

# Summarised inspection findings

**Deans Community High School**

West Lothian Council

24 January 2023

## Key contextual information

School name: Deans Community High School  
Council: West Lothian  
SEED number: 5502535  
Roll: 984

Deans Community High School is situated in Deans, a village in West Lothian. The school links with five associated primary schools. The headteacher has been in post for approximately seven years. She is supported by a senior depute headteacher and two depute headteachers.

Attendance was in line with the national average in 2021. Attendance was below the local authority average in 2021 and 2022.

During the pandemic, senior leaders and staff prioritised the wellbeing of all young people. They reached out regularly to young people and their families to check in on their wellbeing and offer appropriate support. This included targeting young and families who were deemed to be vulnerable. This led to young people and their parents feeling supported.

Exclusions were in line with the national average in 2021. Exclusions were below the local authority average in 2021. Exclusions rose considerably in 2022 on young people's return to school after the pandemic. They are now reducing and are broadly in line with the local authority average.

In February 2022, 21.6 per cent of pupils were registered for free school meals. In September 2021, 27.1 per cent of pupils lived in the 20 per cent most deprived datazones in Scotland. In September 2021, the school reported that 33.2 per cent of pupils have additional support needs.

### 1.3 Leadership of change

very good

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

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

- The school's vision and values were co-created by stakeholders. They are reviewed regularly and underpin the work of the school. The school's vision, that young people will be inspired through high-quality learning and teaching to achieve and attain the very best they can, is integral to the school's improvement priorities. The values of inclusion, respect, integrity, compassion and aspiration, and the strong positive ethos in the school continue to support young people, their families and staff well.
- The highly respected and effective headteacher, supported ably by the senior management team, has very successfully created a strong culture of increasing expectations, standards and aspirations for all. The senior leadership team, which includes the headteacher, depute headteachers and principal teachers, work very well together. They have a clear focus on improving attainment, attendance and young people and staff's wellbeing. The headteacher works successfully to develop leadership at all levels, promoting empowerment and collaboration. This has led to a clear climate of collegiality in which staff support each other very effectively.
- Middle leaders recognise their key role in school improvement and in improving outcomes for young people. They welcome the opportunities afforded to them and work together highly effectively, supporting and challenging each other. Most staff feel encouraged to learn and share practice with others because of the middle leaders' encouragement, and their effective use of departmental development days. Staff value opportunities to influence the curriculum. Teachers appreciate the support they receive from local subject networks, particularly regarding moderation, and they welcome having opportunities to look outwards and learn from others.
- The school community has responded well to how change has been led. Carefully considered strategic plans, informed by stakeholders' views and effective self-evaluation, take appropriate account of the local context and of national priorities. The school improvement plan focuses clearly on three key priorities. These are improving young people and staff's wellbeing, raising attainment and attendance and ensuring that young people, particularly those in the broad general education (BGE) phase, are aware of what they need to do to make progress in their learning. The Pupil Equity Fund (PEF) is used effectively to support targeted priorities in the school improvement plan. These relate specifically to improving attendance and improving the development of literacy skills across the school. A summarised version of the school improvement plan is shared helpfully with the school community. Faculty plans align clearly with the school improvement plan. Each faculty continues to target and work on raising attainment and reducing the poverty-related attainment gap by improving the consistency and quality of learning and teaching.

- Senior leaders' proactive approach to partnership working has resulted in a wide and useful range of curriculum activities to support young people's employability skills. The headteacher engages effectively as a member of the Knightsridge locality planning group. This helps to ensure that key staff are well informed of aspects of wider community planning. Staff's constructive partnerships with businesses also contribute well to providing a strong focus on employability skills. Senior leaders ensure that all partnerships are evaluated to inform ongoing improvements.
- Senior leaders protect time for professional dialogue, collegiate learning, and self-evaluation so that all teachers can contribute to planning for continuous improvement. Staff value this time. Almost all staff and partners engage in a broad range of evaluative activities to help them improve continuously their practice to provide improved experiences and outcomes for young people. These activities include lesson observations, regular departmental reviews and, increasingly, learning how to use data effectively. Principal teachers evaluate improvements within their subject areas regularly. They do this through observations, surveys and engaging in dialogue with focus groups of young people.
- Across the school, staff demonstrate a strong commitment to professional learning, reflection on practice and improving experiences for young people. Staff engage well with the General Teaching Council for Scotland (GTCS) professional update process. Senior leaders continue to create conditions where staff confidently initiate informed change in areas such as pedagogy, wellbeing, and national initiatives. Almost all teachers engage in 'leading learning' groups led by classroom teachers. These groups encourage and enable collaborative professional discussion and enquiry, and the use of research and sharing of practical strategies to improve experiences for young people. As a result, young people experience more consistency in the structure of their lessons. It will be important for senior leaders and staff to continue to evaluate these groups to ensure they lead to desired outcomes for young people. For example, staff could take the opportunity to align the work of the 'leading learning' groups with wider skills development across the school and the work of the Skills Academy Team.
- Most young people say that staff listen to their views, with the majority saying that staff take their views into account. A next step for staff will be to help young people understand how their views are taken into account. Young people across the school have a wide range of leadership opportunities. This includes a few young people leading and being part of a pupil council. Over time, this pupil council has influenced change resulting in improvements to the physical environment, such as new doors, benches and equipment. It has also influenced the availability of course choices for young people. Young people in the senior phase also enjoy valuable leadership roles that allow them to influence change, such as being ambassadors across almost all curricular areas.

## 2.3 Learning, teaching and assessment

good

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

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

- The priority of high-quality learning, teaching and assessment is at the heart of the school's drive for better outcomes for young people. Staff are developing a shared understanding of the features of high-quality learning, teaching and assessment. They are supported in this by a range of professional learning activities as part of the school's 'leading learning' programme. Staff are working together effectively to strengthen approaches to learning, teaching and assessment.
- There is a positive ethos across the school. In almost all classes, young people and staff are respectful to each other and enjoy positive relationships. This has created an environment in which young people are well-placed to engage in learning activities.
- Young people have regular, helpful one-to-one learning conversations with their teachers. These allow young people to ask questions about their learning and they help them to understand their next steps in learning. Most of these learning conversations take place after formal assessments. As planned, teachers should now continue to enhance their use of formative assessment and informal learning conversations to support young people's understanding of their progress and next steps.
- In almost all lessons, teachers' explanations and instructions are clear and the purpose of learning is shared with young people. In a few lessons, young people enjoy actively participating in their learning, for example in well-structured group discussion activities. This helps young people to stay engaged in their learning. In a majority of lessons, learning is overly teacher-led.
- In a minority of lessons, teachers use very effective assessment approaches to evaluate how young people are progressing. This includes the use of 'show-me' boards, plenary sessions within the lesson, and skilful use of questioning at the end of periods. These approaches help young people to talk about what they are learning with others. In most lessons, teachers give individual feedback that helps young people to understand what they need to do next to improve their learning. Almost all young people find staff approachable, supportive and encouraging, and they appreciate how staff engage readily in feedback conversations.
- A few teachers have worked with support for learning staff to review their teaching approaches and materials to ensure that all young people can access learning fully. There is scope for teachers to share this good practice more widely across the school and develop all staff's skills in addressing any barriers to learning.
- During periods of remote learning, staff improved considerably how they used digital technology to support learning. In particular, they used digital technology skilfully to assess

young people's work and share subject content and resources for learning. Digital systems remain in use and are valued by teachers as an effective means of overseeing and tracking the work of individuals and classes. Young people also value being able to access subject content and resources easily. They use digital technology regularly to share their work with teachers and to receive feedback. Staff are further developing shared online spaces to support young people's achievement. Staff continue to be supported well in developing their skills in using digital technology by the school's digital champion.

- Middle leaders work well together, and with colleagues across the local authority and beyond, to build expertise in moderation and the learning, teaching and assessment cycle. Where this has been embedded in the work of classroom teachers, there has been a significantly positive impact on the experiences of young people. In these classrooms, young people have more opportunities to make decisions about their own learning. Middle leaders have developed a shared understanding of effective assessment approaches, which is beginning to have a positive impact on classroom experiences.
- Staff plan their lessons effectively, covering important subject content in both the BGE and the senior phase. In a minority of lessons, teachers plan learning to connect the content to real-life contexts. This content helps to keep the young people engaged. Staff have identified correctly the need to continue to consider how they can develop young people's skills for learning, life and work in lessons. Staff are increasingly using a range of information about young people's wellbeing and learning to help them plan young people's learning appropriately. Staff should continue to use this information, especially to support the progress of young people who are at risk of not achieving expected levels of attainment.
- In a few examples of strong, well-planned classroom practice, teachers support young people's learning with high-quality, well-designed resources. These lessons are paced appropriately, with teachers using a range of questioning techniques to develop young people's higher order thinking. In these lessons, young people's needs are met very well. Staff should now continue to work on making sure that the content and pace of learning is appropriate for all learners. Where the pace is too slow, a few young people are not challenged to achieve as highly as possible. Staff should continue to work together to develop greater consistency across the school in approaches to planning high quality learning and assessment.
- The school library is used well to support subject-based learning and young people in S6 who are studying out of class. The library also provides useful learning opportunities for young people who wish to volunteer as library assistants.

## 2.2 Curriculum: Learning pathways

- Staff provide an effective transition from primary to S1, which includes enhanced transition for young people who require this. Secondary teachers deliver blocks of learning during the year to children in primary 7, either virtually or in person. Alongside well-established curricular links including literacy, numeracy, humanities and modern language this work supports continuity and progress for young people.
- The Skills Academy programme in S1 and S2 enables young people to participate in well-structured vocational pathways activities. It also encourages them to develop their skills. In a few curriculum areas, staff link skills development and subject teaching to the world of work effectively.
- Young people in S1-S3 follow a planned BGE. In S3, young people can personalise their learning. To ensure that the BGE remains broad and coherent, staff should ensure that all young people experience their full Curriculum for Excellence (CfE) entitlement in all areas.
- Young people in S4 undertake seven subjects. This is a recent change, which was agreed in consultation with young people, parents and staff. Early indications show that this change is leading to an increase in attainment for S4 pupils. During S4, young people can also gain additional qualifications as part of a core curriculum. In S5 and S6, young people take up to five courses, although a range of pathways within these courses leads to a wide variety of qualifications. Throughout the senior phase, individualised pathways help to ensure that the needs of the young people are met, either in school or through partnerships. Collaboration and ongoing discussion with partner schools, the virtual campus and West Lothian College supports this flexibility. Staff should ensure that all pathways available to young people are promoted equally in the school.
- Young people who disengaged with the school during the COVID-19 pandemic are supported well through the skills base. A range of staff and partners work with these young people to help them work towards a positive destination.
- Staff use Labour Market Information appropriately to inform the curriculum offer. For example, the school is now offering a Foundation Apprenticeships in Hospitality. The Career Education Standard 3-18 and the Career Management Skills Framework Guidance support the Personal and Social Education (PSE) programme effectively. The careers adviser also provides support with career education.
- Religious and Moral Education (RME) is part of the curriculum from S1 to S4. In S5-S6 young people continue to build upon their prior learning in RME. All young people take two periods of Physical Education (PE) from S1 to S4, which is in line with national expectations. One period is allocated to PE in both S5 and S6. The current shortage of staffing in certain areas, for example Home Economics, is affecting the school's ability to deliver the core curriculum progressively.



## 2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff support parental engagement across all aspects of school life. They seek to maintain positive partnerships with parents to help improve outcomes for learners. Most parents are comfortable in approaching the school for information or support.
- Most parents value the ongoing communication from the school, especially the weekly bulletin. This is emailed to parents to inform them about future school events in which they or their children can participate. The bulletin celebrates the success of learners in achievements in the school and across the wider school community. A few parents would value more detailed, clearer progress reports to help them understand and support more effectively their child's learning.
- Parents recognise and appreciate staff's work in supporting young people well. They appreciate how staff build on young people's learning through after-school study sessions. Parents also appreciate the range of activities and opportunities staff provide for young people.
- The headteacher involves the Parent Council (PC) in planning and reviewing the school's priorities for improvement. The PC is keen to encourage more parents to be actively involved in the school's work. Agendas and minutes for PC meetings are available on the informative school website.



## 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

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school's strategic approach to wellbeing is underpinned by the strong commitment of young people, staff, parents and partners to the shared values of the school community. Young people's wellbeing lies at the heart of the work of the school. This is helping to ensure positive relationships between almost all staff and young people. Most young people say that staff treat them fairly and respectfully, and that they feel valued and included. The school is very well placed to review their policy on promoting positive behaviour to ensure that all young people are supported to treat their peers respectfully.
- Most staff and young people have a shared understanding of the wellbeing indicators. They use the language of safe, healthy, achieving, nurtured, active, respected, responsible and included to discuss wellbeing effectively. Staff conduct online wellbeing check-in surveys with young people to help young people reflect purposefully on their wellbeing. This is a strong feature of practice across the school. Senior leaders use the survey results responsively to address individual wellbeing needs appropriately and to inform school improvements. Most young people recognise that staff care about their wellbeing.
- Staff recognise the emerging needs from the pandemic and have continued to prioritise supporting young people with their mental wellbeing. Young people understand the importance of good mental health and are becoming increasingly aware of and able to express their feelings. A few staff and young people are trained in mental health first aid. They work across the school to try to reduce any stigma associated with mental health. Staff across the school participate in the 'Responsibility of All' wellbeing working group. Positively, they are increasing staff and parents' knowledge and skills regarding wellbeing issues through well-planned activities.
- Senior leaders have developed an effective transition programme to support young people in moving from primary to secondary school. This includes enhanced and helpful transition for young people with additional support needs. The programme helps these young people to get to know staff, and it develops their sense of belonging to the school. Young people are also supported well by staff, partners and Skills Development Scotland career advisers through their transition from school to post-school positive destinations. Young people are well-informed about the choices they make following school.
- Young people in S6 have played a key role in reviewing and redesigning their PSE course. They valued the opportunity to identify content which is relevant to their development needs. The course is enhanced by inputs from a range of partners. Staff are well-placed to build on this work and to ensure all young people, including those in the BGE, can co-design learning which is relevant, progressive and offers personalisation and choice.

- Young people in the senior phase have an increasing range of opportunities to undertake leadership roles in relation to health and wellbeing (HWB). This includes ambassador roles and HWB champions, who provide peer support and promote wellbeing. A few young people in the BGE also experience leadership opportunities, such as HWB mini champions. Young people value developing their confidence and leadership skills through these opportunities.
- Staff are meeting their statutory duties effectively in relation to wellbeing, equality and inclusion. We have asked senior leaders to reflect on the national guidance for bullying to ensure it fully reflects children's rights.
- Senior leaders and support staff work regularly with young people and their families to identify and address barriers to learning and wellbeing. They use a staged-intervention model of support to identify appropriate interventions to meet young people's needs. Senior leaders and staff need to continue to develop how they evaluate the impact of interventions. Staff's work with partners enhances support offered to young people. Senior leaders should further the opportunities for partners to contribute to planning and identification of support for young people.
- Senior leaders and staff also take positive action to support specific groups of learners, such as care-experienced young people and young people who require additional support with their learning. They have developed a tracking system to monitor the progress of these young people. This system helps staff identify appropriate interventions to meet young people's needs. All care experienced young people are considered for a co-ordinated support plan. Senior leaders and staff have also created a robust attendance tracker for individual and groups of young people. This is beginning to support improvements in attendance for young people, such as those living in poverty.
- Senior leaders and support for learning staff share appropriate information with staff about the needs of young people. Support for learning staff meet with young people regularly to review this information and to ensure support strategies remain appropriate. Staff engage in annual reviews of progress with young people and their parents. Whilst these processes are helpful, the quality of information shared about young people's targets is inconsistent. Young people would benefit from more specific, and relevant targets. Staff should ensure that young people and their parents are more involved in decisions relating to support.
- Staff have developed a range of targeted support provisions to ensure young people with complex additional support needs can progress in their learning. Young people who access these provisions experience learning that is targeted to their needs. This supports them well in developing important life skills. Senior leaders should continue to review, develop and share widely the aims of each of these provisions. This will help all members of the school community to understand the support they offer. Staff should continue to develop how they monitor the progress of these young people.
- Young people in the 'LGBTQI group' are raising awareness of diversity and the importance of tackling discrimination. This group, working with staff, developed the Definition Not Applicable (DNA) policy, which supports young people who wish to change their gender identity. This supports young people's sense of inclusion and equality within the school. Staff should continue to extend opportunities for young people to explore issues of diversity, equality, and discrimination across the curriculum. This will help all young people to develop their understanding of protected characteristics and value and celebrate differences.

## 3.2 Raising attainment and achievement

satisfactory

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)

- Staff place increased focus on developing young people's skills in literacy and numeracy. In particular, they use a range of strategies to try to improve young people's attainment in literacy. These include implementing an accelerated reading programme and developing how curriculum areas across the school use vocabulary. The strategies are beginning to have a positive impact on young people's progress.
- By the end of S3, almost all young people are achieving third Curriculum for Excellence level or better in both literacy and numeracy. Over the last three years, from 2018-19 to 2021-22, this attainment has been sustained. In 2022, by the end of S3, the majority of young people achieved fourth CfE level.
- Staff are using national guidance to engage in a range of moderation activities. A next step for the school will be to use this guidance more consistently to build on the moderation activities in place. This will help to ensure that staff make increasingly reliable professional judgements.

### Senior Phase

#### Literacy (leavers)

- Almost all young people left school with Scottish Credit and Qualifications Framework (SCQF) level 4 or better in literacy over the last five years from 2016-17 to 2020-21. The majority of young people left school with SCQF level 5 or better in literacy over this time period. The percentage of young people leaving with SCQF level 5 in literacy was significantly lower than the VC in 2018-19 and 2020-21. A minority of young people left school with SCQF level 6 in literacy in 2019-20 and 2020-21. Staff are now supporting more effectively young people at risk of not attaining an award through extra study classes. Young people are responding well to this support. Senior leaders are also reviewing young people's presentation levels in literacy to ensure that all young people can attain at appropriately.

#### Numeracy (leavers)

- Almost all young people left school with SCQF level 4 or better in numeracy in 2019-20 and 2020-21, moving from being significantly lower than the VC in 2017-18 and 2018-19 to being in line. The majority of young people left school with SCQF level 5 or better in numeracy from 2017-18 to 2020-21. Senior leaders should continue to review how many young people achieve the course award at SCQF level 5 or better. A minority of young people left school with SCQF level 6 over the five year period from 2016-17 to 2020-21, which is in line with the

VC. Staff have widened the curricular offer at SCQF level 5 or better to continue to improve young people's performance in numeracy. The new offer, which includes applications of maths, has had an early, positive impact on attainment.

### **Literacy (cohorts)**

- In S4, most young people attained SCQF level 4 or better in literacy from 2018-19 to 2021-22, with the majority attaining SCQF level 5 or better in literacy from 2018-19 to 2021-22. The percentage of young people attaining this level declined to be significantly lower than the VC from 2019-20 to 2021-22. By S5, as a percentage of the S4 roll, the majority of young people attained SCQF level 5 or better in literacy from 2018-19 to 2021-22, moving from being in line with the VC in 2018-19 to being significantly lower in 2019-20 and significantly much lower in 2020-21 and 2021-2. In 2017-18, the majority of young people attained SCQF level 6 in literacy. By 2021-22, this had decreased to a minority of young people. By S6, as a percentage of the S4 roll, a majority of young people attained SCQF level 5 or better in literacy in 2020-21 and 2021-22. This was significantly much lower than the VC. During these same years, a majority of young people attained SCQF level 6 in literacy, which was significantly lower than the VC.

### **Numeracy (cohorts)**

- In S4, most young people attained SCQF level 4 or better in numeracy over the five-year period from 2017-18 to 2021-22, performing in line with the VC. The majority attained SCQF level 5 or better in numeracy. By S5, as a percentage of the S4 roll, the majority of young people attained SCQF level 5 or better in numeracy over the five years. By S6, as a percentage of the S4 roll, the majority of young people attained SCQF level 5 or better in numeracy over the same years. The percentage of young people attaining this level dropped to be significantly lower than the VC in 2021-22. A minority of young people attained SCQF level 6 in numeracy over the same time period. Again, the percentage of young people moved from being in line to with the VC from 2017-18 to 2020-21 to being significantly lower than the VC in 2021-22.

### **Attainment over time**

#### **BGE**

- Senior leaders and staff are developing an improved overview of BGE assessment data at a school level across all curriculum areas. This is helping them to demonstrate young people's progress and attainment over time, and to better support young people's individual needs. A next step for the school will be to develop a strategic overview of the percentage of young people achieving third and fourth Curriculum for Excellence levels across all curricular areas at the end of S3.
- The school can demonstrate the impact of its partnership work in connection with young people's progress in the BGE. An example of this includes improved reading as a result of a joint literacy project between the school and its associated primary schools.

#### **Senior Phase**

- When compared using average complementary tariff points, the attainment of all leavers is generally in line with the VC.
- In S4, the average complementary tariff scores for the lowest 20%, middle 60% and highest 20% is generally in line with the VC. By S5, the lowest 20% and highest 20% is generally in line with the VC. The middle 60% is performing significantly lower than the VC in 2019-20

and 2021-22. By S6, the lowest 20% perform in line with the VC. The middle 60% and highest 20% perform significantly lower than the VC for selected years.

- The school presents young people for a broad range of SCQF qualifications, including other Scottish Qualifications Authority (SQA) qualifications and those from providers other than the SQA. This includes foundation apprenticeships, national progression awards, and other awards, such as Dynamic Youth Awards. In 2022, the majority of young people in S4 were presented for 11 credit-rated courses. A minority of young people were presented for six credit-related courses in S5.
- In almost all curricular areas, the percentages of young people presented for National Qualifications at National 5 and Higher is in line with or significantly higher than the national average in 2022.
- In S4, most young people attained five or more courses at SCQF level 4 or better from 2017-18 to 2021-22, excluding one year. In 2021-22, the majority of young people attained seven or more courses at this level. The percentages of young people attaining at this level moved from being significantly lower than the VC in three of the last five years, to being in line with the VC in 2020-21 and 2021-22. A minority of young people attained five or more courses at SCQF level 5C or better from 2017-18 to 2021-22. The percentages of young people attaining at these levels are broadly in line with the VC. At SCQF level 5A or better the percentages of young people attaining five or more courses are in line with the VC from 2018-19 to 2021-22. The percentages of young people attaining one or more to three or more courses at this level are significantly lower than the VC in most years.
- By S5, the majority of young people attained four or more courses at SCQF level 5C or better in 2017-18, 2019-20 and 2020-21. The percentages of young people attaining at this level are significantly lower than the VC from 2018-19 to 2021-22. A minority of young people attained five or more courses at SCQF level 5A or better from 2017-8 to 2021-22. The percentages of young people attaining five or more courses at this level are broadly in line with the VC in 2017-18, 2018-19 and 2020-21. A minority of young people attained three or more courses at SCQF level 6C or better from 2017-18 to 2021-22. This is in line with the VC over the last two years. A minority of young people attained one or more courses at SCQF level 6A or better. The percentages of young people attaining at this level have improved to being in line with the VC in 2020-21 and 2021-22.
- By S6, the majority of young people attained one or more qualifications at SCQF level 6C or better from 2018-19 to 2021-22. The percentages of young people attaining at this level are significantly lower than the VC in the latest two years 2020-21 and 2021-22. A minority of young people attained one or more qualifications at SCQF level 6A or better. The percentages of young people attaining at this level show signs of improvement from 2017-18 to 2021-22. The percentage is in line with the VC in the last year. The percentages of young people attaining one or more to three or more qualifications at SCQF level 7C are broadly in line with the VC in most years.

### **Overall quality of learners' achievement**

- Young people are gaining confidence and developing important skills through their participation in achievement range of activities. Young people succeed locally and nationally through these, particularly in sports and music. Young people and staff use social media and extra-curricular fayres to encourage young people's participation in various activities. Commendably, young people's participation is increasing.



- Young people are developing their leadership skills and experience through a range of leadership positions, including being ambassadors across curricular areas. A few young people are also ambassadors in Mentors in Violence Prevention (MVP). Through this role, they help to increase young people's awareness of gender-based violence, bullying and discrimination.
- Young people also gain a range of courses and awards. A few young people are working towards a John Muir Award through their participation in the nurture wellbeing outdoor group. Staff plan to implement a wider range of youth awards, which recognise formally young people's leadership, volunteering and achievements. This includes re-establishing The Duke of Edinburgh's Award that was paused during the pandemic.
- Pre-pandemic, the sports day, school show and Christmas concerts were well-established and popular features of school life, which helped to develop strong links with the local community. Staff and young people look forward to these being re-established.
- Success and achievement is recognised and celebrated well through house assemblies and noticeboards and the popular 'sway' in the weekly bulletin. The school library is used well as a public exhibition space to allow young people to showcase their artwork.
- Staff gather information about young people's participation in achievements through wellbeing check-ins. Staff are beginning to identify gaps in young people's participation. As yet, there is no overview of achievement. Staff acknowledge this as a next step in identifying those young people who are not currently benefiting from achievement opportunities.

### **Equity for all learners**

- Almost all staff have a clear understanding of the social, cultural and economic context of the school.
- Staff continue to use the school's Pupil Equity Fund allocation effectively to meet the needs of individual and groups of young people. They are using the fund to impact positively on improving young people's literacy skills, attendance, and wellbeing. A few strategies are still in the early stages of their development. However, staff can demonstrate how they are beginning to support the progress of individuals. Staff are in the early stages of considering how the Strategic Equity Fund can be used to impact most positively on young people's outcomes, especially in related to attendance.
- Almost all young people leaving school from 2017 to 2021 moved to a positive destination. The majority of young people left school for further or higher education.



## 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.