

Summarised inspection findings

Craigmount High School

The City of Edinburgh Council

28 May 2024

Key contextual information

School Name: Craigmount High School
Council: The City of Edinburgh
SEED number: 5532132
Roll: 1330 young people

Craigmount High School is a non-denominational secondary school located in West Edinburgh. The headteacher has been in post for three years. He is supported by a senior leadership team of four deputy headteachers, three substantive and one in an acting position, and a business manager.

Attendance is generally above the national average. Exclusions are generally below the national average. In September 2022, 8% of pupils were registered for free school meals. In September 2022, most young people lived in Scottish Index of Multiple Deprivation (SIMD) deciles seven to ten. In September 2022, 2% of pupils live in the 20% most deprived data zones in Scotland. In September 2022, the school reported that 39% of pupils had additional support needs.

1.3 Leadership of change

very good

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

- The headteacher demonstrates very strong, strategic leadership of the school. He has established a positive culture of empowerment which is developing the leadership capacity of staff and young people significantly. Senior leaders' remits have been revised to ensure that they are strategically focused on leading change. The school community understand that the planned direction of change is unifying stakeholders in a clear, shared purpose. Staff and young people feel well supported by a highly visible, approachable and accessible senior leadership team.
- The well-embedded vision of 'aim high, adapt and succeed' drives the strategic direction of the school. The values of 'awareness, drive, aspiration, purpose and trust' (ADAPT) are well understood across the school and underpin a highly inclusive climate. Almost all staff and young people feel valued as members of the school community. Along with parents, they are engaged purposefully in the ongoing review of the vision and values. This ensures that the school values remain relevant and meaningful to the school context.
- Senior leaders have significantly restructured and strengthened improvement planning processes to ensure a relentless focus on improving outcomes for young people. The school improvement plan (SIP) is part of a three-year improvement cycle and contains clear and measurable objectives. The SIP details improvement actions highly relevant to the context of the school, as well as aligning successfully with local and national priorities. Senior leaders

ensure that improvement priorities and actions are manageable, and outcome focused. They monitor the progress towards priorities very effectively over time.

- Senior leaders guide the pace of change skilfully. They have prioritised collegiate time for staff and tutor time for young people to implement improvement actions. Senior leaders have also strengthened communication approaches. As a result, parents, staff, young people and partners understand the rationale for change and report that it is cohesive. Senior leaders recognise that they should now involve parents and partners further in identifying priorities and leading aspects of improvement.
- Young people benefit from positive outcomes achieved through school improvements. These include advances in the quality and consistency of teaching across the school and the development of an enhanced senior phase curriculum to meet better the needs of all learners.
- Senior leaders support middle leaders effectively to develop their approaches to planning and leading change in faculties. Middle leaders are enthused, confident and accountable for improving outcomes for all learners. Faculty improvement plans (FIPs) focus consistently on achieving whole school priorities. Almost all FIPs contain high quality and measurable outcomes. Senior leaders undertake rigorous quality assurance of FIPs. They should continue this robust challenge of faculties to ensure all plans reflect these high standards.
- Almost all staff are encouraged, trusted and empowered to lead meaningful change across the school. Staff show agency when leading change and are well supported by senior leaders to plan and evaluate their work effectively. Staff are passionate about leading initiatives which help to improve learners' experiences. These include enhancing young people's skills for work, as well as developing strategies to support raised attainment and achievement for young people. Staff understand how they contribute successfully to the objectives of the SIP. The work of a few staff groups has been recognised through prominent national awards.
- A significant minority of young people demonstrate leadership of aspects of their school. This includes a greater number of young people in the Broad General Education (BGE) adopting leadership roles than in the senior phase. Young people feel ownership of aspects of change through a range of leadership groups. Staff facilitate these pupil-led groups encouragingly in areas such as wellbeing, digital learning, children's rights and equalities. Through the work of these groups, young people raise awareness of important issues, develop leadership skills and support their peers. They are involved fully in action planning and share their experiences to support improvement. Senior leaders and staff should continue to offer more young people opportunities to lead change. They should also ensure all young people understand fully how offering their views leads to change.
- Senior leaders have implemented a whole school quality assurance calendar which is supporting highly-effective self-evaluation. Curriculum leaders use standardised processes to ensure all self-evaluation is well-planned, rigorous and provides appropriate evidence of improvements. Senior leaders use information from all of these activities judiciously to ensure quality and inform future priorities. They should continue to ensure staff at all levels use self-evaluation evidence well to measure the improvements in learners' experiences.
- Senior leaders have restructured their approaches to career long professional learning (CLPL) successfully to ensure a targeted focus on improving learning and teaching. Senior and middle leaders use coaching techniques effectively during professional review and development (PRD) to help teachers identify aspects of pedagogy they wish to develop. Senior leaders use their overview of PRD to inform CLPL opportunities. Senior leaders support staff very well to undertake high quality CLPL in school, across the local authority and increasingly through

collaboration with other schools beyond the local authority. Quality assurance activities such as learning walks and stakeholder's views provide evidence that this is supporting improvements in learning and teaching, and outcomes for learners.

- Senior leaders support staff to develop a clear plan for the deployment of Pupil Equity Funding (PEF). The plan was created following consultation with a few parents and young people. The strategy is resulting in targeted young people having the resources and support to engage fully in school. There is scope to involve more parents, particularly the Parent Council, in creating and delivering aspects of this plan.
- The headteacher encourages staff and young people successfully to look outwards when leading impactful change. This results in staff and young people visiting other establishments and welcoming visitors to Craigmount High School to learn from each other. Senior leaders work with other schools in a collaborative group. They demonstrate the impact of this shared work, such as staff's enhanced data literacy which supports improved outcomes and experiences for learners.
- Senior and middle leaders have a clear vision for developing the curriculum in line with Developing the Young Workforce (DYW) priorities. This is reflected well in improvement plans, including the SIP and FIPs, and ensure young people receive their career education entitlements.

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

- Staff have high expectations of young people and young people respond well to these expectations. In almost all lessons, mutually respectful relationships between staff and young people are evident. The school's vision and values are demonstrated in almost all interactions between young people and staff, and between young people themselves. As a result of this positive ethos, almost all young people are well behaved and engage purposefully with their learning in a calm environment. Almost all young people feel confident to approach staff if they need support. They trust that teachers will provide help or guidance if young people find elements of their learning challenging.
- Staff work collaboratively to develop a shared understanding of high-quality learning and teaching. The 'Learning at Craigmount' approach was developed with stakeholders, including young people. It showcases the features of strong learning, teaching and assessment well. It also informs teachers' CLPL. For example, teachers share videos demonstrating good practice in action. As a result of this work, young people are experiencing improving consistency in the quality of learning, teaching and assessment across the school.
- Almost all teachers' instructions and explanations are clear. A majority of lessons begin with a meaningful starter activity where teachers help learners to make the connection between prior and current learning. Almost all teachers share the purpose of learning, measures of success and the context for learning routinely. However, measures of success focus too often on the completion of tasks rather than how young people show progress in their learning. A minority of teachers make regular references to success criteria, which helps young people consider their progress and next steps in learning. They also use plenaries effectively at the end of the lesson to review what has been achieved. This practice should now be shared and developed by all teachers.
- Almost all teachers use questioning well to check for understanding. In a few lessons, teachers use highly effective questioning techniques to help young people to think deeply about their learning and to use their higher order thinking skills. This leads to young people feeling more challenged and that they have a deeper understanding of what they are learning.
- In a few lessons, young people demonstrate high levels of independence and lead aspects of their learning successfully. In a majority of lessons, learning is overly teacher led which impacts on the pace of learning, especially in the BGE. Teachers should continue to consider how they provide all young people with appropriately challenging tasks, activities and contexts for learning. This will help to accelerate the progress in learning being made by young people.
- The creative use of digital technologies to enhance learning and teaching is an important strength of the school. Almost all teachers integrate digital approaches skilfully into classroom routines. They form a natural part of lesson planning and delivery. Almost all young people

access learning resources and share their work on digital platforms confidently. Most teachers use digital technology creatively to engage and motivate young people. They also recognise digital platforms as an effective and discreet way of providing differentiated work or targeted help to young people who require additional support with their learning.

- Most young people feel that the feedback they receive supports them to understand their learning and improve. Most teachers use a range of effective approaches to provide feedback, such as learner conversations and topic review discussions. A majority of teachers also routinely provide useful feedback using digital platforms. This offers young people a straightforward means of accessing feedback at a time that best suits their learning needs. A few teachers use audio recordings of feedback very successfully to help young people reflect on their progress. Young people in the senior phase receive detailed advice following formal assessments. This helps them to identify their next steps in learning and, with teachers, set themselves ambitious targets. Staff should now ensure all young people, particularly those in the BGE, understand better their individual next steps in learning.
- Teachers use an increasing range of appropriate formative and summative assessment. Most teachers check young people's progress in learning well through ongoing dialogue with learners. Across most faculties, teachers use peer and self-assessment purposefully, helping young people to reflect more deeply on their learning and progress.
- Teachers show a strong understanding of standards associated with National Qualification (NQ) courses. A number of teachers have Scottish Qualification Authority (SQA) roles. They work with colleagues to support the consistent application of national assessment standards. In most faculties, teachers engage in regular and appropriate moderation and verification activities and demonstrate an increasing understanding of the moderation cycle. This has led to assessment judgements for NQ which are reliable. These activities should be developed further in the BGE to improve the validity and consistency of teacher judgements across all curricular areas. Teachers undertake effective cross-sector moderation work with primary colleagues focusing on literacy and numeracy. This work should be extended to other curricular areas.
- Most staff evaluate the progress of young people in the senior phase regularly using robust tracking and monitoring systems. They demonstrate increasing confidence in using data to identify successfully when young people are underachieving. Importantly, teachers have developed an extensive range of classroom-based interventions to support young people who are off track in their learning. Senior leaders identify appropriately the need to improve the quality of tracking data gathered for young people in the BGE.
- Teachers receive detailed information about young people's additional support needs from a helpful database. A majority of teachers use this data appropriately to plan learning designed to meet the needs of these learners. All staff should now ensure that learning is planned to more consistently to meet the needs of all young people.
- Almost all curriculum leaders identified that the planning of learning in the BGE needed to be revised. Staff have worked together to improve their approach to planning learning in S1. Staff are striving to ensure all young people are provided with greater continuity and progression which builds successfully on their learning in primary. Teachers should continue this work to ensure all young people experience increased challenge in lessons. This will support their accelerated progress in learning.

2.2 Curriculum: Learning pathways

- Staff offer an effective transition programme to support young people as they move from primary to secondary. It includes targeted and enhanced transition for young people with additional support needs. A few faculties offer highly effective transition projects. This practice should be extended to more curriculum areas. Senior leaders and staff have developed very strong approaches to sharing and analysing data with primary colleagues in their cluster learning community.
- Young people in the BGE receive their curriculum entitlements. This includes experiencing two periods of high-quality physical education and modern languages in line with the national languages 1+2 policy. Senior leaders should ensure all young people across the senior phase receive their entitlement to progressive and meaningful learning in religious and moral education (RME).
- Young people are supported well to make subject choices at key milestones. All young people in S2 meet with the Skills Development Scotland (SDS) advisor to discuss their pathways to employment. Young people access valuable information through pathway information evenings, the informative school website or through individual conversation with pupil support leaders (PSL). Staff are effective in linking learning to the world of work. All teachers share regularly information relating to career opportunities and pathways linked to subjects.
- Staff are developing the curriculum to provide all young people with appropriate and aspirational learning pathways. They have worked with stakeholders and produced a revised senior phase curriculum framework offering a range of well-considered pathways designed to meet the needs of all learners. This includes a greater range of Scottish Credit Qualification Framework (SCQF) courses and awards. Senior leaders have ensured that the revised curriculum offer is underpinned by the entitlements to the Career Education Standards. Almost all teachers use employment market data successfully to help young people plan for pathways into the world of work. As planned, senior leaders and staff should continue with their review of the BGE curriculum.
- In most faculties, teachers focus on young people in the BGE developing key literacy, numeracy and health and wellbeing skills. Staff recognise the need to continue to develop a clear and shared strategy for ensuring literacy and numeracy as a responsibility for all is embedded across the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents appreciate the helpful, regular feedback they receive about their child's learning. This feedback is provided in a variety of ways such as tracking reports, in jotters, digitally or through discussions. A few parents would like more information, such as specific course content, so they can support their child's learning at home.
- Most parents feel comfortable approaching the school with questions and suggestions or to address any issues. Staff respond positively to parental communication when required, acknowledging information quickly and working with parents to respond appropriately. A majority of parents feel that staff know their child well and are supportive of their wellbeing.
- Senior leaders share and discuss school improvements with the Parent Council. There are further opportunities to extend the role of the Parent Council and the wider parent body in improvement planning, identifying priorities and evaluating progress.
- Most parents feel that the school is well-led and managed, and the strategic direction of the school is leading to improved outcomes for young people.

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

good

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

- The wellbeing of young people lies at the heart of the work of the school. The consistent approaches by staff towards classroom expectations, attendance and support for young people helps a settled and positive environment. Almost all young people articulate the relevance of school values to their daily lives well. Young people receive positive recognition from staff for demonstrating these values, resulting in their improved sense of achievement.
- The redesign of the Pupil Support structure with a move from 'Houses' to 'Year Teams' has provided a more focused approach to ensuring positive outcomes for young people. This has supported improvements in young people's wellbeing, attainment and achievements.
- Almost all young people feel safe in school. Most young people feel they have someone to speak to if they are worried or upset. They benefit from the regular contact with an adult who knows them well, such as their PSL who delivers PSE in S1–S4. The PSE programme in the BGE is highly relevant to the school context. PSLs address young people's concerns, such as vaping and anti-social behaviour, during PSE. As a result, young people build knowledge and skills which support them to make informed choices about their health and wellbeing.
- Most young people benefit from the highly-effective work of staff and school partners in supporting their wellbeing. Young people receive well-considered universal support, such as guidance on reducing exam stress and anxiety. They describe staff as being proactive in identifying and signposting them to relevant support in a flexible and responsive manner. Senior and middle leaders should continue to develop the universal wellbeing support being offered to all young people.
- PSLs make effective use of the wellbeing indicators to provide young people with opportunities to reflect on their wellbeing. They use information gathered from these reflections to identify those requiring support with their wellbeing. However, most young people do not yet demonstrate a strong understanding of the wellbeing indicators, or their relevance to their daily lives. PSLs should, as planned, raise the profile of the wellbeing indicators and their potential impact further. This will help young people to identify their personal strengths and areas for development more clearly.
- Staff have a clear knowledge and understanding of their statutory duties relating to wellbeing, equality and inclusion. They demonstrate a strong and caring commitment to Getting it Right for Every Child. This is helping young people feel safe and nurtured. Teachers and support staff have benefitted from valuable CLPL and recognise their role in meeting the needs of all learners. This underpins an inclusive and supportive environment for all young people. Staff have effective procedures in place to identify, assess and plan for young people with additional support needs.

- Senior leaders and support staff work with young people and their families regularly to identify and address barriers to learning and wellbeing. They use an effective staged intervention model of support to identify appropriate interventions to meet young people's needs. Most young people with additional support needs are achieving and progressing well. They feel included and respected. Staff actively consider young people's views when planning and making decisions about their learning. In the senior phase, a positive supported learner pathway is enabling a few young people with additional support needs to achieve success and accreditation in their learning.
- Staff identify young people requiring additional support through effective use of data and their knowledge of young people. A few young people access well-considered support through the Wellbeing Hub. Staff work with partners extensively to support young carers and those who are care experienced. Staff track the progress and wellbeing of these young people carefully and young people value the support they receive through peer groups. A range of interventions is having a positive impact on the wellbeing of targeted young people, including raised attainment and attendance. Staff should, as planned, develop further the opportunities for partners to contribute to planning and identification of support for young people.
- Staff monitor young people's attendance systematically. There are detailed packages of support to facilitate young people's attendance, tailored to their individual needs. This is resulting in overall improvements in attendance data over time. Staff should continue to support young people who are currently attending school on a flexible or part-time basis. They should ensure their milestones to returning to full-time education are reviewed regularly, are time-limited and lead timeously to re-engagement in learning. Positively, there is a declining trend over time in the number of young people being excluded from school. A few young people requiring targeted support benefit from an enhanced focus on their achieving a positive post-school destination. These young people receive effective support, resulting in almost all achieving a positive destination on leaving school.
- A majority of young people indicate that they have never experienced bullying in the school. Staff identify appropriately the need to continue to review their arrangements for recording, monitoring and responding to bullying incidents to ensure they align fully with national guidance. This will help to ensure all young people feel well supported if they experience conflict with their peers.
- Most pupils feel they are treated fairly by staff. Staff in the equalities school improvement group have focused on the importance and relevance of the protected characteristics. They actively promote a strong awareness of the protected characteristics. As a result, most young people feel that staff help them to understand and respect themselves and others. Commendably, a few young people are leading initiatives which increase staff and young people's understanding of diversity. This is helping young people to value difference and challenge discrimination.
- Staff celebrate the cultures of young people who have English as an additional language, and these young people are encouraged to attain additional and relevant qualifications in their own language. There is a strong focus on LGBTQ issues. Young people speak very positively about the focus on ensuring their community is inclusive, as seen in the 'We are Craigmount' video. This is enhancing young people's sense of personal worth, supporting them to feel recognised, valued and part of a community.

3.2 Raising attainment and achievement

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 Broad General Education (BGE)

- By the end of S3, attainment in Curriculum for Excellence (CfE) at third and fourth level in literacy and numeracy has remained strong for the past five years. In 2022/23, almost all young people achieved CfE third level or better in literacy and numeracy. Most young people attained fourth level CfE in literacy. There is an improving pattern in attainment at CfE fourth level in numeracy. This moved from most young people attaining at this level in previous years to almost all in 2022/23.
- Teachers in English and mathematics support young people to attain well in literacy and numeracy, working effectively with staff from local primary schools. They use a range of well-considered assessment evidence and regularly moderate young people's work. This ensures teacher professional judgements in literacy and numeracy are robust.
- Young people requiring additional support benefit from a range of targeted interventions. This includes the attainment transition team supporting improvements in young people's writing skills. Staff across the school should continue to work together to develop young people's literacy and numeracy skills across the curriculum.

Senior Phase

Literacy and numeracy (leavers)

- Most leavers achieved SCQF level 5 or better in literacy in 2021/22 and 2022/23 after being almost all young people in 2019/20 and 2020/21. This is in line with the virtual comparator (VC). A majority of leavers achieved SCQF level 6 over the last five years. This is in line with the VC, apart from 2020/21 when it was significantly lower.
- Most leavers achieved SCQF level 5 or better in numeracy over the last five years. This is in line with the VC. A minority of leavers achieved SCQF level 6 during the same period. This is in line with the VC, apart from 2022/23 when it was significantly higher than the VC.
- A majority of young people with ASN achieved SCQF level 5 or better, and a minority achieved SCQF level 6, in literacy and numeracy in 2022/23. There is not a consistent pattern of improvement in these measures over time.

Literacy and numeracy (cohorts)

- At S4, most young people attained SCQF level 5 or better in literacy over the last five years. This is in line with the VC. By S5, based on the S4 roll, and by S6, based on the S4 roll, a majority of young people attained SCQF level 6 over the period. This is in line with the VC.
- At S4, most young people attained SCQF level 5 or better in numeracy in three of the last five years, including 2022/23. This is in line with the VC. At S5, based on the S4 roll, a minority of young people attained SCQF level 6 over the last five years, which was significantly higher than the VC in 2021/22 and 2022/23. At S6, based on the S4 roll, almost half of young people achieved SCQF level 6 in 2022/23. This is significantly higher than the VC and an improvement from a minority in previous years.

National Qualifications (NQ)

- Young people in S4 attain well in National 5 (N5) English and mathematics, including applications of maths. In the most recent year, attainment in these courses was significantly higher than national figures. Young people in S5 also attain well at Higher (H) in English and mathematics. These are generally in line with national figures. Positively, learners are now able to progress in applications of maths to H level, with uptake above national figures.

Attainment over time

BGE and Senior Phase

- Senior leaders and the data literacy leader have prioritised appropriately the improvement of staff's use of data through high-quality professional learning. As a result, almost all staff are more confident analysing data to help to raise young people's attainment. The data literacy leader has developed highly effective and robust whole school approaches to tracking and monitoring young people's progress in learning, as well as their attendance at school. Commendably, these systems have been embedded across the cluster learning community. This supports a consistency and quality to the data being shared as children transition to the school from primary. These approaches offer staff detailed information to inform targeted interventions and helps them to adapt learning and teaching to meet learners' needs.
- Staff at all levels are clear of their roles and responsibilities in using data successfully to raise attainment. They recognise fully and welcome opportunities to use data to support improvements in their practice. Senior leaders recognise this is key to supporting evidence-based approaches to raising attainment and measuring young people's progress over time.

BGE

- Senior leaders demonstrate the positive progress made by young people in the BGE over time. In 2023, by the end of S3, data presented by the school suggests most learners achieved CfE fourth level in a majority of curricular areas. Senior leaders plan as a next step to develop a BGE assessment framework which clearly links learning, teaching and assessment. This will support the increasing confidence in teacher professional judgements across the school. The BGE assessment framework, along with the planned review of the BGE curriculum, will help teachers to continue to gather robust evidence used to inform their judgements.

Senior Phase

- Senior leaders and staff demonstrate a relentless focus on ensuring young people attain to the best of their ability. They have increased the range of courses and qualifications offered to young people, beyond NQs. Young people receive high-quality, individual guidance and support from PSLs when selecting subjects and levels as they progress through the school. Staff have a focus on being aspirational for all young people, ensuring that presentations are at

an appropriate level. Staff use well-considered interventions to support young people who are off track in their learning. These approaches are supporting improvements in the attainment of young people over time.

- When compared using average complementary tariff points, the attainment of leavers over the last five years has an improving pattern. It has moved from being below the VC from 2018/19 to 2020/21 to being above the VC in the last two years.
- The attainment of the lowest attaining 20% of school leavers has been in line with the VC in the last two years after being significantly lower than the VC in previous years. The attainment of the middle attaining 60% has improved over this period and is generally in line with the VC. The attainment of the highest attaining 20% of leavers is in line with the VC, apart from the most recent year when it was significantly higher. The attainment of leavers with ASN has improved from being below the VC to being above the VC in 2022/23.
- In S4, the performance of the lowest attaining 20%, middle attaining 60% and highest attaining 20% is in line with the VC for the five-year period, apart from the most recent year, when the lowest 20% and middle 60% was significantly higher. For S5, based on the S4 roll, performance across all cohorts is generally in line with the VC for the five-year period. For S6, based on the S4 roll, the lowest attaining 20% and middle attaining 60% is generally in line with the VC for over five years. The performance of the highest attaining 20% has been improving over the period and was significantly higher than the VC in the most recent year.

Breadth and depth

- Staff present young people in S4 for additional accreditation linked to core subjects. They should ensure additional courses provide the appropriate levels of challenge for all young people. They should ensure those presented experience enhanced attainment as a result.
- At S4, almost all young people attain three or more to five or more courses at SCQF level 4 or better. This is in line with the VC over the five-year period, apart from in 2022/23 when it was significantly higher. There is an improving pattern in the number of young people achieving six or more to eight or more courses at SCQF level 4 or better. A majority of young people attained five or more and six or more courses at SCQF level 5C or better over the last three years. This is generally in line with the VC. A majority of young people attain one or more to two or more courses, and a minority attain three or more to six or more courses, at SCQF level 5A or better over the last three years. This is in line with the VC.
- By S5, a majority of young people attained three or more to four or more qualifications at SCQF level 5A or better over the five-year period. This is in line with the VC. A minority attained six or more to seven or more qualifications at SCQF level 5A or better over the five years. This is generally in line with the VC. A majority of young people achieved one or more to three or more awards at SCQF level 6C or better and a minority achieved two or more to four or more awards at SCQF level 6A or better, over the last four years. This is in line with the VC. There is no clearly identifiable pattern of improvement in the number of young people achieving awards at SCQF level 6A or better over the five-year period.
- By S6, a majority of young people achieved two or more to four or more awards at SCQF level 6C or above over the five-year period. This is generally in line with the VC. A minority of young people attained three or more to five or more awards at SCQF level 6A or better over the last three years, which is in line with the VC. A minority of young people achieved one or more to two or more awards at SCQF level 7C, and a minority achieved one or more award at SCQF level 7A, over the last four years. This is generally in line with the VC.

Overall quality of learners' achievement

- Young people feel valued and included by staffs' effective approaches to celebrating their achievements. This includes through social media, assemblies and award ceremonies. Young people are proud of their achievements and the recognition they receive as a result.
- A majority of young people participate in an extensive range of clubs and achievement opportunities, which develop their confidence and social skills. These are designed to meet the needs and interests of all young people, including various sport, science and technology, and performing arts activities. Young people develop important communication, teamwork and time management skills successfully. Staff extensively track young people's participation in activities, including those beyond school. This ensures PSLs have an overview of all young people's achievements and participation. They use this information positively to identify those not benefiting from involvement and targeting them for further opportunities. Staff are beginning to develop a skills framework in order to help young people to talk about their skills development and progression more confidently.
- Young people in S3 develop appropriate skills through wider achievement curriculum options. Importantly, they identify the attributes and interests they want to develop and how they link to their course choices. They also gain skills for life and work through the Youth Philanthropy Initiative (YPI). They are increasing their understanding of social and global issues by researching charities and their impact on the local community. A few young people attend a debating club and demonstrate the ability to construct an argument and present it confidently. A majority of young people progress to representing the school in competitions as a result.
- Young people in the senior phase gain accreditation in a range of areas including sports leaders and mental health awards. Most young people in S6 achieve Saltire Awards for volunteering. This allows these young people to demonstrate their civic values as they develop valuable leadership skills. A few young people use accreditation, gained from barista and refereeing courses, to secure part-time employment. The number of young people undertaking the Duke of Edinburgh's Award is increasing significantly. Young people speak confidently about the confidence and resilience they have developed by setting and overtaking personal challenges associated with the award.

Equity for all learners

- Senior leaders and almost all staff are fully aware of the social, economic and cultural context of the school. This underpins their commitment to ensuring equity for all. The school provides a range of support to ensure that all young people can engage fully in the life of the school.
- Senior leaders use PEF effectively to support improved outcomes for targeted young people. This includes the learning centre where staff offer targeted interventions like mentoring and group support to raise the attainment of young people. Staff have a clear focus on ensuring learners achieve a minimum of five awards at SCQF level 4 or better. As a result, almost all young people gain five or more awards at SCQF level 4 or better. In 2022/23, the attainment of all school leavers was in line with that of young people in similar deciles across Scotland, apart from SIMD one, four and five, which were significantly higher than national data.
- Senior leaders and staff have developed robust and systematic approaches to identifying and targeting young people who face potential barriers to learning, including those with protected characteristics or those affected by poverty. Through highly effective tracking and targeted support, there are early signs of improved outcomes for these young people, including improved attainment and attendance at school.

- Almost all young people stayed on at school from S4 to S5 in four of the past five years. A majority of young people stayed on until the end of S6. A majority of young people left school to higher or further education and a minority to employment in 2022/23. Over the past five years, almost all young people move on to a positive destination after school, which is in line with the VC, apart from 2020/21 when it was significantly lower than the VC.

Context

The enhanced support base (ESB) was established within Craigmount High School in August 2022. The base supports twelve young people from S1 to S4. Most young people are from the school catchment area. At the time of the inspection, nine young people were working within the BGE and three in the senior phase. A few young people access some subjects alongside their mainstream peers. A deputy headteacher has overall responsibility for the ESB.

Leadership of change

- Senior leaders and staff in the ESB ensure that the provision is valued and is an important part of the school. Young people learn within an inclusive and supportive learning environment. Staff have a strong focus on ensuring young people have appropriate opportunities to learn and achieve within the ESB and mainstream school. Senior leaders promote and support the inclusion of young people through mainstream classes and activities. Staff are effective advocates for families and support them well to access services and resources.
- Senior leaders and staff work well together to identify priorities for improvement and change. The priorities of the ESB are relevant and closely align with whole school priorities. Priorities are impacting positively on young people's outcomes. For example, a focus on improving learner's digital skills is resulting in increased engagement and enjoyment in their learning.

Learning, teaching and assessment

- The relationships between young people and all staff in the ESB are respectful and supportive. Staff understand the support needs of young people well and take good account of them during their interactions. As a result of this supportive ethos, behaviour in the ESB is positive. Almost all young people are enthusiastic and motivated. Support staff provide a high level of care and support.
- Young people have opportunities to learn across a range of subjects. Young people's learning is based on their individual strengths and needs. For example, a few young people access almost all learning in mainstream classes and for others, the majority of their learning is in the ESB. Young people have appropriate opportunities to provide their views about their learning.
- Almost all young people demonstrate good levels of engagement in their learning. They respond well to instructions and support from staff. In a few lessons, both in mainstream classes and in the ESB, young people require more challenge in their learning. Staff should ensure they take full account of the different strengths and needs of learners when planning and delivering learning. Digital technology is used successfully to support young people's learning. Staff use smart boards and tablets well to introduce concepts and engage young people.
- Young people participate in interesting and relevant interdisciplinary learning (IDL) contexts such as novel studies and outdoor education. IDL provides effective opportunities for young people to develop skills across subjects such as English and mathematics and apply these skills in a range of meaningful contexts.
- Staff in the ESB plan, track and monitor progress effectively for almost all young people. All young people have their learning planned within individualised educational programmes (IEPs). Staff should review targets within IEPs to ensure they are specific, measurable and relevant to the individual strengths and needs of young people. Staff should improve how they evaluate and record progress with targets in IEPs. Evaluations should focus on the progress young

people have made from their prior levels of attainment and their next steps in learning. This will support more effective planning of learning.

Ensuring wellbeing, equality and inclusion

- Staff have a good understanding of the individual needs of young people and their families. Through regular discussions and check-ins with young people, staff are able to respond effectively to their wellbeing needs. Young people benefit from positive interactions with staff and as a result they are confident and happy.
- Staff plan appropriately for the wellbeing needs of young people. IEPs have detailed targets related to young people's wellbeing. For example, young people are developing their independence well and ensuring they have an improved understanding of healthy eating. Staff should ensure wellbeing targets are more individualised to each young person. Staff should respond timeously when learners achieve targets and work with them to set new targets.
- Young people have appropriate opportunities to be involved in the life of the school. They attend assemblies and a few young people attend clubs beyond school. Staff across the ESB and school should continue to work together to maximise opportunities for young people to learn and socialise together, especially to support their physical wellbeing. Staff take good account of the views and emotional needs of young people when planning for inclusion.

Raising attainment and achievement

- Overall, almost all young people are making good progress in their literacy/English and numeracy/mathematics. A few young people are making very good progress in specific subjects. There is scope for a few young people in the BGE to make better progress.

Literacy

- Almost all young people listen well to staff and each other. They read for a range of purposes including book studies. They identify the main story points and character roles. Young people demonstrate good vocabulary when talking about stories. They use a range of methods to record information such as mind maps. A few young people analyse different genres of poetry and create their own poems. Teachers should continue to support young people to use digital technology to present their work neatly. Interdisciplinary learning topics are allowing young people to apply their reading and writing skills in meaningful contexts. Young people in the senior phase are attaining NQ units, including Creating Texts and Scottish Studies.

Numeracy

- Young people develop appropriate numeracy skills in a range of relevant contexts such as planning journeys and using money to purchase travel tickets. Young people identify two-dimensional shapes and three-dimensional objects correctly. They understand how to measure such as calculating length and weight. A few young people working in mainstream classes have a good understanding of challenging mathematical concepts. Young people in the senior phase are attaining an appropriate level of NQs in numeracy and mathematics.

Attainment over time

- Almost all young people are making good progress from prior levels of attainment. A few young people are making very good progress in areas such as music. There is scope for some young people to attain and achieve more through greater challenge in their learning. Young people in the BGE are working from early to third level, depending on their strengths and needs. Young people at the senior phase have achieved or are working towards qualifications at National 1 to National 4 level. Awards are across a range of subjects including numeracy, mathematics, digital media and social subjects.

- Staff track young people's progress of targets within IEPs. This provides useful information about how learners are working towards achieving their targets. Staff should ensure termly evaluations of targets include specific information on the progress young people make. This will provide better information about how young people are attaining and achieving over time.
- Since the unit was established, no young people have yet transitioned to a post-school destination. Staff have a very good understanding about the importance of preparing for transitions and are engaging very well with services and colleges. This will help to support the transition of young people who will leave in the future to ensure they move to a positive destination.

Overall quality of learners' achievements

- Young people develop confidence and skills through leadership roles such as digital leaders and friendship ambassadors. There are positive opportunities for young people to develop important life skills through regular trips. A few young people participate in the choir and perform at events. They display high levels of confidence and enjoyment when participating in the choir. A majority of young people have achieved a John Muir Award.

Equity for all learners

- Staff have a good understanding of the learning, social and emotional needs of young people. They use this information well to inform the support offered to young people and their families. The ESB has recently been provided with a PEF allocation. This has been used appropriately to support young people's wellbeing. Staff should now monitor the impact of PEF and ensure that it is leading to improved outcomes for young people.

Practice worth sharing more widely

The development of data literacy across all staff, underpinned by high-quality professional learning. The headteacher has created a positive culture where staff value fully how data can be used to support their practice and improve outcomes for young people.

The development of robust monitoring and tracking systems which are being used across the cluster learning community. This supports a consistency and quality to the data being used by primary colleagues and staff. Staff are gathering effective information relating to young people's progress in learning and attendance at school.

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.