Summarised inspection findings

Webster's High School

Angus Council

12 March 2019

School Name: **Webster's High School**
Council: **Angus Council**
SEED number: **5307732**
Roll (Sep 2017): **669**

Key contextual information

Webster's High School is a non-denominational secondary school in Kirriemuir. It serves an extensive rural area which extends from Glen Isla, Glen Prosen and Glen Clova in the north, to Glamis and Glen Ogilvie in the south. Webster's High School has nine associated primary schools. The headteacher has been in post for four years. She is also headteacher of Southmuir Primary School.

Attendance is generally above the national average for the years where data is available between 2012 and 2017. In 2017/18 the school's own attendance data showed an attendance rate of 92% which is a slight reduction from previous years.

In February 2018, 10.6% of pupils were registered for free school meals which is significantly below the national average.

In September 2017, 1.0% of pupils live in 20% most deprived data zones in Scotland.

In September 2017 the school reported that 16.1% of pupils had additional support needs (ASN) which is below the local authority figure of 18.5% and the National figure of 29.3%.

1.3 Leadership of change	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 school's vision is 'to be a community where individuals feel safe, valued and respected, are supported to develop resilience and determination, and are inspired to a lifelong passion for learning…serious about learning'. The headteacher has developed the vision in consultation with the school community. It is referred to regularly in the life and work of the school, for example in parental newsletters and at assemblies. The school has adopted as its values those on the parliamentary mace: compassion; wisdom; integrity; and justice. In addition, through its work on Rights Respecting Schools (RRS), the school has recently created the Webster's Campus Standard which makes clear the behaviours and attitudes expected of pupils, teachers and families. The vision, values and Standard all make an important contribution to ensuring a positive and ambitious ethos across the school community. There is clear evidence that work on RRS has had a positive impact on young people's wellbeing, as outlined under QI 3.1 (see page 9).

■ The headteacher's leadership remit includes Southmuir Primary School in addition to Webster's High School, with both schools situated on the same campus. Southmuir Primary School was not involved in this inspection. The headteacher works closely with her three depute headteachers, and all four members of the Senior Leadership Team (SLT) work closely with faculty heads, to lead improvement in the school. A key feature of leadership in the school is the empowerment of departments and faculties, and of individual teachers, to take forward improvement in their own contexts. This is informed by professional reading and reflection, and the sharing of good practice in departments and faculties, across the school and at local authority level.

■ Through the Webster's Professional Learning Community (WPLC), teachers have motivating opportunities to be involved in school improvement and professional learning and leadership opportunities. Ten after-school WPLC sessions are planned over session 2018/19. During these sessions, teachers can lead or attend workshops on good practice; and take part in whole-school working groups or faculty focus groups looking at literacy, numeracy or Developing the Young Workforce (DYW) in their own contexts. Other optional leadership and development opportunities include groups for professional reading and aspiring principal teachers. Teachers in focus groups spoke with enthusiasm about the opportunities and encouragement from senior leaders to take part in professional learning, to take forward new ideas and to take on leadership roles.

■ Teachers have a clear understanding of the social, economic and cultural context in which young people and their families live. The school has a sound rationale for how it allocates the relatively small amount of funding it receives through the Pupil Equity Fund (PEF). In particular,

the deployment of a resource worker is ensuring that some young people and their families are benefiting from a range of interventions.

- For the last three years, the priorities in the school improvement plan have related to: high quality learning and teaching; raising attainment; developing a curriculum which meets the needs of all; and improving wellbeing through positive relationships and building community. Particular areas of focus in the current session are the pace and challenge of learning in the broad general education (BGE), and learning conversations with young people to ensure they understand their next steps in learning. Teachers across the school spoke about their work in these areas which has included the development of progression pathways for most curriculum areas. Departmental and faculty improvement plans build on the whole-school plan, and take forward the key priorities in their specific contexts.

- The whole-school self-evaluation calendar includes: ongoing planning for improvement and monitoring of progress with priorities at whole-school and departmental/faculty level; tracking and monitoring young people's attainment and attendance; staff and pupil focus groups; and learning visits. At four key points in the session, each department/faculty is required to evaluate its work against agreed quality indicators from How good is our school (4th Edition)?.

- The school plans and evaluates its work with partners on an individual basis. However, there would be benefit from engaging with partners as part of school improvement planning. For example, the headteacher now recognises an opportunity to engage with partners through focus groups to better understand how they can contribute to continuous improvement.

- There is scope to develop further the leadership of the school's approaches to self-evaluation and improvement and to improve key areas of the school's work such as raising attainment, curriculum, learning and teaching and inclusion. This can be achieved by building on the work already undertaken by the learning and teaching group, middle leaders and senior leaders. To do this, we have asked the school to consider revising the current remits of the SLT, and to giving overall lead responsibility for each key area to individual senior leaders. A more centrally directed approach to gathering evidence from across the school would ensure that senior leaders have a better overview of key aspects of the school's work, and are better placed to drive forward improvement where necessary. For example, there is scope to establish a clearer whole-school understanding of the features of very good learning and teaching. This should include continuing to develop approaches to learning visits and, in particular, following up on their findings. This would support senior leaders in ensuring a more consistently high quality of learning and teaching across the school.

- The school is currently reviewing its curriculum structure and it will be important to ensure that the pace of change is appropriate. Senior leaders need to ensure that staff, young people, parents and partners have a clear understanding of what changes are needed and why. They need to introduce the changes in a way that ensures the desired positive impact for young people.

- Young people have regular opportunities to give their views on their learning experiences. There is scope for young people and parents to be more proactively and creatively involved in leading improvements in the school.

- School leaders have developed effective arrangements for oversight and delivery of DYW priorities. They plan collaboratively with the Dundee and Angus DYW Group, Dundee and Angus College and a range of employers, to inform provision and develop a range of programme choice option which meet the needs and interests of senior phase learners.

■ The long-established school-based DYW meeting forum reflects regularly on progress made and constructs relevant advanced plans to improve provision and widen its reach to involve partners, stakeholders, employers and school pupils.

■ School leaders make good use of teacher inset days to cascade relevant information covering the Career Education Standard (CES). They support teaching teams to deliver CES themes through timetabled teaching sessions. Whilst school teachers are generally knowledgeable about promoting CES themes within their subject areas, school leaders acknowledge that some teachers are less confident than others and will continue to require support in this area. Staff understanding of Labour Market Information (LMI) in relation to their subject areas is not yet comprehensive. Managers have drawn up advanced plans for a relevant training session.

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

■ Positive relationships between staff and young people are a significant strength of the school. In most classes, young people and teachers interact respectfully with each other, creating an environment where young people are ready to learn. The school's commitment to helping young people understand their rights and responsibilities has been formally recognised through the RRS bronze award. Most young people consider that staff are approachable and work hard to provide support and encouragement.

■ Most young people participate well in their lessons. They make contributions during class discussions and respond diligently to teacher instructions. In most lessons, teachers plan appropriate activities to help young people with their learning and give clear explanations. Through sharing of learning intentions, teachers help young people understand the purpose of lessons and to make connections to prior learning. Inspectors observed in a minority of lessons skilful scaffolding of the lesson to meet young people's varied needs and a range of questioning techniques used to develop young people's higher order thinking. Teachers used plenaries to highlight the key learning points and created opportunities for young people to discuss meaningfully their learning with peers in a minority of lessons observed. A minority of teachers used stimulating practical activities to help young people appreciate the relevance of their learning. Extending this practice would help develop consistency of high-quality learning experiences across the school.

■ Inspectors observed a minority of lessons where young people were too passive in their learning or the lesson progressed at too slow a pace. This limited the opportunity for young people to consolidate their learning through independent or collaborative practice and resulted in young people becoming less engaged in their learning. Senior leaders should work with teachers to ensure a greater consistency in the levels of pace and challenge experienced by young people. They should also ensure that all staff have a clear and shared understanding of what represents highly effective teaching and that such practice is adopted more consistently to improve teaching across the school.

■ Young people appreciate the wide range of activities offered in school beyond the classroom and timetabled day. Activities, such as supported study, are helping young people consolidate their learning, whilst other activities offered in sport and music are helping young people develop their skills in these areas. Young people can gain valuable leadership and team working skills through their involvement in the pupil council, as a school prefect or as working as a young ambassador.

■ Focus groups have been used by senior leaders and some faculty leaders to sample young people's views on teaching and learning. There is scope to strengthen this practice by improving the focus, frequency and consistency of consultation at faculty level. Staff are considering how this could be incorporated into faculty reviews at appropriate points in the

year. This will allow young people to appreciate that their feedback can affect positive change across the school.

- Staff use digital projectors and white boards to make lessons more stimulating for young people. Video clips were used in a few observed lessons to provide a relevant context for learning which helped to engage young people in their learning. In a few lessons, learners use digital technology to support their learning. Senior leaders have shared plans to update the school website to contain relevant information which supports young people with their learning and encourages parental involvement.

- In most departments, young people receive a range of both written and oral feedback that helps them with their learning. Young people also report that teachers regularly have learning conversations which are informing their understanding of what they need to do to improve. This occurs in class as well as after homework exercises and assessments but is more evident in the senior phase than in the BGE. Senior leaders plan to do further work with staff to ensure greater consistency in the use of feedback to support learners at all stages in the school.

- The school's moderation policy provides guidance to teachers to help them develop a shared understanding of effective moderation. Staff are continuing to develop their approaches to moderation at faculty, whole school and with colleagues from Angus. This is helping staff to develop a shared understanding of standards.

- In the BGE, teachers are using the experiences and outcomes and National Benchmarks to both plan learning and monitor individual learners' progress. A range of assessment approaches are used such as teacher observation, discussion with young people, summative assessment, homework and class assignments. Departments have developed their own tracking systems to record the outcomes of these assessments.

- In the senior phase, course materials and assessment approaches have been developed using National Qualification outcomes at the appropriate level. A variety of assessment approaches are used to measure and track the progress of young people with interventions put in place as necessary. Senior leaders are in the process of implementing a whole school tracking system. This is an opportune time to ensure that tracking and interventions in the BGE are as robust as those in the senior phase. Improving the whole school overview, especially in the BGE, will also allow the school to more accurately demonstrate attainment over time for all learners.

2.2 Curriculum: Learning pathways

- See choice QI.

2.7 Partnerships: Impact on learners – parental engagement

■ There are a range of ways in which parents are kept informed about their child's progress in learning and school activities. The use of social media plays an increasingly important role. As a result, the school has launched an application which supports communication between home and school and has over four hundred users. The school is currently redesigning its website, with the intention of further developing the family learning zone. This is intended to provide materials that families can use, as well as tips on how to support their children's learning within specific subject areas.

■ The school regularly seeks parents' views about a range of issues, including methods of communication used by the school, how involved families feel in their children's learning and how the school can support families to support their children's learning. As a result, the school has developed an action plan to increase partnership working with parents.

■ The school also seeks parents' views about the content of parent information evenings such as study skills, future pathways and the family reading group. A majority of parents who responded to the pre-inspection questionnaire think that the school gives them advice about supporting their child's learning at home. The school works well with parents and families on an individual basis to meet specific needs. Parents appreciate this.

■ The Parent Council (PC) is supportive of the school. The Chair appreciates the way they are kept informed of the school's work. There is now scope for the PC to be more involved in contributing towards developing school improvement priorities. As part of an initiative which is looking at the cost of a school day, the PC and staff have worked together to provide a uniform swap shop.

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. Inspectors have identified good practice in child protection and safeguarding procedures.

3.1 Ensuring wellbeing, equality and inclusion	very 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

■ Highly positive relationships characterise interactions across the school community. The nurturing, caring ethos is underpinned by staff's knowledge of young people. Led and modelled by the headteacher, there is an explicit and shared understanding of mutual respect. Central to this are the key principles of always trying to do your best and valuing equally the strengths and skills of all members of the school community. There is a clear shared understanding of the dignity and worth of every individual across the school community. This approach is grounded firmly in the United Nations Convention of the Rights of the Child. An 'open door' policy is modelled by senior leaders and evident throughout the school. Young people state that they feel valued and respected, and their opinions are listened to. This can be seen in the confidence young people display when working with staff, and supporting each other.

■ The school is well placed to build on the work already embedded through their RRS approach. Positive relationships and nurturing principles are already developing a whole school approach to wellbeing. However, young people themselves are not yet aware of their own progress in wellbeing. The school has made a start in addressing this in S1 Personal and Social Education (PSE) where young people complete the wellbeing web. As a result, young people in S1 know what the wellbeing indicators are, but do not yet use them to assess their strengths and areas for development in health and wellbeing.

■ Staff across the school are aware of the wellbeing indicators but there is not yet a shared understanding of the role of the wellbeing indicators in improving outcomes for young people. As a result, there is variability across and between departments of how staff support young people to improve their wellbeing. There is a need for greater clarity on how young people and staff are going to use the wellbeing indicators to assess young people's progress. Senior leaders should consider how to develop a whole school approach to wellbeing. Staff should consider building on the approach taken towards RRS and prior learning in wellbeing in cluster primary schools. This has built an initial familiarity with the wellbeing indicators for young people. A useful next step is the development and agreement of a whole school and cluster approach to wellbeing. This will support all staff and young people to monitor wellbeing and demonstrate improved outcomes and areas for development. As a result, young people will be able to reflect on their progress in being safe, healthy, achieving, nurtured, active, respected, responsible and included.

■ Senior leaders, pastoral care and pupil support staff work closely and effectively together. They know young people very well and support young people's progress on an individual basis. There is scope for staff to make use of available data which monitors trends for cohorts of learners. This would allow staff to put in place and monitor the effectiveness of sustainable interventions which deliver positive outcomes. All young people have opportunities to speak with a key adult, who has a holistic overview of their development and discusses wellbeing,

learning and achievements on a planned and regular basis. Most young people report that they feel safe and can report any issues to an adult who knows them well. Most young people are confident that action will be taken to support them in a restorative way.

- Pastoral care staff are responsive to issues raised by young people. Young people had highlighted cyberbullying as having a negative impact on their wellbeing. As a result of this staff adjusted the PSE programme to address cyberbullying further. Pastoral care staff work well with partners to address identified concerns such as anxiety and stress experienced by individual young people. The school has identified that these approaches have considerable potential to improve wellbeing outcomes at a universal level.

- The school takes account of statutory requirements and codes of practice. Commendably, there has been a strong focus on professional training in child protection, safeguarding and more recently corporate parenting responsibilities. This training is shared as appropriate with all staff.

- The statutory requirements for religious and moral education (RME) are not being met. The school should review its provision for RME to ensure it fulfils its statutory requirement and provides all young people with meaningful learning throughout the senior phase.

- Care experienced young people are well supported by pupil support staff. Multi-agency discussion takes place regularly to examine young people's needs and consider whether a coordinated support plan is required. Clear chronologies are kept which detail identified next steps to support positive outcomes. As a result, young people receive the support they require to do their best and achieve a positive destination post school.

- Senior leaders and pastoral care staff are beginning to address the entitlements detailed in the Carers (Scotland) Act. Pastoral care staff have identified young people who would benefit from a young carer's statement. Plans are in place to draft young carer statements for all young carers and ensure each young person has an identity card which will allow them to access their entitlements. Although this work is at an early stage there is evidence that young carers are benefitting from the practical help and support for their wellbeing.

- The headteacher is strongly committed to including young people with ASN in all aspects of school life. As a result, young people with ASN are benefiting from more opportunities in mainstream classes. This is leading to improving attainment and achievement for young people with ASN.

- Young people requiring additional support who left school in 2016/17 attained well in literacy and numeracy in the senior phase. Most young people who require additional support attained literacy at SCQF level 5 or better in 2016/17. Most young people who require additional support attained numeracy at SCQF level 4 or better, with the majority attaining SQCF level 5 or better in 2016/17. From data supplied through Insight these measures are above the virtual comparator (VC) at SCQF levels 4, 5 and 6. Between 2013/14 and 2016/17 most young people who required additional support left school for a positive destination.

- Individualised programmes with a focus on strengths and development needs are supporting young people as they follow a blended timetable which includes time in the ASN Hub and in mainstream classes. Class teachers are working closely with ASN staff to write effective Individualised Education Plans (IEPs). These include specific targets which allow improved tracking of attainment and wellbeing for young people with ASN. The ASN staff have developed an effective tracking system which closely monitors the progress of young people with ASN and their progress in the ASN Hub and in mainstream classes. Staff and young

people set aspirational outcomes for National Qualifications and this is leading to improved attainment.

- The principal teacher of ASN and partner agencies provide helpful career-long professional learning for all staff to improve their knowledge and practice in providing personalised support to meet the needs of all young people. This has supported the inclusion of young people with ASN in mainstream classes. All staff have detailed and helpful information related to young people's strengths, specific learning needs and the support required. There is scope to monitor how well the information which is collated in pupil profiles is used by all staff to meet the ongoing learning needs of young people.

- There is a nurturing, caring and warm atmosphere in the ASN Hub. Young people spoke of staff as being kind and supporting them well. School and pupil support assistants provide helpful support for young people in class and in the ASN Hub. Support for learning teachers are leading the development of new accredited courses including Personal Development Awards and Prince's Trust. Young people enjoy the variety of learning experiences within these classes and the friendships made. These are helping them to gain in confidence.

- Commendably, there is a flexible approach by almost all staff to providing a curriculum with learning experiences centred on individual young people, their strengths and skills. As a result, this is supporting young people's attendance and engagement in school life. There has been a recent focus on inclusion for those who may be affected by socio-economic disadvantage. Senior leaders are using PEF to fund additional staffing resources. The resource worker has made effective use of data to identify young people and families who are benefitting from a range of interventions, such as the breakfast club and supporting young people's readiness to learn.

- Positive partnerships with school health, autism staff, educational psychology and agencies such as Barnardos and Angus Women's Aid are established and improving wellbeing outcomes for young people. Partners stated that they feel valued and fully involved in deciding the focus of the work required and the desired outcomes for young people. They believe there are clear lines of communication with senior leaders and pastoral care staff based on a sound knowledge of the young people.

- The school promotes aspects of equality and diversity and this is underpinned by the RRS approach. Young people in S1 are learning about children's rights by studying the United Nations Rights of the Child in social subjects and PSE. There has been a focus on raising awareness of gender reassignment and sexual orientation with the whole school community. Professional learning has been provided for all staff on these protected characteristics. Young people value the newly established Equalities group. Senior leaders and pastoral care staff plan support for young people on an individual basis and as such, any barriers are identified at an early stage. As a result, there is an inclusive and welcoming whole school community where everyone is valued and supported. There is scope for the school to review its coverage of all of the protected characteristics contained within the Equality Act and agree next steps in their approach to ensuring all young people understand equality and diversity issues.

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):
- From figures provided by the school, almost all young people achieved third Curriculum for Excellence level or better by S3 in both literacy and numeracy in 2016, 2017 and 2018. Most young people achieved Curriculum for Excellence fourth level by S3 in literacy in 2017 and 2018 and in numeracy in 2018. There have been improvements in the percentage of young people achieving fourth level over the last three years. Senior leaders are confident in their reliability of these results but acknowledge that teachers are still working to improve further the robustness and validity of their professional judgements.

- Overall staff are applying their professional judgements well. They are developing their use of moderation within departments and through professional network meetings with colleagues from Angus. They are continuing to develop their use of the Scottish National Standardised Assessment as a diagnostic tool to support young people's next steps in learning in literacy and numeracy.

Senior phase:
- Almost all young people leaving school between 2012/13 and 2016/17 attained literacy at SCQF level 4 or better. In the four years between 2013/14 and 2016/17, most leavers attained literacy at SCQF level 5 or better. The majority of leavers' attained literacy at SCQF level 6 between 2012/13 and 2016/17. There has been an improving trend in attainment in literacy at SCQF level 5 or better and level 6 over the latest five years. Overall, the literacy attainment of leavers at SCQF level 4 or better, level 5 or better and level 6 has been in line with the virtual comparator (VC) or significantly higher between 2012/13 and 2016/17.

- In the three years between 2014/15 and 2016/17, most leavers attained numeracy at SCQF level 5 or better. This was an improvement on the previous two years where a majority attained numeracy at this level. Less than half of leavers' attained numeracy at SCQF level 6 between 2012/13 and 2016/17. There has been an improving trend in attainment in numeracy at SCQF level 5 over the last five years. Overall, the numeracy attainment of leavers at SCQF level 4 or better, 5 or better and 6 has been in line with the VC or significantly higher between 2012/13 and 2016/17.

- The literacy and numeracy attainment of young people who left school at the end of S4 and S5 at SCQF level 5 or better was in line, significantly higher or significantly much higher between 2012/13 and 2016/17. However, a few young people are leaving school without attaining literacy or numeracy at SCQF level 3 or better. The school are aware of this and are taking

steps to ensure that no young people leave school without accreditation in literacy and numeracy.

Attainment over time:
Broad general education (BGE):
■ The school is in the process of introducing a new tracking system which has the potential to allow staff to develop a greater understanding of the progress young people are making across all subject areas. At present, the school cannot evidence progress over time in the BGE across curriculum or in subject areas outside of literacy and numeracy. The school acknowledges the need to introduce attainment meetings for the BGE similar to those in the senior phase attainment. Both BGE and senior phase analysis should include analysis of attainment and achievement over time for all courses and programmes offered by the school.

Senior phase:
■ The school has used its base line assessment data and ongoing tracking data to identify trends and patterns in predicted attainment. They have evidenced variation between year groups, using standardised assessments, and have put interventions in place to address identified areas of concern. As a result of these interventions, the school has maintained a level of consistency in attainment levels and is in line with the VC in most measures with the exception of the latest year, 2017/18.

■ Overall, attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of leavers has been in line with the VC for the latest five years when compared using total tariff points. There is no pattern of continuous improvement for leavers as measured by total tariff points. In 2016/17 there was a sizeable increase in total tariff points for the lowest attaining 20% from 2015/16. The school reports this was due to the impact of target interventions for this group of young people. There was, however, a decrease for the middle attaining 60% from 2014/15 to 2016/17 and the highest attaining 20% from 2013/14 to 2016/17. The school is aware that the quality of passes in some departments is having an effect on the total tariff points and are taking steps to address this.

■ In S4, the lowest attaining 20% have performed in line with the VC between 2012/13 and 2016/17, when measured using the complementary tariff score. However, in the most recent year, 2017/18, attainment was significantly much lower than the VC. The middle attaining 60% have attained in line with the VC from 2012/13 to 2016/17, when measured using the complementary tariff score. In the most recent year, 2017/18, attainment was significantly lower than the VC. The highest performing 20% are attaining in line with the VC.

■ By S5, the lowest attaining 20%, middle attaining 60% and highest attaining 20% performed in line with the VC when measured using the complementary tariff score.

■ By S6, the lowest attaining 20%, middle attaining 60% and highest attaining 20% performed in line with the VC when measured using the complementary tariff score.

Breadth and depth:
■ In S4, the percentage of young people attaining at SCQF level 4 or better and SCQF level 5 or better is in line with the VC between 2013/14 and 2016/17 for one or more to six or more courses. However, in 2017/18 the percentage of young people attaining five or more courses at SCQF level 4 or better and for the percentage of young people attaining three or more to six or more courses at SCQF level 5C or better has fallen to significantly lower than the VC. This is also the case at SCQF level 5A or better in 2017/18 where the number of courses attained was significantly lower or much lower than the VC.

- By S5, the percentage of young people attaining at SCQF level 5 or better is in line with the VC over the latest five years for one or more to six or more courses. The percentage of young people attaining at SCQF level 6 or better has been overall in line with the VC over the latest five years for one or more to five or more courses. The exception being 2017/18, where the percentage of young people attaining three or more to four or more courses was significantly lower than the VC.

- By S6, the percentage of young people attaining SCQF level 5 or better, level 6 or better and level 7 or better is in line with the VC for the latest five years.

- Overall, the school is aware of the need to ensure the BGE is providing sufficient depth and challenge. This will help the school to raise attainment for young people in the senior phase. While overall attainment in the school is good, at present there is too much variation in the attainment across subjects.

Overall quality of learners' achievement:

- Young people are developing their skills and personal qualities through an increasingly wide range of achievement activities and clubs, particularly sport and leadership opportunities. An increasing number of these activities also result in young people gaining youth awards, such as Saltire and the Duke of Edinburgh's Award, and accredited awards such as Sports Leaders. Almost all young people are confident and are clearly able to describe some of the skills they are gaining such as planning, organisation, negotiation, interview and team working. A few young people are very well able to talk about how they are developing their skills and attributes and are taking increased responsibility for their own progress. Young people are also contributing to the local community through work placements, projects with partners and volunteering, for example, helping older people, raising money for worthy causes, litter picks and coaching at local sports clubs. A good range of partners are engaging with the school and support young people with various aspects of their achievement and attainment. The Rotary is a key partner and works closely with the school throughout the year to enhance learning.

- The recently introduced leadership academy is at an early stage of providing a structured leadership pathway for young people to progress through from S1 to S6. There is already a large number of young people gaining skills and confidence through leadership roles including junior and senior prefects, house captains, young and global ambassadors, buddies and the pupil council. Young people, particularly in S1 and S2, are not yet taking up all of the leadership and wider achievement opportunities offered. Further work is needed to ensure that all young people are aware of the opportunities available and understand the benefits of participation. The school recognises that further work is needed to embed the leadership academy in to the life of the school and to ensure that all young people are encouraged to participate in these opportunities.

- The school recognises and celebrates the achievements of young people in a variety of ways, including the presentation of certificates at assembly and prize giving, in newsletters and by awarding nominated young people with an achievement tie. The school's Sports Awards is another key feature in the school calendar celebrating young people's participation, volunteering and achievement in a wide range of sports.

- The school has made a promising start to tracking young people's participation in wider achievement activities, leadership and volunteering in school and to a more limited extent outside of school. This is helping them to target young people who may be missing opportunities. Further analysis is needed to ensure that young people across the whole school are benefiting from opportunities in and out of school. This should also inform the further development of achievement and leadership progression pathways.

Equity for all learners:

■ The school has a clear focus on ensuring equity of success. Attendance has been consistently above the national average for the years where figures are available. The school provided figures for attendance in 2017/18, 92%, which show a slight decrease on the previous year. The incidence of unauthorised absences and exclusions has also been consistently below the national average for the years where data is available.

■ SIMD shows a profile where 8% of learners live in deciles 2 to 3, 72% of learners are living in deciles 4 to 7 and 20% live in deciles 8 to 9. Attainment for those young people leaving school is overall in line with young people living in similar data zones elsewhere in Scotland based on average total tariff points.

■ The school tracks attainment by SIMD. Senior leader have been unable to identify an attainment gap using SIMD. The report SIMD does not reliably reflect the deprivation found in the school catchment area. They are working to produce a matrix which takes in to account their local context which they believe will be more effective in identifying gaps in attainment.

■ The destination indicators compare well with the VC, local and national comparators. Over the latest five years, almost all young people who left school have moved on to a positive destination. In 2016/17 the majority of learners left school for either higher education (HE) or further education (FE). Approximately a quarter of young people left to go in to employment. This included farming and construction.

■ Rationale and design
■ Development of the curriculum
■ Learning pathways
■ Skills for learning, life and work

■ The school has developed a rationale for its curriculum that takes account of local and national guidance. There is a clear focus on meeting the needs of all young people and ensuring that each achieves a positive destination on leaving school. Priority is also given to the development of literacy, numeracy and health and wellbeing skills, as well as skills for life, learning and work.

■ Senior staff take account of the four contexts for learning when planning the curriculum. The school's efforts to develop and sustain a school ethos, underpinned by a commitment to young people's rights and wellbeing, have been very successful. All young people also have a range of opportunities to accredit their personal achievements. Senior leaders should now consider where opportunities arise naturally for young people to take part in well-planned interdisciplinary learning. This will provide opportunities for young people to understand the links in their learning across subjects, apply their learning in unfamiliar contexts, and engage with relevant and motivating contexts for learning.

■ The curriculum is designed to deliver the entitlement to a BGE. In S1 and S2 almost all young people follow a course that includes all curriculum areas. In S3 young people can specialise by taking one subject within science, expressive arts, social subjects, technologies, languages and health and wellbeing. They can also add an additional subject to provide further specialism in one curricular area. The school has now developed draft plans for a revised S3 curriculum in consultation with staff and the Parent Council. Senior leaders should take the opportunity to involve all stakeholders in the evaluation and review of the existing curriculum, and in particular, third year provision. They should ensure that improvement planning is based on a strong evidence base, including local and regional employment trends, and that the school continues to deliver young people's entitlement to a BGE.

■ Staff are developing a range of learning pathways to meet the needs of all young people including those with ASN. Each learning pathway provides opportunities for a blended approach to learning which can include long or short term work placements, college courses and a range of opportunities for wider personal achievement. The school aims to ensure that academic and vocational subjects have parity of esteem.

■ The BGE is planned using the experiences, outcomes and planning principles of Curriculum for Excellence. Staff have developed progression pathways for learners from S1 to S3. The school should now ensure that all pathways clearly outline progress in learning for teachers, pupils and their parents. Across the school, the inspection team observed young people in S3 working on tasks specifically linked to National Qualifications. As the school creates its revised rationale for the BGE in S1 to S3, it should recognise that increasing early focus on preparation for National Qualifications may lead to a narrowing of learning experiences within curriculum areas.

■ In the senior phase, young people can take up to six options from a range of courses at National 2 to National 5 including Skills for Work courses and opportunities for personal achievement. Young people take up to five options in S5 and S6, including opportunities to progress in their learning at college, undertake work placements and opportunities for personal achievement. The school delivers a range of vocational courses. Provision includes National

Progression Awards (NPAs) in Hospitality, Sport Leader Awards, Volunteering Skills, Leadership Awards, and Travel and Tourism Awards. These programmes are delivered as part of the senior phase options to S4 to S6 learners.

- Through its work on literacy across learning the school has identified the need for more focus on accurate grammar and spelling in writing across the school. This session, work is being taken forward in some faculties on developing young people's knowledge of subject-related vocabulary. Other faculties have opted to focus on numeracy or DYW. In addition, a small whole-school literacy group, which includes the librarian, is working on projects such as the First Minister's reading challenge, World Book Day, and initiatives such as literacy through sport and paired reading. All young people in S1 and S2 have a focused period of literacy as one of their five periods in the English department.

- Staff have been developing approaches to numeracy across learning for a number of years. They have previously carried out analysis of young people's numeracy skills and have taken steps to address identified areas of concern. Departments have taken forward plans to improve the numeracy skills required for their subject areas and there are examples of success in raising standards. The school has produced a helpful booklet to ensure common methodology which is shared with stakeholders through the school website.

- Young people experience RME in the context of social subjects in the BGE. In absence of a subject specialist, the school should continue to monitor the extent to which young people experience their entitlement to the RME experiences and outcomes. The school should also consider how they will now deliver the entitlement to RME in the senior phase.

- There are examples of collaborative work to improve learning transitions between P7 and S1 in English, mathematics, science and modern languages. The school should continue to broaden the range of curricular areas involved in this work.

- Staff know young people very well and readily personalise curriculum programmes to meet the needs of individuals. Pathways for young people with ASN are very carefully planned with appropriate partners to develop their unique strengths and interests, and have been effective in improving outcomes for these young people. Personalisation is a strong feature of the school's curricular provision in this sense.

- A range of community and business partners, who each have a clear understanding of the local context, work well with the school on an individual basis to enhance the curriculum. Increased engagement with community learning and development and wider community planning would further strengthen the school's strategic links to the local community.

- There is scope to engage more fully with community learning and development and to form additional partnerships with community-based local organisations. This would help to ensure that a broader range of young people could benefit from the learning opportunities that partners can provide.

- Staff work well with Dundee and Angus College to offer a wide range of vocational choice options to senior phase pupils, although uptake is low. School leaders cite transport logistics and costs as disincentives for young people who often have to travel significant distances to get to school or college. The school intends to liaise with another Angus school to provide a local delivery solution to improve uptake of Foundation Apprenticeships next year. School staff work collaboratively with college staff to ensure transitioning learners, including those with ASN, progress positively onto their selected college programme.

- Senior leaders have responded well to the national DYW policy. They are building a wide range of partnerships with local employers which have the potential to benefit all pupils at all stages. For example, large numbers of young people have benefitted from the long standing partnership with JD Wilkie. The school has achieved DYW and Partnership Excellence Awards as a result.

- Employers contribute to the delivery of the curriculum and provide short and long term work placements for pupils on a flexible basis. All young people can choose to engage with employers to sample career options, attend career-planning events, visit places of work and college or take part in a range of clubs and competitions. In addition, a number of employers conduct mock interviews which support learners to apply for jobs. Commendably, the school has developed a tracking and monitoring system to identify the extent to which young people are engaging with these opportunities to review impact and identify gaps in provision. Where young people have failed to engage with any of these activities in the BGE, they can receive support from a targeted programme in S4.

- School leaders make good use of teacher inset days to cascade relevant information covering the CES. They support teaching teams to deliver CES themes through timetabled teaching sessions. Whilst teachers are generally knowledgeable about promoting CES themes and relevant LMI within their subject areas, senior leaders acknowledge that some teachers are less confident than others and will continue to require support in this area.

- All young people have opportunities to use the My World of Work (MyWoW) web resources which support career and learning pathway planning. The school has not yet introduced a MyWoW Ambassador programme. As a result, younger pupils do not benefit from tailored support and advice from their fellow pupils when making course selection choices and decisions about their futures. The school recognises this and has plans to introduce the MyWoW Ambassador programme shortly.

- The Skills Development Scotland (SDS) career coach works well with the school Pupil Care and Support (PCS) to ensure that all young people benefit from Career Information and Guidance Services.

- The school is making good progress embedding the Work Placement Standard in its practice: Around two-fifths of senior phase learners have completed at least one formal work placement to date this session, with most having participated in more than one.

Practice worth sharing more widely

The schools' approaches to safeguarding.

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.