# Summarised inspection findings

## Braidhurst High School

North Lanarkshire Council

22 August 2023

# Key contextual information

School name:        Braidhurst High School
Council:            North Lanarkshire Council
SEED number:        8516839
Roll:               545

Braidhurst High School is located in Motherwell, North Lanarkshire. The school links with three associated primary schools. These are Ladywell Primary School, Logans Primary School, and Muir Street Primary School. The school also has a large number of young people attending from outwith its catchment area. In September 2021, 56.7% of young people lived in the 20% most deprived data zones in Scotland. In February 2022, 23.5% of young people were registered for free school meals.

The school has a newly appointed headteacher who has been in post for approximately twelve weeks. There are four depute headteachers, three of whom are in substantive posts. One depute headteacher has been in post since August 2022.

In September 2021, the school reported that 35% of young people had additional support needs.

Attendance is generally below the national average. For 2021/22 attendance was 85.8%. For 2022/23 to date, attendance is 85.1%. Exclusions were above the national average in 2020/21 at 40.8 per 1000. They increased in 2021/22 to 69.8 per 1000. Currently, this session, exclusions are 28.5 per 1000.

Braidhurst High School hosts a Scottish Football Association (SFA) Performance School and two local authority football programmes - School of Football and Girls' School of Football. Over a third of young people in the school attend these programmes after a rigorous selection process. They come from nearly 40 primary schools across Scotland. The percentage of young people attending these programmes accounts for 40% of the school's new S1 intake.

Some footballers leave school at the end of S4 to gain professional contracts. Additionally, a few leave at various points during S5 for the same reason.

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

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

- The new headteacher has been in post for a few months. She has a clear vision for improving the school further and is well respected by young people, staff, parents and the wider community. The headteacher has correctly prioritised building relationships and working with staff to evaluate the main areas for ongoing improvement. Her initial self-evaluation has provided an honest and accurate statement of the school's strengths and areas of improvement. She is working very well with senior leaders and other members of the school community to improve young people's experiences, as well as their progress in learning, teaching and assessment, and attainment.

- Staff and young people are proud and enthusiastic about Braidhurst High School. Staff understand the context of the school very well and show enthusiasm and willingness to do their best for the young people. They plan, organise and lead a wide range of activities for young people to achieve, building on young people's skills for learning, life and work. This contributes to a very positive and supportive climate for learning across the school, which supports young people's wellbeing and self-esteem well.

- A significant feature of the school's identity is its very strong links with football and sports partners. A large number of young people are involved in an SFA programme and a School of football programme. There is clear evidence that this group of young people are gaining important skills and confidence through sport. Sports activities are also enhancing the school's profile in the local community and beyond. Partners involved in these programmes work very well with school staff to provide positive learning opportunities for a significant number of young people.

- The school vision and values have been in place since 2018. The vision links well to values that are embedded across the school and modelled daily by staff and pupils. The headteacher and staff plan to refresh the vision and values, while recognising that the current values have been highly successful in establishing a positive and caring ethos. This will help to ensure that the vision remains up to date and relevant to the school's current context. Young people are aware of the values, which are displayed prominently across the school. Almost all relationships between young people, and between young people and staff, are positive and underpinned by the values of trust, empathy, respect, integrity and courage.

- The headteacher is working with staff to review and evaluate current school improvement priorities in literacy, numeracy and aspects of wellbeing. She is focused on delivering sustained outcomes for young people. The school improvement plan (SIP) identifies key targets with more specific and measurable targets. The headteacher has identified building capacity and empowering middle leaders as an important next step in delivering the key areas of improvement. A few middle leaders are developing high-quality approaches to teaching and learning. Staff should now plan strategically to share some of this good practice across the

school. Departmental improvement plans are comprehensive and have a variety of targets. They are linked tentatively to the SIP at present. Staff need to ensure now that departmental plans link more closely to the SIP. This will assist staff in having a coordinated approach to school improvement, which is carried out at an appropriate and consistent pace of change.

■ Staff have carried out a variety of self-evaluation activities which have provided data to support a few areas for improvement. Senior leaders do not yet have a defined strategic plan for the purpose and impact of self-evaluation activities. Young people are included in consultations about development areas and share their views. However, a minority of young people are not clear about how their views make a difference to school decisions. Not all young people are clear about who to go to if they have an idea or suggestion for change. A majority of young people are involved positively in leadership groups and activities beyond the classroom, for example, Pride Alliance and ongoing work as mental health ambassadors. Staff should continue to ensure there is a closer link between leadership opportunities and young people's understanding of the skills they are developing.

■ The professional learning of staff has supported a few aspects of development across the school. For example, staff's approaches to further developing strong relationships have been influenced by input on trauma-informed practice and a few teachers' engagement in professional-enquiry activities has led positively to changes in learning and teaching across the school. Staff should continue to ensure that professional learning links closely to improvement planning, with clearly defined outcomes of the learning being specified. The headteacher recognises that staff's professional learning is an area for further development.

■ A few staff are involved in leading work related to the Developing the Young Workforce (DYW) agenda and partnership work more widely. Staff across the school engage well with the Work Placement Standards and the Career Education Standards and are using national support materials in their lessons. This is helping to ensure that young people are supported sufficiently to make informed choices about their career aspirations. A few formalised arrangements exist between the school and local employers in relation to work placement opportunities. These opportunities promote the career aspirations of a few young people in the senior phase and should be developed further.

■ A majority of parents and partners are very enthusiastic about their involvement in the school community. The Parent Council is a small but highly supportive group. It is consulted on the school improvement plan and how the Pupil Equity Fund (PEF) is used to support equity. The PEF plan is clear and well organised with appropriate and measurable targets. It highlights interventions for the most vulnerable young people. Staff should continue to monitor how the plan impacts on all outcomes for these young people.

| **2.3 Learning, teaching and assessment** | **satisfactory** |
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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

■ Across the school, staff and young people enjoy positive relationships. Young people are respectful, responsible and confident. Staff work very well together to create a positive learning environment for young people

■ Most young people enjoy learning and engage appropriately in their lessons. They feel able to approach staff when they need help. Most young people in the Broad General Education (BGE) experience a range of learning activities in the majority of classrooms. They enjoy learning together in pairs and in groups in a few classes. The majority of young people in the senior phase demonstrate well their ability to work independently and take responsibility for their learning.

■ A few departments demonstrate strong practice in learning and teaching. Where this is most effective, young people engage in learning that is well-paced, active, challenging and creative. In these classes, regular feedback from teachers enables them to understand their next steps in learning clearly and to progress well.

■ Most teachers share with young people the purpose of their learning, as well as how young people can learn successfully. The quality of this sharing is variable. Teachers should enable all young people to influence what and how they learn more consistently.

■ Teachers provide clear instructions and explanations in a majority of lessons. However, a minority of lessons are overly teacher led. This reduces opportunities for young people to lead their own learning and engage consistently in activities of an appropriate level. It also leads to a minority of young people adopting a passive approach to their learning. Teachers should ensure that all lessons motivate young people and meet their needs more effectively. They should also take increased account of young people`s prior learning when identifying young people's next steps

■ A few teachers use questioning well to check for young people's understanding. Additionally, they use questioning effectively to encourage young people's development of higher-order thinking skills. These practices need to be adopted more consistently across the school. Most teachers use verbal feedback appropriately. Most young people agree that they receive helpful feedback on their learning to help them make appropriate progress. Teachers' use of high-quality written feedback is inconsistent.

■ Most teachers use digital technologies frequently. There is scope for teachers to use these more creatively to stimulate and enhance young people's learning. The majority of teachers should place increased focus on improving young people's learning as well as ensuring that

young people complete all identified tasks. This will include developing young people's knowledge and understanding, and their skills for learning, life and work.

■ A few teachers have been involved in improving learning and teaching approaches. They have worked with partners to develop a wider range of assessment approaches for use in classrooms. Senior leaders have identified correctly that developing high-quality learning and teaching is a key priority for the school moving forwards. They should continue with their plans to implement a programme of classroom observations. These should assist teachers in developing a shared understanding of high-quality learning and teaching. They should also begin to share effective practice more regularly so that learning and teaching is of an appropriate pace and level of challenge more consistently.

■ Young people undertake a range of relevant assessments throughout the school. A next step for teachers will be to extend the opportunities for all young people to take part regularly in self-assessment and peer-assessment using criteria for success. This will help them to identify more easily their strengths and next steps in learning. A few teachers use learning conversations effectively in the senior phase to enable young people to discuss their learning. These conversations should now be extended across all curriculum areas.

■ Departmental approaches to tracking young people's progress should be developed further in the BGE. This will help to ensure that tracking approaches across the school are sufficiently detailed to inform ongoing interventions effectively. Teachers use tracking and monitoring well in the senior phase to set aspirational attainment targets for young people.

■ Teachers are developing their use of moderation to improve their course planning. They are also using attainment data more effectively to assist them in making well-judged assessment decisions in the BGE. All teachers would benefit from regular opportunities to take part in wider moderation activities, including collaborative approaches to planning. Senior leaders should continue to prioritise the moderation of young people's work with teachers across all curricular areas. They should also work closely with staff from the associated primary schools and other partner schools. This should help all young people to experience improved progression in their learning at times of transition.

## 2.2 Curriculum: Learning pathways

■ The school's curriculum is based on the shared vision of 'Supporting Aspirations, Achieving Excellence' for all young people.

■ In the BGE, young people receive their entitlements across all curriculum areas, including religious and moral education, personal and social education, and physical education (PE). They make choices towards the end of S2 to enable some specialisation in S3. Young people study nine subjects in S3.

■ In the senior phase, almost all young people choose seven courses in S4. They can progress to studying five courses in S5. In S6, young people choose four or five courses, including the option of pursuing a school leadership award. Young people also have many opportunities to participate in courses at the local college and a few young people engage in Advanced Highers as part of consortia arrangements with other local secondary schools.

■ In the senior phase, staff liaise closely with a range of partners to provide vocational learning and work experience opportunities for young people. This includes young people participating in well-targeted Foundation Apprenticeships, Modern Apprenticeships and Graduate Apprenticeships. Staff have also introduced bespoke programmes, such as the Pathways programme, to support school leavers gain valuable work experience and increase their confidence in preparing for the world of work.

■ Senior leaders recognise the need to continue to review the curriculum rationale and to increase staff's awareness of the Scottish Credit and Qualifications Framework (SCQF). This should help staff to widen even more the range of possible qualifications and progressive pathways for all learners. It should also help them to provide options for young people that will support further their positive destinations, in line with their aspirations. The school is currently working towards achieving the SCQF bronze award.

■ Commendably, young people have access to a wide range of opportunities for personal development and achievement as part of the 'Future Fridays' programme. A few of these opportunities are accredited. Staff are proactive in encouraging participation as an important contribution to promoting the wellbeing and development of young people.

■ Staff are reviewing currently the BGE programme for literacy and numeracy to ensure that it is comprehensive enough to support young people's progression into the senior phase. Senior leaders need to develop a strategy to ensure that literacy and numeracy skills are developed as a shared responsibility of all.

## 2.7 Partnerships: Impact on learners – parental engagement

■ The Parent Council is a small but highly supportive group. Members plan to build further partnerships in the coming months across the parent forum. The Parent Council is involved in important aspects of school improvement. It has been involved in discussing the SIP. The Parent Council would like the SIP to become more user-friendly, with less jargon, in the future. The Parent Council also fundraises for the school. It has recently raised money to improve the school's car park and to upgrade and enhance notice boards across the school.

■ Most parents appreciate how staff support young people. They agree that young people are known and well cared for within the school. They recognise the very positive relationships between young people and staff as well as between themselves and staff.

■ A minority of parents would welcome increased communication from and with the school about their child's learning and progress. They would like further opportunities to engage more regularly with their child's learning in school. Senior leaders are committed to facilitating this. A few parents appreciated greatly the recent Option Choice Evening.

## 2.1 Safeguarding

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

| 3.1 Ensuring wellbeing, equality and inclusion | good |
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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 are evident across the Braidhurst school community, where most young people say they feel safe, and are treated fairly and with respect. Young people and their families feel well supported and cared for and are proud of their school. This support is underpinned by the school's values as well as senior leaders' clear strategic vision for improving wellbeing and inclusion across the school.

- Staff throughout the school are developing a shared understanding of the wellbeing indicators. This is helping them to promote the indicators more consistently in dialogue with young people. A few young people are able to talk about these well. A next step for senior leaders will be to develop staff's understanding and use of these indicators further. This will help them to use the indicators more consistently throughout the school, in supporting young people's learning and teaching and, importantly, in understanding their wellbeing.

- The pupil support team is at the early stages of tracking the wellbeing of all young people formally, although staff have a strong knowledge of young people's wellbeing from their daily interactions with them. Members of the pupil support team are beginning to use increased data they are collecting on young people's wellbeing to contribute effectively to the support they provide for them. Senior leaders should embed this work further and ensure that young people's wellbeing is tracked more frequently. This will help staff to monitor young people's wellbeing over time more easily.

- Young people achieve success through a wide range of activities in physical activity and sport, in addition to planned PE lessons. Almost all young people and their parents agree that there are lots of opportunities for regular exercise. Young people benefit from these opportunities and understand the relationship between wellbeing and achievement.

- A considerable number of young people are involved in the well-respected SFA programme, the School of Football and the School of Netball. All young people involved in these programmes benefit from a sense of belonging to the school, and they enjoy having their achievements recognised and celebrated regularly. They are also developing important knowledge and understanding, and skills, linked to improving their health and wellbeing. For example, they receive information about healthy diets, the importance of regular training, and the value of working together well.

- The 'Future Fridays' programme offers a variety of enriching experiences for young people in addition to their timetabled curriculum. Staff provide wellbeing opportunities for young people, including Dance Leaders, a variety of sport clubs and a Police Scotland Violence Prevention Programme. The young people who attend 'Future Fridays' benefit from these experiences, which are leading to improvements in, for example, young people's confidence and

attendance. Staff also provide important targeted support for groups of young people to enhance their wellbeing, and that of their families. This support includes programmes of work such as nurture groups, friendship groups and input linked to Seasons for Growth.

- The Mental Health Ambassadors Peer Project is a leadership programme which helps to raise the profile of mental health within Braidhurst High School. The Young Ambassadors deliver mental health awareness in S1 and S2 classes. Most young people in these classes say that the peer input has increased their understanding of mental health. The Ambassadors also run a lunchtime drop-in where they organise activities for other young people and provide support where required. All Mental Health Ambassadors say that their training has increased their confidence in working with others, and it has also improved their leadership skills.

- Partners across the cluster and the third sector work very effectively to identify the needs of young people who have an additional need or who are care experienced. Almost all partners agree that partnership working and communication with the school is strong and contributes to young people being supported well. Successful work involving partners includes resilience groups, cognitive behaviour therapy interventions and a Let's Introduce Anxiety Management programme. This work contributes to young people having reduced anxiety levels, increased confidence, and better engagement in school.

- Senior leaders and staff have developed clear school systems and processes linked to the assessment of, and planning for, young people. Staff use these systems and processes to help ensure that all barriers to learning faced by young people are identified quickly and appropriate targets are put into place to meet their needs. Staff from the support for learning department provide all teachers with detailed plans to help them support young people in classes. All teachers should continue to ensure that the individual needs of young people are met across classrooms.

- All care-experienced young people are supported well and their attainment, attendance and participation in school activities are tracked and monitored closely. These young people are provided with additional supports as required, for example work placements, virtual schools support and alternative curriculum activities. The supports contribute to young people having improved attendance and engagement.

- Senior leaders should continue, as planned, to improve the support for young carers, ensuring that all young carers receive their entitlement to a young carer's statement in line with the Carers (Scotland) Act of 2016.

- Senior leaders and staff from the pupil support department have effective attendance monitoring procedures in place, and they are tracking the impact of interventions. This is having a positive impact on the attendance of a few young people.

- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.

- The school vision aims to build positive futures for all young people and strives to ensure a shared understanding of young people's rights. The school community has achieved an award for its work on rights education, and it has plans to achieve further accreditation. This work

contributes to most young people agreeing that staff treat them fairly and with respect. Most young people also agree that they are helped to understand and respect others.

■ Staff promote equality, diversity and tackling discrimination through certain topics in a few curricular areas, although young people would like more opportunities to discuss topics linked to the protected characteristics. Inclusion and equality are promoted well through school events. For example, a Girls in Engineering workshop, a Holocaust event, LGBT events and the Youth Philanthropy Initiative. It would be helpful now for senior and middle leaders to develop a strategic overview of all this work, so that all young people's learning in these areas is progressive and valuable.

■ Senior leaders are in consultation with all stakeholders on a draft Positive Relationships Policy, which aligns with national policy. The majority of young people say that they have never experienced bullying. However, a few young people do not think the school deals well with bullying. As planned, senior leaders should continue to raise awareness of anti-bullying, implement the Mentors in Violence Prevention programme and monitor trends and themes emerging from incidents recorded. This will help all young people to feel safe, and it will contribute to young people having the confidence to challenge others who do not treat them with dignity or respect.

■ Senior leaders have identified the need to develop further support for young people where English is an additional language. This will help to ensure appropriate planning for the wellbeing and attainment needs of these learners.

| **3.2 Raising attainment and achievement** | **satisfactory** |
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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**
**Broad General Education (BGE)**

- In 2021/22, by the end of S3, the majority of young people achieved Curriculum for Excellence (CfE) third level or better in literacy. The majority of young people achieved this level or better in numeracy. In 2021/22, by the end of S3, a few young people achieved CfE fourth level or better in literacy. A few young people achieved this level or better in numeracy.

- The school's projected data for 2022-23 shows improvements in all elements of literacy and numeracy, with most young people attaining CfE third level or better in literacy and most young people attaining the same level in numeracy. Senior leaders and staff have been working collaboratively to develop a more consistent and robust understanding of BGE levels in literacy and numeracy. As a result, inspectors are confident in the school's recent data.

- In previous years a robust tracking and monitoring system was not in place to ensure that all learners left school with accreditation in literacy and numeracy. This has been addressed for session 2022/23.

**Senior Phase**
**Literacy (leavers)**

- Almost all young people left school with SCQF level 3 or better in literacy in three of the five years from 2016/17 to 2020/21.

- Most young people left school with Scottish Credit and Qualifications Framework (SCQF) level 4 or better in literacy in most years from 2016/17 to 2020/21. The percentage of young people leaving with this qualification was broadly in line with the virtual comparator (VC) from 2017/18 to 2019/20. Most young people also left school with the course award over the five years. The majority of young people left school with SCQF level 5 or better in literacy from 2016/17 to 2020/21. The percentages of young people leaving with this qualification are often significantly lower or significantly much lower than the VC. A minority of young people left school with SCQF level 6 in literacy in the five years, in line with the VC.

- The new senior leadership team and staff are addressing well young people's attainment in literacy at SCQF level 5 or better through increased ongoing assessment of young people's work and more regular tracking and monitoring of their progress. This is beginning to impact positively on the pace of young people's progress. Senior leaders provide early, targeted support for young people who may be at risk of not attaining. This includes highly able footballers who leave school mid-year to pursue professional contracts or other opportunities. Senior leaders are also ensuring that all young people now engage in progressive pathways to enable them to attain as highly as possible.

**Numeracy (leavers)**

■ Most young people left school with SCQF level 3 or better in numeracy in four of the five years from 2016/17 to 2020/21.

■ Most young people left school with SCQF level 4 or better in numeracy from 2016/17 to 2020/21. The percentages of young people leaving with this qualification are in line with the VC in three of the five years, including the latest year. The majority of young people also left school with the course award over the five years. The majority of young people left school with SCQF level 5 or better in numeracy in most years from 2016/17 to 2020/21. The school's performance improved from being significantly lower to being higher than the VC in 2022. A minority of young people left school with SCQF level 6 in numeracy in three of the years from 2016/17 to 2020/21.

■ The new senior leadership team and staff are addressing well young people's attainment in numeracy at SCQF level 5 or better using similar strategies as in literacy. This is beginning to impact positively on the pace of young people's progress.

**Literacy (cohorts)**

■ In S4, the majority of young people attained SCQF level 5 or better between 2017/18 and 2021/22. The percentage of young people attaining this level improved to being in line with the VC in the latest year. By S5 (based on the S5 roll), the percentage of young people attaining SCQF level 5 or better has been in line with the VC in three of the five years, although is significantly much lower than the VC in the latest year. The percentages of young people attaining SCQF level 6 are broadly in line with the VC from 2018/19 to 2021/22 and show signs of improvement. By S6 (based on the S6 roll), the percentages of young people attaining SCQF level 5 or better are significantly much lower than the VC from 2017/18 to 2020/21. The percentage of young people attaining this level improved to being in line with the VC in the latest year. The percentages of young people attaining SCQF level 6 are broadly in line with the VC from 2017/18 to 2021/22.

■ The school now has improved systems in place to ensure more robust tracking and monitoring of young people's progress in learning, As a result, the school's data for 2022/23 demonstrates improvements in young people's attainment at SCQF level 4 or better and SCQF level 5 or better in literacy at S4 and by S5. It also shows improvement in young people's attainment at SCQF level 6 in literacy by S5.

**Numeracy (cohorts)**

■ In S4, a minority of young people attained SCQF level 5 or better in three of the five years from 2017/18 to 2021/22. Most young people attained this qualification in 2021/22, with the percentage of young people attaining this qualification improving to being significantly much higher than the VC. By S5 (based on the S5 roll), the majority of young people attained SCQF level 5 or better from 2018/19 to 2021/22. The percentages of young people attaining this qualification are in line with the VC in most of these years. The percentages of young people attaining SCQF level 6 are broadly in line with the VC from 2017/18 to 2021/22. By S6 (based on the S6 roll), the percentage of young people attaining SCQF level 5 or better improved to being in line with the VC in the latest year. The percentages of young people attaining SCQF level 6 are broadly in line with the VC from 2018/19 to 2021/22.

■ The school's data for 2022/2 demonstrates improvements in young people's attainment at SCQF level 4 or better and SCQF level 5 or better in numeracy by S5.

**Attainment over time**

- Senior leaders can demonstrate young people's attainment over time in the BGE in literacy and numeracy. Faculty Heads and staff use individualised assessment systems to determine young people's progress and attainment over time across all curriculum areas. Senior leaders should continue to develop a streamlined system across the school, which enables them to access this information more quickly.

- Senior leaders and staff increasingly use a school senior phase tracking and monitoring system to assist them in determining young people's progress and attainment over time. They use this new system to track and monitor the progress of specific groups of young people effectively, such as those who require additional support with their learning. They also use it to compare young people's progress and attainment across the school and to intervene appropriately to ensure young people are supported well.

**Senior Phase**

- Young people across all year groups gain a wide range of SCQF qualifications, including skills for work courses and other awards. These include awards linked to employability, wellbeing, and religion, beliefs and values. Young people acquire a variety of valuable skills through these awards, such as research, skills for learning, life and work, and improved self-esteem. Many young people have also attained SCQF qualifications in areas such as sport and recreation and student work placement, to assist them in preparing appropriately for life after school. A few young people have received accreditation as young Science, Technology, Engineering and Mathematics (STEM) leaders. These young people have supported the development of STEM practice across the school to continue to improve outcomes for young people in these curriculum areas.

- When compared using average complementary tariff points, the attainment of the lowest attaining 20% of leavers is broadly in line with the VC from 2017/18 to 2020/21. The attainment of the middle attaining 60% of leavers is broadly in line with the VC in the majority of years. The attainment of the highest attaining 20% of leavers is often significantly lower or significantly much lower than the VC.

- When compared using average complementary tariff points, in S4, from 2017/18 to 2021/22, the attainment of the lowest attaining 20% in line with the VC in three of the five years, including the latest year. The attainment of the middle attaining 60% and highest attaining 20% of young people is broadly in line with the VC over the five years. By S5 (based on the S5 roll), the attainment of the lowest attaining 20% of young people is broadly in line with the VC from 2017/18 to 2020/21, although significantly much lower than the VC in 2021/22. The attainment of the middle attaining 60% is in line with the VC in the majority of years, including 2020/21 and 2021/22. The attainment of the highest attaining 20% of young people has declined from being in line with the VC to being significantly lower than the VC in 2020/21 and 2021/22. By S6 (based on the S6 roll), the attainment of the lowest attaining 20% and the middle attaining 60% of young people is broadly in line with the VC from 2017/18 to 2021/22, with a couple of exceptions. The attainment of the highest attaining 20% of young people is often significantly much lower than the VC.

- In S4, at SCQF level 4 or better, a minority of young people gain seven or more qualifications in most years from 2017/18 to 2021/22, in line with the VC. At SCQF level 5C or better, and at SCQF level 5A or better, the percentages of young people gaining one or more to seven or more qualifications are broadly in line with the VC for the five years, with a few exceptions. Senior leaders and staff should continue focusing on improving the quantity and quality of young people's qualifications at SCQF level 5 or better in S4.

- By S5 (based on the S5 roll), at SCQF level 4 or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC from 2017/18 to 2020/21, with a couple of exceptions. At SCQF level 5C or better, a majority of young people gained five or more qualifications from 2019/20 to 2021/22. This is an improvement from a minority of young people gaining these qualifications in 2017/18 and 2018/19. At SCQF level 5A or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC from 2017/18 to 2020/21. At SCQF level 6C or better and SCQF level 6A or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC over the five-year period, with a few exceptions. At SCQF level 6C or better, there is an improving pattern in young people's attainment of one or more qualification from 2017/18 to 2021/22. Data demonstrates an improving pattern in young people's attainment of three or more qualifications at this level.

- By S6 (based on the S6 roll), at SCQF level 5C or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC from 2017/18 to 2021/22, with a few exceptions. The percentages show signs of improvement over the five years. The percentage of young people gaining five or more qualifications improved to being significantly much higher than the VC in the latest year. At SCQF level 5A or better, SCQF level 6C or better, and SCQF level 6A or better the school performs broadly in line with the VC over the same time-period, with a few exceptions. At SCQF level 6C or better, data demonstrates an improving pattern in young people's attainment of three or more qualifications from 2017/18 to 2021/22.

**Overall quality of learners' achievement**
- Over a third of young people across the school develop important skills through a range of school football programmes. These include technical skills, tactical skills, physical skills and mental skills. These young people articulate confidently how the football programmes benefit their wellbeing and learning and help them have clear aspirations for their future careers. A few young people at S4 reached the standard recently to represent Scotland in the Under 16's football team. The Girls' School of Football has been commended recently in a motion in the Scottish Parliament for the way that it empowers girls and develops their confidence. A few young people also develop important skills through a school of netball programme.

- The Sports Leaders programme helps young people at S6 to develop effective communication, planning, and problem-solving skills. Recently, a group of Sports Leaders supported over 60 young people from associated primary schools to gain Junior Sports Leaders Awards. Participation in the Junior Awards programme contributed to these young people moving confidently from primary school to Braidhurst High School.

- Young people also achieve through and extensive range of non-SCQF level courses. For example, most young people at S2 achieve Youth Philanthropy Initiative (YPI) awards and the majority of young people at S1 achieve John Muir Awards. Young people who participate in the YPI activities develop citizenship skills. They have also raised considerable sums of money for the community and local charities, for example, Lanarkshire Cancer Care Trust. A few young people at S3 achieve through their engagement with the Brilliant Club-Scholars programme. This is a university led programme, which targets young people eligible for PEF, who have no parental history of higher education and who live in the lowest SIMD deciles to nurture their academic potential. These young people recently attended a graduation ceremony at the University of Edinburgh. Additionally, young people at S5 and S6 achieve Saltire Awards for engaging in many hours of volunteering work. A few other young people develop skills through their involvement in National Progression Awards (NPAs) in Sport and Fitness.

- Over the last five years, a few young people have received a number of high-profile international awards, such as the Diana Award. This is issued to young people who demonstrate ability in inspiring and sustaining positive social change. Additionally, a few young people have achieved national success through their work linked to robotics. The majority of young people also achieve awards in the school that recognise the breadth of their achievements. These include young people receiving 'Pupil of the Month' certificates. Young people's awards are celebrated regularly through assemblies and graduation ceremonies, including a yearly BGE graduation ceremony.

- A few young people develop important skills for learning, life and work through the design and leadership of 'Future Fridays' sessions for their peers. The majority of young people attend these sessions, gaining useful skills. They are accredited regularly for a wide range of achievements linked to attainment, health and wellbeing, DYW, and citizenship and community.

- Young people across the school achieve well through their work in the music department. For example, they gain performance skills through a range of successful music activities, including the school band and the saxophone ensemble. These young people give accomplished performances in concerts and events in the local community. These performance opportunities strengthen young people's well-regarded profile in the local community. A few young people have also achieved success through Associated Board of the Royal Schools of Music (ABRSM) examinations. Young people across all year groups are also developing important skills in activities such as bicycle maintenance and public speaking. A majority of young people gain a wide range of skills in out-of-school activities and events, including the Scottish Indoor Athletics Championships.

- A next step for staff will be to continue to develop the school's system for tracking all young people's skills. This will help staff in supporting young people to develop their skills progressively. It will also help staff to target young people who may be at risk of missing out.

**Equity for all learners**
- Senior leaders and almost all staff have a clear understanding of the social, cultural, and economic context of the school. This is helping them to provide caring, nurturing and targeted support for individual young people and their families.

- Senior leaders and staff use the school's Pupil Equity Funding (PEF) appropriately to support young people's learning. For example, a specialist teacher is providing targeted, additional support for young people from S1–S3. The teacher is delivering bespoke programmes that are improving young people's literacy levels in reading and writing as well as their numeracy skills. As a result of PEF and targeted interventions, the school's data for 2022-23 demonstrates improvements in the attainment in literacy of young people who live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Additionally, it shows improvements in the progress and attainment of a group of S3 learners. Senior leaders should continue to maintain a focus on improving the attainment of all young people, especially those from the most challenging socio-economic backgrounds.

- Staff and partners work very well and creatively to ensure that increasing numbers of young people progress to a positive destination on leaving school. Almost all young people leaving school from 2016-17 to 2020-21 moved to a positive destination, with the exceptions of 2016-17 and 2020-21 when it was most young people. In 2020/21, the majority of young people left school for further or higher education, with the majority of these pursuing higher education. Young people living in SIMD deciles 1 and 2 have increasingly moved to a positive destination. Data demonstrates an improvement in the school's data for 2021-22 of 9%. An

average of 59% of young people in the SFA Performance Programme left school over the last four years for full-time professional contracts. A further 10% left for a combination of part-time football contracts and further education.

- Staff take cognisance of the diverse needs of young people, especially those who face ongoing personal and economic challenges. Staff are proactive in supporting families to reduce the cost of the school day by providing young people with access to equipment and personal items, such as uniforms, PE t-shirts for young people in S1, and resources for learning. Senior leaders ensure that all young people can access the curriculum and activities beyond the school day by removing any barriers of additional costs.

# 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.