# Summarised inspection findings

**Turnbull High School**

East Dunbartonshire Council

5 December 2023

# Key contextual information

School name: Turnbull High School
Council: East Dunbartonshire
SEED number: 8342032
Roll: 650

Attendance is generally in line with the national average. However, attendance was below the national average in 2022/23.

Exclusions are generally below the national average.

In September 2022, 8.8 per cent of pupils were registered for free school meals.

In September 2022, 15.8 per cent of pupils lived in 20% most deprived data zones in Scotland.

In September 2022, the school reported that 42 per cent of pupils had additional support needs.

The 2022/23 Pupil Equity Fund allocation for this school was £30,625.

Turnbull High School is a comprehensive, denominational secondary school, situated in the Bishopbriggs area, a few miles north of Glasgow City centre in East Dunbartonshire. The headteacher has been in post for 10 years. She is supported by a team of four full time depute headteachers.

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

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

- The school vision, values and virtues were refreshed recently. Young people, staff, parents and partners developed these collaboratively, in a very well-planned and structured way. They reflect clearly the school's strong, faith-based ethos as well as its Catholic identity. The new vision, values and virtues are having a strong impact and are evident across the school in almost all relationships.

- The headteacher (HT) provides highly effective and very caring leadership that places young people at the centre of the life and work of the school. She is well-respected by almost all children, parents, staff and partners. She has a very clear strategic vision, which is impacting positively on practice across the school. Four depute headteachers, with a range of skills and experience, support the headteacher effectively on the senior management team (SMT). They are effectively leading important areas of practice across the school, such as learning and teaching, curriculum, wellbeing and raising attainment.

- The headteacher continues to create a strong culture of empowerment across the school. This involves building the capacity of members of the senior leadership team (SLT), which includes middle leaders. The SLT consists of members of the SMT, as well as all faculty heads and principal teachers. Staff value highly being part of the SLT. Effective, close working between the SMT and the SLT increases cohesion and supports a robust understanding of common standards across the school. The headteacher supports very well staff's areas of professional interest linked to the school improvement priorities, Professional Review and Development discussions, and the work of School Action Groups (SAGs). The SAGs enable all staff to play their part fully in driving change in a particular area of school improvement. Examples of impact from the SAGs include the school achieving Digital School status, as well as achieving a Sustainability Award from Education Scotland and a Science, Technology, Engineering and Mathematics (STEM) National Award.

- Senior leaders have created a well-embedded culture of self-evaluation, leading to continuous improvement. They engage regularly with staff in impactful self-evaluation activities to support and challenge practice across the school. For example, a programme of peer observations also takes places throughout the year to share effective practice and continue improvement in learning and teaching. These activities, which link to the categories of leadership and management, learning provision and successes and achievements, include scrutinising data. They also include, for example, having ongoing discussions linked to young people's progress and attainment, and undertaking and analysing regular surveys of stakeholder experiences.

- The school improvement plan (SIP) is clear and appropriate. It is structured according to two key improvement priorities, which are "how we learn" and "how we grow." The SIP takes very good account of a wide range of self-evaluation data. This includes stakeholder views and

staff's evaluation of practice across the school in connection with a range of quality indicators from How Good is our School? 4th edition (HGIOS4). Senior leaders work closely with staff to review regularly their progress in progressing the tasks or interventions outlined in the SIP. They also discuss regularly staff's progress in meeting the tasks or interventions outlined in well-aligned faculty and department improvement plans. The headteacher enables some flexibility and creativity across the school, by allowing aspects of the work of the SAGs to sit alongside the priorities outlined in the improvement plans. This practice should be continued to motivate staff and encourage innovation, as appropriate.

- A large number of staff are involved in leading change and improvement across the school. They lead SAGs, various initiatives and activities for young people, which are connected to, for example, wellbeing, sustainability, physical education (PE) and music.

- All teachers engage considerably in professional learning. Examples of this include a few staff engaging in well-focused practitioner enquiry work, which has influenced positively practice across the school. Staff also engage in professional learning provided by the local authority and the Regional Improvement Collaborative, and undertake Higher Education study. A next step for staff will be to engage more regularly in sharing highly effective practice that has been been highlighted in the school. Senior leaders provide an termly bulletin for staff, 'Respice Finem'. This provides useful, high-quality examples of professional reading, as well as reminders of the importance of regular reflection on and implementation of the school values.

- The leadership team has a good understanding of the Developing the Young Workforce (DYW) priorities. They share their vision with partners, parents, and pupils through open discussions, informative publications, and career events. There is scope to strengthen the implementation of the DYW strategy to ensure stronger impact.

- Many young people, particularly those in the senior phase, effectively lead improvements across the school such as whole school events, such as the recent 'Culture Day', wellbeing events for staff and transition activities. Young people in S5 and S6 who undertake formal qualifications in leadership also contribute well to leading change across the school through STEM activities. These activities, including STEM clubs, coding clubs and the delivery of career presentations, have impaced positively on motivating and engaging young people to undertake the study of STEM subjects. A few young people in the senior phase have been involved enthusiastically in leading work linked to How Good is OUR School (HGIOURS). As 'HGIOURS Ambassadors', they have developed and presented assemblies linked to learning and teaching, and designed and delivered lessons for S1 to S3. They have also been involved in improving relationships and health and wellbeing across the school. A next step for the school will be to empower young people more consistently to influence the appointment of these leaders. Currently, the majority of young people say that the school listens to their views and that their views are taken into account.

| 2.3 Learning, teaching and assessment | very good |
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This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

■ At Turnbull High School, almost all young people are motivated to learn. In almost all lessons, positive relationships between staff and young people are evident, and young people are confident to ask and answer questions. A nurturing culture is present in almost all classes and almost all classes are calm and purposeful. In most classes, young people are actively engaged in a variety of activities, which helps to maintain motivation and engagement. Most teachers encourage young people to evaluate learning and teaching through end of topic surveys to further develop pupil engagement. Increasingly, teachers are creating opportunities for young people to lead learning across the school.

■ In almost all lessons, staff ensure there are clear routines including starter activities, shared learning intentions and success criteria, and plenaries to recap learning. These support young people to understand the purpose of their learning more consistently. Teachers build on prior learning in almost all lessons, which are varied and well organised. They share skills for learning, life and work in most lessons which help to provide young people with clarity on the skills they are developing. In most lessons, teachers share clearly and effectively the purpose of learning with young people. This helps young people to understand their learning. Teachers should now develop increased use of co-creating the purpose of learning with young people to further support their learning and skills development. Most young people are able to talk confidently about their learning and progress. Young people collaborate well with peers to assess progress and to self-assess progress in a few areas across the school.

■ Almost all teachers and support for learning assistants (SLAs), know well the needs of young people. Most learners experience appropriately challenging activities which are well matched to meet their needs. Almost all young people engage well in lessons. Staff should continue to develop creative approaches to the differentiation of tasks, activities and resources for young people to support and challenge them effectively. In almost all lessons, teachers provide useful feedback to inform learners' next steps. Almost all staff make very effective use of an online platform to give feedback to young people and parents. Parents welcome this approach as it provides an easily accessible way of checking in on their young people's progress.

■ Staff are increasingly using digital technology effectively to enhance learner engagement. Young people enjoy the competitive element that lesson plenaries provide through quizzes on various online platforms. The school has achieved the Digital Schools Award Scotland. Further development of digital pedagogy across all curricular areas would enhance the learners' experience in school. This requires the support of additional digital infrastructure across the school and improvements in connectivity.

■ Most teachers make very effective use of formative assessment strategies to assess learning within the classroom and to inform teaching. Increasingly, teachers are making use of ongoing

assessments to support progress discussions. In most lessons, staff use retrieval practices well as lesson starters or plenaries to revisit prior learning and support progression. Almost all teachers make use of summative assessments to check for understanding, often after a block of work. They use these to support learning and identify next steps for planned learning, teaching and assessment. Most staff use of Personal Learning Plans to highlight gaps in learning and to allow for revisions to be made to teaching plans.

■ Almost all staff are developing confidence and skill in the practice of moderation to ensure consistency with understanding national standards and expectations. All staff undertake senior phase verification to ensure the validity of assessment evidence. Almost all Principal Teachers (PTs), work collegiately with colleagues across East Dunbartonshire and more widely. In a few curricular areas, departments have established partner schools to undertake moderation activities with.

■ Very robust whole-school tracking and monitoring systems are in place within the school to track the progress of learners throughout the Broad General Education (BGE) and senior phase. At departmental level, teachers track the progress of young people to inform and support their judgements around the achievement of a particular Curriculum for Excellence (CfE) level. Principal teachers could strengthen further the robustness of approaches to capturing consistent tracking data based on CfE Benchmarks and a broader range of assessment including both formative and summative tools. Staff use whole-school and departmental tracking data to put in place effective and supportive interventions to improve learners' progress and to secure positive outcomes for young people.

■ The Senior Management Team (SMT) has a whole-school approach to evaluate the quality of learning, teaching and assessment. They visit all departments across the school, measuring the learning experience against national standards. The SMT also undertake focused departmental visits. The school hosts a 'Learning and Teaching Conference' to share good practice across the school. Young people have a voice at this conference and present their views. The school should continue with this and encourage cross-curricular professional dialogue and peer observations.

## 2.2 Curriculum: Learning pathways

■ Almost all teachers are using experiences and outcomes to plan for appropriate progression through the BGE. Senior leaders are well-placed to address aspects of inconsistency of practice where teachers are using aspects of National Qualifications (NQs) to inform progression in S3.

■ In the BGE, young people receive their full entitlement across all curriculum areas. Almost all learners achieve third curriculum for excellence level by the end of S3. They specialise within the curriculum as they move into S3, studying nine subjects. Senior leaders should ensure that there is sufficient scope for young people to alter their pathways into S4 and that there is appropriate support in place to address any gaps in their learning arising from course choices into S3. Senior leaders should also consider the number and level of courses presented in S4. This will help to ensure that all young people are more successful in their chosen courses through the senior phase.

■ Teachers have developed effective interdisciplinary activities based around, for example, the topics of bridge design and engineering, and holocaust education. There is strong practice where teachers collaborate and co-design programmes and courses across STEM subjects, Humanities and English. School leaders should now consider how these opportunities can be further developed and embedded in the curriculum and linked to the school's skills framework.

■ Middle leaders, supported by the senior management team are empowered to plan the curriculum at department and faculty level. Staff actively seek out partnerships with businesses and further and higher education institutions to provide curriculum enhancement opportunities for young people. Skills Development Scotland (SDS) also support young people well with careers and future pathways.

■ Religious Education (RE), is delivered across all year groups and is in line with the statutory requirements for the delivery of RE in Catholic schools. The 'This is our Faith' programme provides young people with opportunities to develop their faith through their learning, prayer and action. In S6, a few young people undertake the CARITAS award which provides them with leadership opportunities to further develop their faith through engagement with their community and the wider life of the school.

■ The priorities of DYW are well-considered in the curriculum programme design. However, there is a lack of awareness of the whole spectrum of DYW priorities, especially with regard to career management skills. In a few subject areas staff use labour market intelligence and employability information well to support pupils' learning and there a number of new programmes being delivered within the school and at college.

■ Senior leaders and teachers have revised the senior phase curriculum, offering a more comprehensive range of courses to enhance progression opportunities. Programmes now on offer to young people include a good range of NPA and SCQF level 7 qualifications.

■ Stakeholders and delivery partners contribute to the curriculum's design and delivery. They are consulted on what they can offer and what needs have been identified by the young people they work with. There has been a number of examples, including the very effective 'Empowering Futures bridge-building challenge', 'Live 'n' Learn, personal responsibility and motivation workshops, and the SEET Our World project. These help fulfil the requirements of a few young people and supports pathways for advancement.

- The vocational programmes on offer with the support of the local colleges have high retention and success rates. They are well designed to ensure appropriate entry levels, and support further progression within school and on to college. There are high levels of positive destinations, and young people who progress to college programmes are well prepared. The school-college partnership is well-developed and young people are offered a wide range of courses across different subject areas. A few young people undertake courses at college which includes Foundation Apprenticeships and National Progression Awards (NPAs).

- College vocational programmes are promoted well within the choice's options provided to learners and parents. The rigorous selection procedure for college programmes, including foundation apprenticeships, ensures pupils are encouraged to apply for vocational programmes that match their career aspirations and skill sets. As a consequence of this strategy high retention and attainment levels among the pupils. The selection procedure effectively assists pupils in meeting their objectives.

- All curriculum areas display informative notice boards in corridors highlighting career opportunities and further education pathways linked to their subjects. This allows learners to link their learning with careers aspirations. Almost all pupils are aware of how to access a careers advisor and My World of Work (MyWoW).  MyWoW is used by a few senior phase pupils for UCAS application support and to develop their Curriculum Vitae (CV).

## 2.7 Partnerships: Impact on learners – parental engagement

■ Most parents appreciate receiving helpful, regular feedback about how their child is learning and developing, for example through informal feedback, reports and learning profiles. The majority of parents say the information they receive about their child's learning reaches them at the right time.

■ Senior leaders and staff adopt a positive approach to partnership working with parents. They communicate with them very effectively through monthly communication in 'The Turnbull Times'. They also communicate effectively with them through social media.

■ Most parents say their child likes being at the school, and agree that staff treat their child fairly and with respect. The majority of parents say that staff know their child as an individual.

■ The Parent Council consists of a few parents and is led by a newly appointed Chair. The Chair is keen to develop further the Parent Council so that it becomes more representative of the whole school community. The majority of parents agree the school takes their views into account when making changes.

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

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

■ Positive, caring relationships and high expectations are evident across the school community. Most young people feel safe, nurtured and are treated fairly and with respect. Young people and their families feel well supported, cared for and are proud of their school. Young people have daily contact with trusted adults through the pastoral care house groups and have a strong sense of belonging. This is supporting very positive and nurturing relationships and is helping almost all young people to develop confidence and resilience. Most young people say that staff treat them fairly and with respect. The school's exclusion rates are low and consistently below the national average.

■ Almost all young people feel they have someone they can speak to if they are upset, and this is helping them to feel secure in school. Partners also support aspects of keeping young people safe, such as the school link Police Officer who delivers internet safety presentations. As part of the HWB curriculum, a personal and social education (PSE) programme from S1 to S6 develops aspects of young people's mental, emotional, social and physical wellbeing. This covers contemporary issues and encourages young people to reflect on their role in society. Pastoral teachers should continue to review the PSE programme, together with young people and partners, to ensure relevance and progression in learning. This will help to support all young people to understanding how to keep themselves safe, for example.

■ Almost all young people understand how to keep themselves physically healthy. They experience a variety of purposeful activities within the PE department which support physical health. Most young people feel there are lots of opportunities for regular exercise at school. Staff should continue to support all aspects of a healthy lifestyle, such as healthy eating as young people progress through school.

■ A very well-planned transition programme is in place from primary schools with enhanced arrangements to support identified young people in their transfer to secondary school. The needs of young people requiring targeted support are identified well at the point of transition. Where appropriate, reviews are held to plan adjustments and additional support. Information is updated on a regular basis by pastoral and support for learning staff and the pupil support depute headteacher. More specialised support, often in liaison with partners, is available in response to particular concerns and this is helping young people to settle in high school.

■ For a few young people, ongoing attendance in the past session has been below that of the national and local authority averages. Senior leaders are working closely with pastoral support staff and partners beyond the school to provide intensive support to these young people and their families, to keep them engaged in their learning. Senior leaders maintain a very detailed tracker of up-to-date communications and interventions between the school and partners agencies, to maintain young people's engagement in their learning if their attendance rates fall.

At times, delayed communications has stalled progress with partners for a few young people and families who reside in other local authorities. The school has relentlessly pursued partners for updates and support where this is the case.

- All staff benefit from appropriate professional learning in areas such as nurture, restorative practice, adverse childhood experiences, trauma and neglect. This is helping to enhance their understanding of the barriers to learning faced by some young people and deploy support strategies which are individualised to young people as appropriate.

- Staff work very well together to support wellbeing across the school. A next step would be to review the whole-school wellbeing strategy. This will further support a progressive whole school approach and enable young people to progress in wellbeing at a pace that suits their age and stage.

- There is very effective planning with partners to identify the needs of groups of young people with an additional support need and also for care experienced young people. The systems and processes in place for assessment and planning for young people, places the child at the centre. This is ensuring barriers to learning are being identified and appropriate targets put in place to meet the needs of this group of learners and ensure they are fully included. The highly detailed plans provide all staff with key information on strategies to support young people in classes. These strategies are helping this group of young people to be fully accepted across the school.

- Young people with protected characteristics requiring targeted support receive a more tailored provision. For a few young people, very effective provision is made through the school's Saint Columba base. The school recently achieved the 'Schools for Young Carers' Award in recognition of the work they do in effectively supporting young carers. Care experienced young people are well supported in the school and their attainment, attendance and participation in the school is tracked and monitored closely. This is contributing to improved engagement, improved attendance and supporting the young people towards positive destinations.

- Staff have created various systems for recording pupil needs and planning for supports. These plans are very well laid out and targets are specific and measurable. Young people and parents are included in these plans enabling them to take ownership of their progress. This is resulting in positive outcomes for specific young people and helping them to feel included and respected. A few young people with additional needs would benefit from clearer, tailored supports.

- Staff should continue to streamline the wealth of data around the effective plans to ensure these are straightforward and comprehensive for staff to understand. A few parents and young people feel they are not having their needs identified nor well met. This is resulting in a few young people who do not feel included and respected within the school community.

- Through the work of the Rights Respecting School group (RRS), the school has achieved a RRS bronze award. This has heightened awareness of the United Nations Convention of the Rights of the Child across the school community. These young people work effectively with other working groups to promote and embed children's rights in all aspects of the life and work of the school. Young people have a very good understanding of rights and this results in young people demonstrating respectful relationships with their peers. The school is working towards achieving the RRS silver award.

■ The inclusive Catholic ethos across the school leads to a high level of acceptance and empathy between young people and staff. There is scope to increase further young people's understanding of discrimination and equality for all in a more progressive way.

■ Young people learn about aspects of equality through the curriculum. They make course choices in S2 along with staff and parents. Staff should work with young people to promote greater levels of gender equality across all areas of the curriculum. This will support greater parity of esteem across the curriculum and should support equality for all.

| 3.2 Raising attainment and achievement | very good |
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This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- ■ attainment in literacy and numeracy
- ■ attainment over time
- ■ overall quality of learners' achievement
- ■ equity for all learners

**Attainment in literacy and numeracy**
- ■ Overall, young people attain very well in both literacy and numeracy. Over the past five years, almost all young people achieved Curriculum for Excellence (CfE) third level in literacy by the end of S3. In numeracy, almost all young people also achieved CfE third level, with the exception of 2016/17, where most young people achieved CfE third level in numeracy. Achievement of literacy at CfE fourth level over the past five years has been inconsistent. Temporary changes in staffing in part resulted in insufficient evidence being gathered to judge reliably young people's progress and achievement at this level. Staffing is now stable and leaders have already begun to embed strategies to maintain and improve levels of achievement for targeted groups of young people in numeracy.

**Literacy and numeracy (leavers)**

**Literacy**
**Senior phase**
- ■ Attainment in literacy for leavers is very strong. Overall, with the exception of 2021/22, almost all leavers achieved SCQF level five or better in literacy. At SCQF level 6, the school has maintained high levels of performance over the last five years, between 2017/18 to 2021/22, and generally performs significantly higher than the VC.

- ■ Senior and middle leaders have allocated PEF funding judiciously to improve targeted groups of young people's progress in reading. The literacy approach has accelerated progress in this cohort of young people's reading skills. As a next step, leaders of literacy should consider whether this approach could be introduced at an earlier stage.

- ■ Overall, leavers with additional support needs are attaining very well in literacy, when compared against the VC.

**Numeracy**
- ■ Over the last five years, attainment in numeracy has been very strong and has mostly shown a pattern of gradual improvement. In 2021/22, almost all young people achieved an award in numeracy at SCQF level five or better, by the time of leaving school. This was significantly much higher than the VC. In 2021/22, the percentage of leavers achieving SCQF level six in numeracy dropped sharply. However, this remains in line with the VC. Leaders in numeracy have begun to embed new approaches and a wider range of accessible courses to help ensure that young people's attainment at SCQF level six in numeracy improves.

- Overall, leavers with additional support needs are attaining well in numeracy, when compared against the VC.

**Literacy and numeracy (cohorts)**

**Literacy**
- As young people move through the school, attainment in literacy over the last five years has been consistently very strong. Attainment from SCQF level 4 to 6 has often been significantly higher or much higher that the VC. Young people's attainment at SCQF level 5 or better has been consistently significantly higher or much higher than the VC over the last three years at S4, and over the past five years at S5 and S6. Attainment at SCQF level 4 or better has been consistently in line with the VC.

**Numeracy**
- As young people move through the school, attainment in numeracy over the last five years has been consistently very strong. Young people's attainment from SCQF levels 4 to 6 or better, has frequently been significantly higher or much higher than the VC. Teachers have maintained and improved high levels of attainment overall.

**Attainment over time**

**BGE**
- There are very robust approaches to tracking and monitoring young people's progress across all curriculum areas. Almost all young people achieve third curriculum for excellence level in most curriculum areas, by the end of S3. The majority of young people achieve fourth curriculum for excellence level in most curriculum areas, by the end of S3. Most teachers have a very good understanding of national standards and expectations which is ensuring robust teacher judgments of young people's achievements. Almost all teachers use data effectively to track young people's performance across all curriculum areas. This is helping teachers to share approaches to supporting all groups of young people to improve their overall progress and attainment. This is also helping to maintain and improve overall very strong levels of attainment and achievement. As a result, this articulates very well overall to strong attainment and achievement into and through the senior phase.

**Senior phase**
- Overall, average complimentary tariff scores over the last five years show consistently very strong attainment for leavers. For the lowest attaining 20% of leavers, attainment has been significantly higher and much higher than the VC in four out of the last five years. For the middle attaining 60% of leavers, attainment has been significantly higher or much higher than the VC in three out of the last five years. Attainment for the highest attaining 20% of leavers has consistently been in line with the VC over the past five years.

- At S4, by S5 and by S6, average complimentary tariff scores for the lowest 20% and middle 60% are consistently significantly much higher than the VC. The average complimentary tariff scores for the highest 20% is in line with the VC.

- Overall, young people with additional support needs attain and achieve very well by the time they leave school. Outcomes for this cohort of young people are in line and often above the VC, with the exception of young people's attainment in SCQF level 6 numeracy. Senior leaders have already begun to address this and are embedding new courses this session to improve young people's outcomes in numeracy at SCQF level 6, by the time of leaving school.

**Breadth and depth**

- Overall, attainment over the past five years at SCQF levels 5 and 6 has been exceptionally strong. Senior leaders and teachers have sustained consistently very high levels of attainment over time. At SCQF levels 5C or better and 6C or better, attainment has frequently been significantly much higher than the VC. In S4, by S5 and by S6, the percentage of young people achieving a grade A pass at SQCF levels 5 and 6 has been consistently strong when compared with the VC. By S5, the percentage of young people attaining a grade A pass at SCQF level 6 or better has been consistently very strong over the past five years for one or more to three or more courses, sitting significantly higher and much higher than the VC. Overall, in S5, grade A passes have been broadly in line with the VC for those young people achieving four or more to five or more awards.

- In S4, young people's attainment at SCQF level 5C or better over the past five years for one or more to seven or more awards, has been consistently very strong. Performance at this level is consistently significantly higher or much higher than the VC.

- By S5, young people's attainment at SCQF levels 5C or better and 5A or better, has been consistently significantly higher and much higher than the VC for those achieving one or more to seven or more awards. For those young people achieving at SCQF level 6C or better for one or more to five or more awards, attainment again has consistently been significantly higher and much higher than the VC. Young people's attainment at SCQF level 6A has been consistently significantly higher or much higher for those young people achieving one or more to three or more awards. For those achieving four or more and five or more awards, attainment has overall been broadly in line with the VC. In two out of the last five years for young people achieving four or more awards, this was significantly higher than the VC.

- By S6, young people's attainment at SCQF levels 6C and 6A or better, is consistently very strong. This has been consistently significantly higher or much higher than the VC over each of the last five years at SCQF level 6C or better. For those achieving SCQF level 6A, attainment across most measures in most of the last five years, has been significantly higher and much higher than the VC. Attainment at SCQF levels 7C or better and 7A has been consistently in line with the VC over the last five years.

**Overall quality of learners' achievement**

- Young people are gaining skills and feel more included in school life through participation in the wide range of lunchtime and after school groups. Around 50 young people each year are part of the school Big Band. They enjoy contributing to their communities by playing in a range of local settings. Young people undertaking roles as sport leaders are effective leaders, team-builders and contribute to others' achievements.

- Young people are supported well to pursue their interests. They have a clear understanding of how skills they are learning in school, including through out of class clubs, are relevant to their future lives and possible careers. Participation in competitions locally and nationally support young people to be creative, work together and gain practical experience in topics they are interested in. Fundraising is building young people's awareness of social issues locally and across the world. Intergenerational events run with Alive and Kicking, a charity working with older adults, enable young people to contribute to older adults' lives and expand their understanding of their communities' history.

- Young people's skills and achievements are increasingly being captured on a clear tracking system. This is enabling staff to better understand who is and is not participating so they provide support to those not involved. As the system becomes embedded staff should use it to explore differences between cohorts, in order to identify any further interventions that are

required to ensure equity of opportunity. There is a need to continue to explore with partners and young people how out of school activities can best be captured and built on throughout the school year as well as through the annual pupil survey.

■ Young people's achievements are celebrated well including at school events, on noticeboards and in local and social media. School and national awards are used effectively to recognise achievements and contributions to school and community life. Most young people in S6 gain Leadership Awards at SCQF level 6. Staff and key partners are working to continue to increase the use of awards. They have resumed the Duke of Edinburgh's programme with around 20 young people now participating. There is scope to increase the use of Saltire Awards to recognise the wide range of volunteering young people do.

■ Monthly Young Carers Group meetings and regular one to one discussions are increasing young carers confidence. They feel well supported and have increasing tools to help them maintain their own wellbeing. This includes joining lunchtime, and for some, after school activities. School inputs, including at assemblies, mean young people across the school have a greater understanding of the challenges young carers face. This supports young carers to be included.

**Equity for all learners**

■ Young people who reside in the most deprived SIMD deciles, perform significantly higher or much higher than other young people living in the same deciles across Scotland. In 2021/22, the average complementary tariff scores of these young people living in the most deprived areas are higher or significantly higher than the national average.

■ Senior and middle leaders have allocated PEF funding to improve targeted groups of young people's progress in reading. Monitoring of this resource has shown accelerated progress in this cohort of young people's reading skills. The school librarian has successfully bid for PEF funding to purchase e-books to support young people to develop reading for enjoyment. This is having a positive impact on the reading attainment of young people in the BGE, including those with additional support needs.

■ Senior leaders have a very good understanding of equity across the school community. They have worked with young people, staff and parents to produce a 'cost of the school day' initiative. This is removing financial barriers so that young people are able to participate fully in curricular and wider curricular opportunities.

■ The percentage of young people in S4 and S5 who stay on at school is very high. Only a small number of young people leave at the end of S4. In 2021/22, almost all young people have entered a positive destination on leaving school. The majority go to higher education on leaving school with a minority leaving to go to further education and a few who enter employment. The school SDS careers advisor supports pupils who are preparing to leave school and transition into the workforce or further education. Focusing on intensive coaching, mentoring, and employability support, the career coach provides pupils with the skills and aptitudes they need to make a successful transition.

## Other relevant evidence

- Senior leaders have a very good understanding of equity across the school community. They have worked with young people, staff and parents to produce a 'cost of the school day' initiative. This is removing financial barriers so that young people are able to participate fully in curricular and wider curricular opportunities.

- Staff posts funded through PEF support young people where disadvantage is a barrier to achieving and attaining their potential. These young people benefit from targeted individual and group activities which is improving their attendance, engagement in learning and attainment.

- There is a highly effective partnership programme between the cluster primary schools and the high school which supports effective pastoral and curriculum transition of young people from P7 into S1. There is a programme of activities for primary pupils in the cluster schools and information related to the child's progress in literacy, numeracy and other curriculum areas is shared with the high school. Principal teachers in the high school have access to this data to ensure that young people experience continuity and progression in learning from primary to secondary school, mitigating against unnecessary repetition of learning into and beyond S1.

# Practice worth sharing more widely

■ Young people with protected characteristics who require targeted support receive a very tailored provision to support their learning. For a few young people, very effective, more bespoke provision is made through the school's Saint Columba base. This is allowing individuals and groups of young people to achieve and be successful, who may otherwise be at risk of not achieving through mainstream class-based learning.

■ The school recently achieved the 'Schools for Young Carers' Award in recognition of the work they do in effectively supporting young carers. Care experienced young people are very well supported in the school and their attainment, attendance and participation in the school is tracked and monitored closely. This is contributing to improved engagement, improved attendance and supporting these young people towards positive destinations.

# 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.