior leaders are addressing this with support from the local authority.

**Senior Phase**
**Leavers (literacy)**
- From 2017/18 to 2021/22, attainment in literacy has been broadly in line with the Virtual Comparator (VC). In the most recent year, attainment in literacy for leavers has dropped slightly but remains in line with the VC. Over the past five years, most leavers achieved SCQF level 5 or better in literacy and the majority achieved level 6. In 2021/22, almost all young people achieved a course award in literacy or numeracy by the time of leaving school.

- Senior leaders have used Pupil Equity Funding (PEF), to enhance teaching resources targeted towards improving literacy and numeracy. This is showing signs of having a positive impact on young people's attainment. As a next step, senior leaders should track more closely the targeted support for young people to improve outcomes in literacy and numeracy. This will help to monitor continuously the effectiveness of supports and interventions designed to help more targeted people to be more successful in their learning. This will also help to ensure planned interventions are sustainable in supporting successful outcomes for young people.

**Numeracy**
- Over the last five years, attainment for leavers in numeracy has been strong and is showing further signs of improvement. In the last five years, the percentage of young people achieving numeracy at SCQF level 5 or better has been broadly in line with the VC, and improved to being significantly much higher in 2021/22. A minority of leavers have achieved level 6 numeracy which, in three out of the past five years, has been significantly higher than the VC.

## Literacy and numeracy (cohorts)

■ As young people progress through the school, attainment in literacy over the last five years has been strong and in line with the VC for attainment at SCQF level 4 to SCQF level 6. On a few occasions, attainment at these levels has been significantly higher than the VC.

■ As young people progress through the school, attainment in numeracy has been consistently strong over the past five years. Attainment at SCQF level 5 or better and level 6 has often been significantly higher than the VC. Attainment in the most recent year at S4 at SCQF level 5 or better fell to being significantly lower than the VC for the first time.

## Attainment over time (BGE)

■ The majority of faculties across the school are working well, collaboratively, to ensure staff have a robust, collective understanding of national expectations and standards. In these faculties, data on CfE achievement of a level is robust. Senior and middle leaders should create more opportunities for staff across all subject areas to work with peers beyond the school to engage in moderation activity, particularly for BGE courses. Senior leaders should ensure learners in S1 to S3 have opportunities to achieve CfE third and fourth level experiences and outcomes across all curriculum areas, to align better with national expectations.

■ Senior leaders and faculties maintain a helpful overview of young people's progress across all BGE levels. The majority of faculties are using this data effectively. This is helping to ensure appropriate support for young people who require additional support to be successful in their learning.

## Senior phase

■ Average complementary tariff scores over the last five years show strong attainment for leavers. For the lowest attaining 20% of young people, this has consistently been broadly in line with the VC and was significantly much higher in 2020/21. Average complementary tariff scores for the middle attaining 60% of leavers over the past five years show strong attainment. This has been significantly higher or much higher than the VC in the last three years. Overall attainment for the highest attaining 20% of leavers over the last five years has been consistently strong. In three out of the last five years, this was significantly higher than the VC and, in 2022, improved to being significantly much higher than the VC. Average complementary tariff scores confirm that the school is adding value to the attainment of those young people who stay on until the end of S6.

## Breadth and depth

■ Overall attainment over the past five years at SCQF levels 5 or better and 6 or better has been consistently strong. Senior leaders and teachers have sustained strong levels of attainment over time. At SCQF levels 5C or better and 6C or better, attainment has frequently been significantly higher or much higher than the VC. In S4, by S5 and by S6, the percentage of young people achieving a grade A pass has been consistently strong when compared with the VC. By S5 in 2021/22, the percentage of young people attaining at SCQF level 6A dropped considerably, but remained in line with the VC.

■ In S4 over the past five years, attainment for young people achieving one or more to six or more courses has been strong. In four out of the last five years at level 5C or better, this has been significantly higher than the VC. Attainment of young people achieving level 5A or better has remained in line with the VC and was significantly higher in two out of the last five years for those achieving six or more courses.

- By S5, young people's attainment continued to improve. Over the last five years, for those achieving six or more or seven or more courses at SCQF levels 5C or better and 6C or better, this has been consistently significantly higher or much higher than the VC. For those achieving five or more or six or more courses at level 5A or better, this has been significantly higher than the VC and significantly much higher in 2020/21. At level 6C or better, young people's attainment has been consistently strong over the past five years for those achieving one or more to four or more courses at level 6C or better. Attainment at these levels has mostly been significantly much higher than the VC. At SCQF level 6A or better, attainment is broadly in line with the VC but has been significantly higher in two out of the last five years.

- By S6, young people's attainment has remained strong at level 6C or better for those achieving two or more to seven or more courses. This has mostly been significantly higher and occasionally significantly much higher than the VC, in the last five years. At level 6A or better, young people's attainment has remained strong. For those achieving one or more to five or more courses, this has been significantly higher than the VC in at least two out of the last five years, and has occasionally been significantly much higher than the VC in 2020/21.

- The percentage of young people achieving one or more and two or more courses at SCQF level 7C or better has remained strong. This has been significantly higher than the VC in four out of the last five years. Attainment for those achieving one or more and two or more courses and 7A or better has remained consistently strong. Again, this has often been significantly higher than the VC.

**Overall quality of learners' achievement**
- Around half of young people across the school are benefiting from participation in the wide range of clubs, activities, and elective opportunities. These young people are clear about the skills they are developing such as increased confidence, team work and communication. There are higher levels of participation in a range of sports and music opportunities and there are good levels of engagement in a wider range of clubs. A few young people are achieving regional, national and international success when representing the school and their community.

- The school feels that participation has not yet returned to pre-Covid levels. The school does not yet have an effective system to track achievement or identify the extent to which young people are participating. The school is introducing a new digital tool for young people in the BGE to profile their achievements, and which may support tracking participation.

- Young people are developing well their leadership skills through a range of volunteering opportunities across the school including the eco committee, pupil council, study buddies, or as a member of the senior pupils' leadership team. Increasing numbers of young people are benefitting from their participation in faith-based leadership programmes such as 'Junior Vinnies' (St Vincent De Paul), Marist Leaders and the Caritas Award. A few young people are also achieving Duke of Edinburgh's Awards, Saltire and other youth awards. A helpful next step would be to develop a more strategic approach to leadership and achievement progression pathways including further use of recognised or accredited awards. Leadership opportunities across the BGE could also be developed further.

- Success and achievement is recognised well in various ways such as school assemblies, newsletters and bulletins, noticeboards, and through social media. The annual awards ceremony recognises achievement and diligence across the whole school and celebrates success across a wider range of achievement in sport, the arts, citizenship and leadership.

**Equity for all learners**

■ The attainment of school leavers living in SIMD data zones 1 and 2 has remained strong over the past three years, when compared using average complementary tariff points. The attainment of young people living in SIMD data zone 1 has been being significantly much higher than national data since 2020/21. The attainment of young people living in SIMD data zone 2 is in line with national data.

■ Senior leaders have used PEF to appoint additional staff to support literacy, numeracy and support for learning roles. This is used effectively to target young people at risk of not achieving in these key areas. Staff track effectively the impact of these interventions and can demonstrate improvements in literacy and numeracy data. Senior leaders also allocate PEF to provide young people with resources or to remove cost as a barrier to participation in school events.

■ Senior leaders should continue to monitor the impact of PEF in raising attainment and accelerate progress for all young people affected by poverty, in line with national expectations. Senior leaders have identified the need to focus on improving the attainment of young people who are entitled to free school meals.

■ Almost all young people leaving school from 2017 to 2021 moved to a positive destination. This is in line with the VC. The majority of young people left school to progress to further or higher education, with a minority moving directly to employment.

# 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.