Summarised inspection findings

Kilwinning Academy

North Ayrshire Council

SEED No: 8217831

27 February 2018

School Name: Kilwinning Academy
Council: North Ayrshire
SEED number: 8217831
Roll (Sep 2016): 853

Attendance is generally in line with the national average (91.7 per cent in the school in 2014/15 compared with 91.8 per cent nationally). In 2015/16 the school reports attendance was 90.7%.

In February 2017 19.2 per cent of pupils were registered for free school meals which is significantly above the national average of 14.1%.

In September 2016 45 per cent of pupils live in 20% most deprived datazones in Scotland.

In September 2016 the school reported that 31 per cent of pupils had additional support needs compared with 29 per cent in the local authority and 27 per cent nationally.

Key contextual information
The senior management team is composed of the headteacher and three depute headteachers. The school will soon celebrate the 40th anniversary of its opening. At this time the school will undergo a planned refurbishment.

1.1 Self-evaluation for self-improvement	**good**

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

- The school improvement plan (SIP) is a comprehensive document which outlines key priorities for the school. It is linked to North Ayrshire Council Education and Youth Employment plan and to the National Improvement Framework priorities. There is clear coherence between the current plan, the previous standards and quality report and the three year strategic plan. Faculty improvement plans (FIP) align with the SIP. On moving forward into the next improvement planning cycle, the school should develop clearer and more succinct targets, timescales and responsibilities for each priority area within the SIP and FIPs and how these will be monitored and evaluated. Young people, parents and partners hold the senior management team in high regard. Overall, they are satisfied with the school and are confident in the direction of travel. They would welcome greater involvement in determining school priorities at an early stage and the on-going evaluation of progress with school priorities.

- Self-evaluation for self-improvement features as a key strategic priority within Kilwinning Academy's current SIP. Staff report a growing culture of self-evaluation. Progress to date includes the launch of a new self-evaluation policy and the implementation of procedures linked to the use of a software programme. In addition, the school's self-evaluation steering group has produced a comprehensive set of guidelines for staff and a strategic electronic whole school quality assurance calendar. These are the subject of regular discussion within the steering group and during faculty meetings. Faculty quality assurance folders have been created to store a range of qualitative and quantitative data and evidence which supports faculty improvement. All faculties are engaging positively with these new processes and procedures. A greater degree of consistency in approaches to self-evaluation has been achieved across the school. There is scope to involve young people, parents and partners more fully and systematically in evaluating all aspects of the school's work.

- The school's data coach and principal teacher for raising attainment work closely with the self-evaluation steering group for the purposes of data analysis. They have devised robust systems and targeted spread sheets as tools to capture a range of data related to the performance, progress and wellbeing of young people. These are widely used by the senior management team (SMT), faculty heads, principal teachers and teachers to analyse the impact of interventions to improve outcomes for young people. The data coach and principal teacher of raising attainment are successfully supporting the development of more systematic approaches to self-evaluation which involve all staff in reflecting on young people's needs and achievements. In addition, the weekly house updates are effective in

sharing information with all staff related to young people who require additional support to improve outcomes in their learning and wellbeing.

- Staff are developing their understanding of Insight as an improvement tool and have benefitted from in-house training sessions. They have particularly improved their understanding of the socio-economic context of the school through this work. The headteacher and depute headteachers (DHTs) provide support and challenge to faculty heads (FHs) as the school takes forward the closing the gap agenda. They use the Insight improvement tool with FHs to help analyse attainment performance and identify strategies for improvement. Staff look forward now to continuing to improve their confidence in working with Insight. Further work will better enable them to benchmark their performance and to accurately identify areas for improvement to achieving better outcomes for young people.

- As a result of engaging with self-evaluation processes, staff at all levels are looking outwards across the wider school, North Ayrshire Council and beyond to explore and share good practice. There is a commitment by staff to seek wider collaboration and learning partners to improve outcomes for young people. Visits to a number of schools have led to new ideas and approaches being discussed, customised and introduced to improve aspects of the life and work of the school.

- The learning and teaching steering group is developing more rigorous and consistent approaches to observing the learning experiences of young people across all faculties. Following 'learning rounds' within faculty areas, teachers make effective use of challenge questions to engage one another in professional dialogue. As a result, focussed action plans for teachers and faculties are created. These address identified areas for improvement in delivering effective learning and teaching to meet the needs of all young people. A growing culture of openness and willingness to share learning and teaching practice is evident across the school. This is leading to better learning experiences being planned and delivered for young people.

- A new learning and teaching guide has been produced to support the consistent delivery of high-quality learning and teaching across all subject areas. Staff comment that this new guide is valuable to them in ensuring that they expose all learners to high-quality learning experiences which will help them to achieve their ambitions and aspirations. The guide is being used as a self-evaluation prompt to promote discussion and reflection on current practice. It has been particularly useful during faculty meetings, learning and teaching steering group meetings and at in-house career long professional learning (CLPL) inserts. Relevant CLPL activities, linked to the professional development needs of staff, are being offered through an extensive in-house programme. These activities are also supporting the drive to try to improve the consistency of high-quality learning and teaching across the school. Staff speak positively about the encouragement and opportunities they are given to take the lead on aspects of the school's improvement agenda as detailed in the SIP. A few teachers are commendably undertaking masters and postgraduate learning.

- Tracking and monitoring of young people's progress is used to variable degrees of effectiveness across subjects at the broad general education (BGE). The systems are more established and used to better effect in the senior phase. The school recognises the need to continue to develop monitoring and tracking systems across all stages to ensure that young people's progress and achievement is monitored in a robust and continuous way.

- The school reports that moderation of writing, focussing on holistic assessment and pedagogy, has recently taken place. The moderation activity was in collaboration with associated primary school colleagues. Moderation of numeracy is planned to take place soon. Through engagement in such activities, teachers report they have a better understanding of standards while becoming more familiar with the literacy National Benchmarks at early, first, second and third levels. This is building confidence in their professional judgement.

- Significant examples of impact on learners' successes and achievements, deriving from self-evaluation include the important developments in the school's promotion of diversity. An example of this work is the achievement of the LGBT Youth Scotland Bronze Charter mark. Other examples include the development of the 'Zone', which is providing a safe and welcoming space for those young people who are benefitting from their inclusion in nurture groups and a range of diversity groups. Nurture plans have appropriate short and long term targets, which have been agreed by young people and their nurture teacher and are being monitored regularly. Young people are making effective use of their individual scrapbooks to gather evidence of success and to share and celebrate achievements with their parents and others. The school's work in embedding the set of shared values as a means of developing the nurturing and inclusive ethos is evident. There is a strong sense of belonging to the school from staff and young people. Another example of impact from the school's focussed work has been the widening of learning pathways in the senior phase resulting in a wider range of achievement for young people, particularly at S5 and S6. The school has worked diligently to maintain attendance levels which are in line with national averages in recent years and almost all young people have moved on to positive destinations such as higher education or college in the last five years. Commendably there has been a significant reduction in levels of exclusion which are now much lower than the national level. Although the school recognises that it still has work to do to close the attainment gap between young people living in disadvantage and their peers, there has been some improvements in aspects of attainment. This includes the school achieving its highest proportion in five years of young people achieving a range of Higher passes by S6.

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.

3.2 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 in the BGE

■ The school provided data for young people's attainment in literacy and numeracy by the end of S3 for the latest two years. The data shows that the school considers that:

- In both 2016 and 2017 the majority of young people by the end of S3 had achieved third level of Curriculum for Excellence in listening and talking, reading and writing. Most had achieved third level in numeracy by the end of S3. The school also reports that fewer than half achieved fourth level in reading, writing, listening and talking with the majority achieving fourth level in numeracy by the end of S3. Almost all of the measures recorded for 2017 were an improvement on those achieved in 2016.

■ Teachers are now using a range of assessment evidence, including results of standardised assessments and the National Benchmarks, to support them make professional judgement. Engaging in moderation activity, including with colleagues from primary schools, is further supporting their understanding of the standards required to achieve a Curriculum for Excellence level in writing. The school reports increasing confidence in the reliability of the data. This data will become even more reliable over time as teachers become more familiar with the National Benchmarks and engage in further planned North Ayrshire Council moderation activity around literacy and numeracy.

■ Senior leaders have not yet put in place robust systems to collate attainment data in literacy and numeracy for cohorts as they move through S1 to S3. The work of the 'data coach' in collaboration with the PT raising attainment is helping to progress this work. When established, this should enable progress of cohorts, groups and individuals to be better monitored and tracked on an on-going basis. It should also assist in reducing the Scottish Index of Multiple Deprivation (SIMD)-related attainment gap which has been identified by the school. This would also support the school to evaluate added value from P7 to S3.

Attainment in literacy and numeracy in the senior phase

- **Leavers**

  In the past five years, almost all young people have achieved an award in literacy and numeracy at SCQF level 3 or better on leaving school. For literacy, this performance has been in line with the virtual comparator (VC) in three of the latest five years and significantly much higher than the VC in 2013/14 and 2014/15. For numeracy, this performance has shown the school to be outperforming the VC in this measure with the proportions being significantly much higher than the VC in the last three years and significantly higher in the preceding two years. For both literacy and numeracy at SCQF level 4 or better the performance of leavers is overall in line with the VC. However, the proportion of leavers achieving a numeracy award at SCQF levels 5 when taken as a course and at SCQF level 6 has been significantly declining over the last five years. Over the latest three years these proportions have been significantly lower or much lower than the VC. (In 2015/16 only 25% of all leavers left school with a numeracy award at SCQF level 5 or better through a course award). Overall, the proportion of **S4 leavers** achieving an award in literacy and numeracy is in line with the VC. Overall, the proportions **leaving school from S5** with an award in literacy at SCQF level 3 or better have been in line, significantly higher or much higher than the VC. The proportions achieving an award in literacy at SCQF levels 4 or better, 5 or better and 6 have been in line with the VC. Overall the proportions leaving school from S5 achieving an award in numeracy at SCQF level 3 or better has been in line or significantly much higher than the VC. The proportions achieving an award in numeracy at SCQF levels 4 or better and at SCQF level 6 are in line with the VC. The same is true for SCQF level 5 or better when taken as a course although the proportions are showing a significantly declining trend over the latest five years.

As they move through the senior phase

- **In S4:** The proportions achieving an award in literacy at SCQF level 3 or better has been in line with the VC in the latest two years but significantly much higher or higher than the VC in the three years prior to this. The proportion achieving an award in literacy at SCQF levels 4 and above has overall been in line with the VC. In the latest year (2016/17) the proportions achieving a literacy award at SCQF level 5 or better and at level 6 were significantly higher than the VC. The proportions achieving a numeracy award at SCQF level 3 or better has been in line, significantly higher or significantly much higher than the VC in the latest five years with the exception of 2016/17 where it was significantly lower than the VC. The proportion achieving an award in numeracy at SCQF level 4 or better when taken as a course is currently showing a decrease and is significantly lower than VC in the recent year but the school has provided evidence to inspectors that it is confident from past experience that the proportions will rise considerably following a successful 'recognising positive achievement' submission to the SQA. There is no trend in proportions achieving a numeracy award at SCQF level 4 or better. Overall, the proportions achieving an award at SCQF level 5 or better has been in line with the VC.

- **By S5:** The proportions achieving an award in literacy at SCQF level 3 or better is in line in the latest year but has been significantly much higher or higher than the VC in the three years prior to this. The proportions achieving an award in literacy at SCQF levels 4 and above have overall been in line with the VC. The proportions achieving an award in numeracy at SCQF levels 3 or better has been in line with the VC in the latest two years but in the three years prior to this was either significantly higher or much higher than the VC. The proportions achieving an award in numeracy at SCQF levels 4 or better, 5 or better or 6 has overall been in line with the VC.

■ **By S6:** The proportions achieving an award in literacy at SCQF level 3 or better has been significantly much higher or higher than the VC in the latest three years. The proportions achieving an award in literacy at SCQF levels 4 and above have overall been in line with the VC. In two out of the latest five years the proportions achieving a literacy award at SCQF level 6 was significantly higher than the VC with the other years being in line with the VC. The proportions achieving an award in numeracy at SCQF levels 3 or better has been significantly higher or much higher than the VC in three out of the five latest five years (2013/14 – 2015/16) with the other two years being in line with the VC. The proportions achieving an award in numeracy at SCQF levels 4 or better, 5 or better or 6 has overall been in line with the VC. The proportions achieving numeracy at SCQF level 5 or better through a course award has been significantly declining in the last five years in the school.

Attainment over time

■ **BGE:** To varying degrees of effectiveness, progress of individuals, groups and cohorts over time in the BGE is tracked at department level in each of the subject areas. As yet, this is not collated at a whole-school level and is not used as effectively as it could be to raise attainment. The school recognises that it has more work to do to enable the collation of robust data on attainment at the BGE. School staff have been exploring how best to do this and have been researching a range of systems and visiting other schools to view different practices. The school is currently developing a system which will be fit for purpose for Kilwinning Academy. Staff are piloting a new school database for monitoring progress of young people at S1. This new approach should allow teachers to track the progress of each young person within a level of the BGE using the National Benchmarks. It will also help teachers to identify and record skills for learning, life and work that young people are developing. To improve the reliability of data, teachers should collaborate more with colleagues from across schools, including different sectors, to develop further their understanding of the standards involved in achieving a level within their subjects. Some teachers would be supported to raise attainment further in the senior phase by increasing their understanding of progress and achievement in the BGE and how this articulates with appropriate learning pathways in the senior phase.

■ **Leavers:** In three of the latest five years young people's attainment as shown by the average complementary tariff scores was in line with the VC as they left school. However, the attainment of those who left school in 2013/14 was significantly much lower than the VC and the attainment of those who left school in 2015/16 was significantly lower than the VC. The attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of leavers is generally in line with the VC. There are exceptions to this, in 2014/15 the attainment of the lowest attaining 20% of leavers was significantly higher than the VC, in 2013/14 the attainment of the middle attaining 60% of leavers was significantly lower than the VC and in 2013/14 the attainment of the highest attaining 20% of leavers was significantly lower than the VC.

■ **As they move through school:** Young people's attainment at S4, S5 and S6 as shown by the complementary total tariff score has been in line with the VC over the last five years. Overall, the same can be said for the lowest attaining 20%, middle attaining 60% and highest attaining 20% groups. In S4, in 2013/14 and 2014/15 the attainment of the lowest attaining 20% was significantly higher than the VC. By S5, the attainment of the lowest attaining 20% in 2014/15 was significantly higher than the VC. By S6, the attainment of the middle attaining 60% in 2014/15 and 2016/17 was significantly higher than the VC. By S4, the attainment of the highest attaining 20% was significantly higher than the VC in 2012/13.

By S5, the attainment of the highest attaining 20% was significantly lower than the VC in 2014/15 and by S6, the attainment of the highest attaining 20% in 2016/17 was significantly higher than the VC.

Breadth and Depth

- **In S4:** Excluding the latest year the following could be said about the attainment of young people in S4. The proportion of young people achieving 1 or more awards to 7 or more awards at SCQF level 3 or better or 4 or better has been either often significantly higher or in line with the VC. However, in the latest year there has been a notable decline from 3 or more to 6 or more measures. The school has provided evidence to inspectors that it is confident from past experience that these measures will improve following successful 'recognising positive achievement' submissions to SQA. The revised proportions produced for inspectors show that there is still a decline in the latest year in the proportions achieving 3 or more to 6 or more awards but less so than the current figures displayed. Overall, the proportions of young people in S4 who achieve one or more to six or more awards at Grade C or better and Grade A or better at SCQF level 5 or better has been in line with the VC in the last five years. There are some improving trends at one or more to three or more awards at SCQF level 5 or better over the last five years.

- **By S5:** Overall by S5 the proportion of young people achieving 1 or more to 7 or more awards at SCQF level 3 or better is significantly higher or much higher than the VC in the latest three years. Overall the proportion of young people achieving 1 or more to 7 or more awards at SCQF level 4 or better is in line, significantly higher or much higher than the VC in the latest three years. Overall, the proportions of young people by S5 who achieve 1 or more to 7 or more awards at grade C or better and grade A or better at SCQF level 5 or better has been in line with the VC in the last five years. Overall, the proportions of young people by S5 who achieve 1 or more to 5 or more awards at Grade C or better and Grade A or better at SCQF level 6 or better has been in line with the VC in the last five years. Improving trends can be seen over the last five years at 1 or more awards at SCQF level 6 or better at Grade C or better and 1 or more and 4 or more awards at Grade A or better. Although no continuous improving trends can be seen over a five years period for 2 or more and 3 or more awards at SCQF level 6 or better at Grade A or better, the school achieved its highest performance in the latest year for these two measures.

- **By S6:** Overall by S6, the proportion of young people achieving 1 or more to 7 or more awards at SCQF level 3 or better is in line, significantly higher or much higher than the VC in the latest five years. Overall by S6, the proportion of young people achieving 1 or more to 7 or more awards at SCQF level 4 or better is mostly in line with the VC over the last five years. It is at times significantly higher or much higher than the VC in the latest three years. The proportions of young people by S6 who achieve 1 or more to 8 or more awards at grade C or better and Grade A or better at SCQF level 5 or better has been overall in line with the VC, at times significantly higher than the VC and occasionally significantly lower than the VC in the last five years. There are no obvious trends. The proportions of young people by S6 who achieve 1 or more to 8 or more awards at Grade C or better at SCQF level 6 or better has been overall in line with the VC, at times significantly higher than the VC and occasionally significantly lower than the VC in the last five years. There are no obvious trends. However, in the latest year the proportions achieving 1 or more, 3 or more, 4 or more, 5 or more, 6 or more and 7 or more awards at Grade C or better at SCQF level 6 or better is the best the school has achieved in the latest five years. The proportions of young people by S6 who achieve 1 or more to 8 or more awards at Grade A or better at SCQF 6 or better has been overall in line with the VC. There are no obvious trends. Overall the

proportion of young people by S6 achieving 1 or more to 3 or more awards at SCQF level 7 at Grade C or better has been in line with the VC over the last five years. The proportions achieving one or more awards at SCQF level 7 at Grade C or better in 2016/17 was significantly higher than the VC. There are no obvious trends. Overall the proportion of young people by S6 achieving 1 or more and 2 or more awards at SCQF level 7 at Grade A has been in line with the VC over the last five years. There are no obvious trends.

Increasingly at S5 and S6 young people's achievement is being broadened through accreditation of a widening range of courses at SCQF level 3 or better and SCQF level 5 or better. These courses are SCQF-rated courses but are not National Qualifications.

Overall quality of learners' achievement
- Young people at all stages respond positively to opportunities to contribute to the life of the school. Young people across the school recognise that planned opportunities to develop leadership have increased. A group of 'Literacy Ambassadors' at S2 provide peer support to pupils at S1 by helping them to develop their literacy skills. This is helping them develop leadership skills and is enabling them to apply their literacy skills in a range of contexts. The 'S3 Leaders' group participate in a range of activities which develops their decision-making capabilities. They have participated in learning walks with staff and senior pupils to identify areas for improvement within the school environment. They have also provided support for the P7/S1 transition programme and helped review the anti-bullying policy. They are very positive about the training and preparation they have received to enable them to carry out this work, benefitting from a residential experience as part of their induction programme. Young people at S6 have developed leadership skills through taking on a range of roles and responsibilities such as prefects and house captains. Young people across stages are able to speak of an increase in their levels of self-confidence, resilience, empathy and team working skills gained as a result of their contribution to the wider community of the school.

- Young people across stages display a range of citizenship skills. They speak very positively about the contribution they make to the wider community and their desire to do so. This includes participation in a range of community celebrations such as Remembrance Day services, Bonfire Nights and Christmas Light Illuminations. Senior pupils strongly identify with their school and wider community and demonstrate an understanding of the social and economic context of the school. Young people articulate a strong desire to contribute to the school and this is evident through their participation in a range of activities including leading sports clubs after school, supporting the breakfast club, local food bank and supporting learning within the BGE.

- A strong partnership with the Community Learning and Development (CLD) team enhances the quality of learners' achievement throughout the P7 transition process, BGE and senior phase. An enhanced transition programme, with the opportunity to complete the Dynamic Youth Award, is offered to targeted groups of young people through this partnership. In 2017, 40 children at P7 had their learning experiences broadened and their achievements accredited through completing this award. Groups of young people from S1 to S4 experience a four week taster block of hospitality delivered by CLD staff. This complements the delivery of hospitality skills by the catering manager within school. These activities are developing young people's skills for life and work and raising awareness of various careers. The achievements of young people are recognised through a range of awards supported by CLD including the Saltire Award and the John Muir Award. Partnership working with the Active Schools co-ordinator, NASA and the School of Football deliver a range of opportunities for young people and lead to accredited qualifications in areas such as

coaching and sports leadership. The school currently has 44 young people participating in the Bronze Duke of Edinburgh's Award with 12 Silver and 12 aiming for Gold. Through such participation young people are developing leadership skills, gaining in confidence and are valuing the sense of achievement.

- Senior pupils demonstrate a high level of awareness about their responsibilities as citizens and all young people participate in the elections for the youth parliament. Young people across the school have a good understanding of the impact equality and equity have on their lives and those of others.

- Young people speak very positively about the support they receive from school leaders to access a range of sporting, musical and cultural opportunities. In the senior phase, learners recognise the contribution of their achievements to their skills development. In the BGE, young people are less able to engage in dialogue about the skills they develop through a range of activities. The school should build on existing work to enable all young people to make a clear connection between their achievement and skills development.

- There is a planned, systematic approach to promoting the skills and attributes of targeted group of 35 young people in S2, S3 and S4 through the 'Skillbuild' wellbeing programme. Young people identify the positive contribution made to their confidence and self-esteem through their participation in this programme.

- Young people believe that the recent addition of the AstroTurf has enhanced the quality of achievement and participation rates through broadening the scope and range of activities available.

- House captains demonstrate a strong commitment to the values of the school and drive the inter house competitions. This involves young people competing in a wide range of subject and sporting challenges and also incorporates the pupil merits system, rewarding attendance and positive behaviour. Young people value the merit system as having a positive impact on behaviour and attendance. They clearly articulate a sense of belonging with the school community and feel a sense of ownership in the values and vision of the school community.

- The school actively celebrates young people's achievements through a comprehensive termly newsletter, assemblies, BGE and senior phase awards ceremonies, website posts and social media. Young people are encouraged to inform staff of their personal achievements and the school has responded by introducing a 'Wider Achievement Tie' for young people gaining international honours. The school should now work with partners to collate accurate information to capture the extensive range of achievements in order to have a strategic overview of young peoples' participation. As the school does not yet have such a system, making connections in areas of achievement to skills development and developing the young workforce across the school, is not possible at the moment. A system of recording and monitoring achievement data will allow staff to intervene where cohorts of young people disengage from activities within or out with the school community. The school should consider including this data into a system of overall school tracking and monitoring that captures all aspects of a young person's learning journey. Involving young people in this tracking would enable them to articulate better the skills they developing.

Equity for all learners

■ **Attainment versus deprivation**
Leavers: The highest proportion of young people in the school (59.2%) live in deciles designated as SIMD 1-3. Leavers living in SIMD 1 have attained in line with those living in the same designated datazones elsewhere nationally. Those living in SIMD 2 have attained in line with those living the same designated datazones elsewhere nationally with the exception of 2013/14 and 2015/16 where attainment is significantly lower. Attainment of leavers living in SIMD 3 is overall in line with those living in the same designated datazones else**w**here nationally with the exception of 2011/12 which is significantly much lower.

Cohorts: Overall the attainment of young people living in SIMD 1 in S4, S5 or S6 is in line with those living the same designated datazones elsewhere nationally. The attainment of young people at S6 living in SIMD 1 has been improving and in 2016/17 was significantly much higher than those living in the same designated datazones elsewhere nationally. The attainment of young people in SIMDs 2 and 3 in S4, by S5 or by S6 is in overall line with those living in the same designated datazones elsewhere nationally.

■ **Exclusion levels:** The school is committed to inclusion as demonstrated by its declining exclusion levels in recent years. The exclusion levels have been consistently below national averages. The school attributes its significant decline in the most recent year to increasing numbers of staff being trained in restorative approaches.

■ **Positive destinations:** In the latest five years almost all young people have left school for a positive destination. This has almost always been in line with the VC, with the exception of 2014/15 when it was significantly higher than VC. The proportions moving on to further education (FE) has almost always been significantly higher than the VC in the latest five years. The proportions moving on to higher education has generally been in line with the VC although it declined in the latest year to a level which was significantly lower than the VC. Overall, in the latest 5 years most have stayed on from S4 to S5. The proportion moving on from S5 to S6 has been overall in line with the VC in the latest five years. The proportions moving on to a positive destination following S4, S5 or S6 in the latest 5 years has been either in line or significantly much higher than the VC.

■ The school is specifically targeting the development of young people's literacy, numeracy and health and wellbeing who live in SIMD deciles 1-3 through its allocation of Pupil Equity Funding (PEF). Literacy and numeracy training for staff, digital homework solutions, family learning sessions and activities aimed at strengthening community relationships are key elements of the plan. Aspects such as improved community relationships are already being reported by partner group.

Other Evidence
■ 24% of the young people who responded to the pre-inspection questionnaire disagreed or strongly disagreed that the school deals well with bullying. This was discussed with the school senior leadership school. Senior leaders are keen to explore the extent to which the perceptions of young people are well founded and address them.

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.

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T   +44 (0)131 244 4330
E   enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

Education
Scotland
Foghlam Alba

Transforming lives through learning