

Summarised inspection findings

St John's RC High School

Dundee City Council

24 January 2023

Key contextual information

School name: St John's RC High School
Council: Dundee City Council
SEED number: 5330831
Roll (2021): 1199

St John's Roman Catholic High School is situated in the west of Dundee. The school links with six associated denominational primary schools. Young people attend the school from a large geographical area and from a wide variety of social, economic, religious and cultural backgrounds.

The senior leadership team comprises the headteacher, four depute headteachers and a Business Manager. The headteacher and one of the depute headteachers have been in post for just over a year. One other depute headteacher is in an 'acting' post. There have been significant changes in leadership roles across the school in recent years. As a result of COVID-19 there were increases in both staff and pupil absence.

Attendance is generally below the national average.

Exclusions were above the national average in 2021 and rose considerably in 2022.

In February 2022, 31.9 per cent of pupils were registered for free school meals. In September 2021, 50.2 per cent of pupils lived in the 20 per cent most deprived data zones in Scotland. In September 2021, the school reported that 38.8 per cent of pupils have additional support needs.

1.3 Leadership of change

satisfactory

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 focuses on ensuring young people are cared for, happy, safe and valued. At the heart of this vision is the commitment of staff to the local authority initiative Every Dundee Learner Matters (EDLM). The school motto 'Ad Coelas' (to the heavens) and Marist values are fundamental in supporting the positive ethos in the school. These values were determined following consultation across the school community and help shape the improvement agenda for the school. Almost all staff feel that the school's vision and values underpin their work.
- The headteacher is developing and promoting a caring and cooperative culture across the school. He promotes collaborative approaches to leadership of change and has provided opportunities for consultation with stakeholders. This approach has improved the engagement of young people and staff. For example, a range of staff-led inquiry groups have been established and the majority include young people. In almost all cases, unpromoted staff lead the groups as part of a focus on collaborative action research. This includes a focus on promoting mental and emotional wellbeing and developing a skills framework. Senior leaders should now review the number of groups in place, and ensure they align to outcomes from self-evaluation.
- Almost all staff have a clear understanding of the social, cultural and economic context of the school. This knowledge is assisting school leaders in planning actions that have the potential to reduce the poverty-related attainment gap. However, current Pupil Equity Fund (PEF) planning is not yet focused precisely on identified groups of young people. Senior leaders are aware of this. They recognise the need to ensure that the impact of PEF is measured against criteria that will accelerate progress for young people most in need.
- Overall, processes that support planning for improvement are getting better. Planning is framed around three improvement priorities identified by Dundee City Council: leadership and management, learning provision and successes and achievements. Senior leaders apply self-evaluation activities to determine actions that are best matched to the requirements of this school. These activities include a detailed annual analysis of evidence emerging from surveys, classroom observation and review of attainment data. A thorough quality improvement calendar assists in the maintenance of an ongoing focus on self-evaluation. Staff, and young people across the school need to understand the importance and the purpose of planned changes. Senior leaders should review their strategic responsibilities to ensure more consistency in implementing improvement priorities effectively.
- Staff's planning aligns well between whole-school and departmental levels, focussing on common improvement priorities. Middle leaders identify local departmental targets for improvement based upon increasingly robust self-evaluation. Senior leaders have invested in developing the leadership capacity of middle leaders effectively. This includes a leadership and

development pack, a return of timetabled meetings for principal teachers and a leadership programme. The developing culture in the school encourages middle leaders to be empowered. However, a few middle leaders are not yet working collaboratively or contributing well enough to whole school improvement priorities.

- Most staff feel they are encouraged to engage in the wide range of professional learning opportunities that are offered. Senior leaders should ensure that these opportunities align more closely with school improvement priorities. There is also scope for further sharing of effective practice within the school. Almost a quarter of teachers are Scottish Qualifications Authority (SQA) appointees which benefits young people and staff as part of their leadership and development work. A few teachers should develop their understanding of General Teaching Council for Scotland (GTCS) standards further. This can support improvement in the inclusive practices offered and the consistent application of United Nations Convention on the Rights of the Child (UNCRC).
- Young people show pride in their school and relish opportunities to assume leadership roles across both the Broad General Education (BGE) and senior phase. Young people welcome being involved in improving the school, but only a minority feel that their views are taken into account when planning improvement. School leaders should now consider how to involve young people further in school improvement.
- Senior leaders are aware of the need to extend ways in which parents and partners participate in the joint planning of school improvement. A minority of parents feel that their views are considered when the school makes changes. A wide range of partners support learning for young people, however these partners are not yet contributing to self-evaluation or influencing the school improvement plan. Partners should have a lead role in developing a strategic approach to Developing the Young Workforce and the incorporation of national expectations linked to Career Education Standards (CES).
- Staff led a wide range of operational changes effectively during the pandemic. Many aspects of planned changes across the school are at the early stage of implementation, partly because of challenges relating to COVID-19. Senior leaders should build on steps taken recently and further develop a model for the leadership of sustainable change across the school. It is important that senior leaders prioritise clearly the changes that will have most impact on young people.

2.3 Learning, teaching and assessment

satisfactory

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

- In the majority of classes most young people learn in calm environments across the school. Most young people enjoy positive relationships with their peers and with staff. Most young people engage well with their learning, when tasks achieve a balance of challenge and support, closely matched to their individual needs. A small number of young people find difficulty in settling well to learning when their tasks lack relevance or stimulus.
- Most young people demonstrate the capacity to work independently and enjoy doing so when offered interesting learning activities matched to their level of learning. Many young people in the senior phase learn and develop skills from a range of enhancing experiences. Young people learn how to contribute to local and wider communities, organising events such as the Christmas Fair. The school raises funds for charities including support for a school in India. Young people find these contexts for learning particularly motivating and rewarding.
- The majority of staff share the main purpose of lessons with young people, in line with senior leaders' expectations. Teachers provide guidance to help young people understand what successful completion of tasks looks like. In a few cases, staff involve young people in discussing features of successful performance. Almost all teachers provide clear explanations, instructions and demonstrations. Staff use questioning well, but to a limited extent. A few staff observed use deeper, open questions to promote higher order thinking skills. Staff should continue to develop young people's independent learning skills, including through providing tasks to be completed beyond the school day.
- Senior leaders recognise the need to improve the quality of teaching as key to raising young people's attainment. Most young people are attentive during periods of teaching. However, a minority of young people lose interest and become passive learners when teachers' introductions take too long, or lessons rely too much on textbooks. In a minority of classes, young people need clearer steps in their tasks to support their learning. Only a few staff use plenary discussions well to help young people reflect on their learning. Staff continue to make effective use of some digital teaching approaches developed over periods of remote learning. Staff at all levels need to recognise their individual roles and responsibilities in ensuring productive relationships and consistent support for all young people, including those who require additional support for their learning.
- Staff should consider how to reduce time lost for teaching and learning. This includes factors such as young people's attendance at school and time wasted by young people out of class. It also consists of lessons that take too long to start or are not paced sufficiently briskly. There are periods of teaching time when young people are not challenged to achieve more progress during lessons. Taken together, these factors are having a significant impact on young people's learning.

- The majority of staff observe and assess young people's response to tasks skilfully, interacting with young people as they work. The majority of staff offer praise, encouragement or extra support as appropriate. Pupil support assistants play important roles in providing additional support for young people across the school. The majority of young people speak positively of staff providing help where necessary, in lessons and through supported study opportunities. A few teachers use available assessment information effectively to ensure activities are consistently well matched to young people's needs and capabilities.
- The majority of staff assess young people's work conscientiously. A minority of teachers provide young people with helpful feedback, helping them to progress in their learning. This important good practice should be shared more widely. Young people respond well to peer assessment, including discussions that help them consolidate their own learning.
- Young people at S1 to S3 are not consistently aware of the steps they need to take to progress. Overall, young people in the senior phase are aware of their progress in their programmes. A few young people identify skills relevant to employment and career opportunities. Teachers' records of assessments of young people's progress vary in quality and at times lack sufficient detail. Senior leaders require more consistent, reliable assessment data from across the curriculum when developing further effective tracking and monitoring approaches.
- Most teachers plan their lessons well around experiences and outcomes at the broad general education (BGE). Most teachers plan lessons around the external assessments for the senior phase. Teachers' planning is less effective in ensuring activities meet the needs of all young people.
- Teachers have undertaken professional learning on moderation. This professional learning has the potential to achieve a wider, positive influence on the reliability of staff's professional judgements. Teachers understand the importance of moderation to achieve improvements in the quality of planning and teaching. They are beginning to improve how well they use assessment data to monitor young people's progress. This important work needs to be more effective, including for those young people who require additional support. A few departments have developed their own approaches to tracking young people's progress. These approaches are an early stage of development. The local authority helpfully supports staff in this.

2.2 Curriculum: Learning pathways

- Senior leaders are at an early stage of consulting about changes to the curriculum in the BGE. It is important that senior leaders ensure full analysis of evidence, anticipated outcomes and the drivers for change. It will be helpful to engage more effectively with stakeholders and partners, as planned, about changes to the curriculum.
- In the BGE, young people experience learning across all eight curriculum areas from S1 to S3. Young people specialise within broad curriculum areas in S3. In addition to core subjects of mathematics, English, literacy, religious and moral education, personal and social education (PSE) and physical education, young people select six additional courses. In the Senior Phase, most young people in S4 choose six courses and progress to five courses in S5 and four or five courses in S6.
- Young people at S1 and S2 have a designated period each week to develop numeracy skills. Those at S3 have a designated period to develop literacy. Staff are continuing to develop approaches to raising attainment in literacy. Approaches to improving 'reading for all' are integral to English and literacy classes. The school has Reading School accreditation. Young people engage well with the high quality library service to select different texts and become involved in a wide range of activities that they enjoy. Approaches to improving numeracy as a responsibility for all not yet well developed.
- Partners support a few young people through volunteering and leadership opportunities. A few use their experiences to mentor younger children. The Marist Leadership programme and the Duke of Edinburgh's Award scheme offer good progression pathways. Activities are coordinated effectively to allow young people to provide evidence for multiple awards such as Saltire, Caritas and Dynamic Youth Awards.
- In less than half subject areas staff link their teaching to the world of work and developing skills for learning, life and work. Within the PSE curriculum, career education features well. Young people learn how to access support from within the school and from others. Useful 'Careers Boards' highlight pathways and opportunities for young people in a few areas of the school. The school provides a comprehensive work experience programme to young people in S4. However, less than half of young people identify skills they are developing across a range of subject areas. Most teachers need to be more aware of the CES, Work Placement Standard, and career management skills.
- Staff should continue, as planned, to develop systems to track and monitor young people's progress through the BGE. As monitoring and tracking develops, staff should ensure that all young people progress through appropriate learning pathways in the senior phase. These pathways should be based on prior knowledge and achievement to develop learning and skills progressively.
- Staff offer a wide range of useful vocational pathways and Foundation Apprenticeships to young people. College courses are promoted well as part of the option choice forms. Young people are supported effectively to make well-informed decisions.

2.7 Partnerships: Impact on learners – parental engagement

- The majority of parents are satisfied with the school and most feel that their child is making good progress. Just under half of parents feel that they receive helpful, regular feedback about how their child is learning and developing. Senior leaders should consider how to further develop feedback that parents will find helpful.
- Senior leaders recently updated the school website and continue to use other social media channels to aid communication with parents. In-person parent evenings have recently been re-introduced, following COVID-19.
- Senior leaders recently consulted with parents on issues such as school uniform, mobile phones and lateness. This has resulted in changes to policy. It is too early to report on the impact for young people.
- The Parent Council is supportive of the work of the school. Senior leaders share the school improvement plan with the Parent Council. However, the Parent Council is not yet involved sufficiently in developing the school improvement plan. Senior leaders should involve parents more fully in identifying priorities for improvement. A few parents are particularly keen to support the development of PEF initiatives to support identified young people.

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

satisfactory

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

- Staff and young people enjoy strong relationships and a sense of belonging to the faith community, directly influenced by the school values. This leads to young people having a range of staff they can contact for support to address any wellbeing concerns. Young people are courteous and proud of their school.
- The majority of young people feel safe in school. In particular, young people in the BGE appreciate the peer support provided by young people in S5 and S6. Senior pupils provide additional sources of support outside classes through their leadership and ambassador roles such as buddies and peacemakers. Young people recognise that this is helping develop a safe environment.
- Most young people feel that staff treat them fairly and with respect. Staff implemented a new relationships policy that is beginning to clarify expectations for young people. This is leading to most young people agreeing that staff help them to be responsible for their behaviour. Senior leaders, and staff, now need to develop this policy further. Collectively, staff should take greater account of whole school approaches to nurture, restorative approaches and developing positive relationships. This needs to be deeply rooted in the school's culture and take account of children's rights so that all young people feel included and valued.
- Young people benefit from a wide range of opportunities to be active and achieve beyond the classroom. Young people who engage in these opportunities report that they feel healthier and more active. Young people suggest that this also helps develop a greater awareness of the benefits for mental health and wellbeing.
- Pastoral staff use the wellbeing indicators to target support for young people. Promoting positive wellbeing for all is not yet understood well enough by a minority of staff and young people. Senior leaders should ensure effective use of the wellbeing indicators. There needs to be a shared understanding and use of the language of wellbeing across the school. This should lead to a more consistent approach to support all young people. Senior leaders should consider developing a strategic approach to tracking and monitoring the wellbeing of young people to ensure all staff can provide appropriate support to all learners. This will also help support young people to identify and address their own wellbeing concerns.
- Pastoral staff use a range of information to identify and respond to young people's wellbeing concerns. This includes seeking advice, support and guidance from a considerable range of partners. Pastoral staff are reviewing their systems and procedures to ensure all young people are supported consistently and appropriately. Staff tracking and monitoring of groups and individuals receiving additional support is not sufficiently robust at present. This needs to be

able to assess the impact of interventions more effectively, to support improving outcomes for young people who face additional challenges.

- Senior leaders need to ensure full compliance with statutory duties. All staff need to be aware of their professional roles and responsibilities within the updated statutory guidance for additional support for learning. Senior leaders need to help a few staff understand better their role in getting it right for every child. Staff providing universal support, underpinned by inclusive practice, can help young people to feel included and engaged in their learning.
- Pupil support staff share young people's learning needs with teachers. A minority of teachers are not yet using this information effectively to provide tasks and activities to match young people's needs. Young people who face additional challenges are not making appropriate progress as a result. Support for learning staff should continue with well-judged plans to clarify their role with staff. Their focus should be to support teachers to develop learning and teaching experiences that meet the needs of all young people.
- A minority of young people do not feel that the school deals well with bullying. Senior leaders should continue, as planned, to review their anti-bullying policy and recording procedures in school, to ensure they address this issue promptly.
- Most young people feel included in school. A few are not attending school on a regular basis. A few vulnerable young people are excluded from school. Senior leaders should, as planned, continue to reflect on how plans to reduce exclusions align with national expectations and guidance. Staff should consider further approaches to help young people feel included and valued in the school community.
- Care experienced young people are supported well, particularly by the pupil support team. They are appropriately considered for a coordinated support plan and provided with specific support and leadership opportunities through the 'Champions Board' initiative. Young people are clear that being part of this supportive group is improving their wellbeing. They value the increased opportunities for socialisation as well as developing interpersonal and leadership skills.
- Staff need to review current systems to ensure that planning approaches and plans to address barriers to learning (ABLE plans) fully reflect the provisions of the 'Additional support for learning: statutory guidance 2017'. Staff need to continue to develop ways in which young people and their parents are involved in creating and reviewing these plans. Plans should contain appropriately detailed and specific learning targets and be reviewed regularly to improve outcomes for young people who require additional support.
- 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. Areas for development have been agreed with the school and the school meals provider.
- Staff increasingly provide opportunities for young people to learn about equalities and inclusion. Most young people feel that staff help them to understand and respect others. Staff respond well to equality and diversity issues where they arise. The majority of staff need to do more to promote equality and celebrate diversity across the school. There is scope to build on recent partner input to the PSE programme with topics responsive to community need. Pastoral staff should continue with plans to update and refresh the PSE programme with young people so that it is relevant, progressive and delivered to all year groups.

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

- Senior leaders acknowledge that improving attainment in literacy and numeracy is a priority. Young people are not yet improving well enough in literacy and numeracy, specifically in the broad general education. Improvements, across the school in numeracy may have been impacted by staffing challenges. In literacy, work on reading and vocabulary is having a positive impact. In numeracy, the introduction of the National Qualification in applications of mathematics has increased the pathways on offer.

Broad General Education (BGE)

- Most young people achieved third Curriculum for Excellence (CfE) level or better in literacy by the end of S3 in 2021/22. A minority of young people achieved fourth CfE level in literacy. A majority of young people achieved third CfE level or better in numeracy by the end of S3 in 2021/22. Half of young people achieved fourth CfE level in numeracy.
- Staff continue to develop the reliability of their professional judgements. Senior leaders track progress from the BGE to senior phase well to identify any correlations. These are broadly reliable. Clear approaches to moderation, both within school and with a partner school, are supporting staff's understanding of national standards in literacy. In numeracy, staff should develop their approaches to moderation further.

Senior phase

Leavers

- Most young people leaving school between 2016/17 and 2020/21 achieved Scottish Credit Qualification Framework (SCQF) level 5 or better in literacy. This is in line with the virtual comparator (VC), except in 2019/20 when it was significantly higher than the VC. The majority of young people leaving school in 2016/17, 2017/18 and 2020/21 achieved SCQF level 6 in literacy. Most achieved this level in 2018/19 and 2019/20. This is in line with the VC.
- The majority of young people leaving school between 2016/17 and 2020/21 achieved SCQF level 5 or better in numeracy. This is in line with the VC, except in 2019/20 when it was significantly higher than the VC. A minority of young people achieved SCQF level 6 in numeracy. This was significantly lower than the VC in 2020/21.
- A minority of young people left school in 2020/21 at the end of S4 with no literacy or numeracy award at SCQF level 3 or better. All young people who left school from S5 in 2019/20 and in 2020/21 left school with SCQF level 3 or better in literacy and in numeracy. Senior leaders

highlight the impact of periods of remote learning during COVID-19 as major contributing factors to those at risk of not achieving leaving without literacy and numeracy qualifications.

Cohorts

- At S4, the majority of young people attain SCQF level 5 or better in literacy. This has been in line with the VC between 2019/20 and 2021/22, having been significantly lower in 2017/18 and 2018/19. By S5, based on the S5 roll, most young people attain SCQF level 5 or better in literacy, in line with the VC. From 2017/18 to 2020/21, a majority of young people attained literacy at SCQF level 6 in literacy. This has dropped to a minority in 2021/22, though this is in line with the VC. By S6, based on the S6 roll, almost all young people attained SCQF level 5 or better between 2017/18 and 2021/22 in literacy, in line with the VC. A majority attained SCQF level 6 in literacy in 2020/21 and 2021/22, down from most between 2017/18 and 2019/20. This has been broadly in line with the VC between 2017/18 and 2021/22.
- At S4, the majority of young people attained SCQF level 5 or better in numeracy between 2017/18 and 2021/22. This is in line with the VC. By S5, based on the S5 roll, the majority attain SCQF level 5 or better in numeracy, with a minority attaining SCQF level 6 or better. Both measures are in line with the VC from 2017/18 to 2021/22. By S6, based on the S6 roll, most young people attained SCQF level 5 or better in numeracy, with a minority attaining SCQF level 6 or better. Again, both measures are in line with the VC between 2017/18 and 2021/22.

Attainment over time

BGE

- A recently introduced whole school tracking system is enabling staff to capture how young people are attaining across curricular areas in the BGE. This shows that the majority of young people achieve third CfE level by the end of S3 across curricular areas. Staff across curricular areas need to develop a greater understanding of national standards, particularly at fourth level.
- Senior leaders understand the need to continue to develop their approach to tracking across the BGE. This will support them to monitor progress over time, identify where young people are making the best possible progress, and target more effectively those who are not.

Senior phase

- A number of factors impact attainment in the senior phase. These include high levels of absence; presentation rates; the quality and range of the curriculum offer; the high number of young people leaving in S4; the availability of Advanced Highers; and the impact of COVID-19.
- At S4, the percentage of young people attaining one or more courses in 2021/22 was significantly much lower in sciences and expressive arts than the national average.

Improving attainment for all

- Attainment of young people leaving school, when compared using average complementary tariff points, has been largely consistent between 2016/17 and 2020/21. However, it has dropped to be significantly lower the VC in 2020/21. Attainment for the lowest attaining 20% of young people was in line with VC between 2016/17 and 2020/21. For the middle attaining 60%, attainment was in line with the VC between 2016/17 and 2019/20 but has dropped to be significantly lower than the VC for 2020/21. Attainment of the highest attaining 20% of young people was significantly lower than the VC for 2017/18, 2018/19 and 2020/21. Senior leaders

highlight challenges with providing opportunities and support to study at Advanced Higher as having a particular impact on the attainment of the highest attaining 20%.

- In S4, the attainment of the lowest attaining 20%, middle 60% and highest 20% of young people is broadly in line with the VC, when compared using average complementary tariff points. By S5, based on the S5 roll, this pattern continues. By S6, based on the S6 roll, attainment of the lowest attaining 20% of young people is in line with the VC. For the middle attaining 60% of young people, attainment was in line with the VC for 2017/18, 2019/20 and 2021/22 but significantly lower than the VC for 2019 and 2021. For the highest attaining 20% attainment has been significantly lower than the VC for 2018/19, 2020/21 and 2021/22.

Breadth and depth

- At S4, the majority of young people achieve five or more awards at SCQF level 4 or better. The majority of young people achieve three or more awards at SCQF level 5C or better in 2021/22. A minority achieved five or more awards. This is significantly lower than the VC.
- By S5, based on the S5 roll, the majority of young people achieved four or more awards at SCQF level 5C or better in 2021/22, in line with the VC. In 2020/21, attainment at SCQF level 5C or better for one or more to six or more courses was significantly higher or much higher than the VC. In 2021/22, less than half of young people achieved one or more award at SCQF level 6C or better. This is significantly lower than the VC and a decline on previous years, where a majority achieved at this level.
- By S6, based on the S6 roll, most young people achieve five or more awards at SCQF level 5C or better in 2021/22, significantly higher than the VC. Most young people attained one or more award at SCQF level 6 in 2021/22, with a majority achieving four or more awards. This is in line with the VC. A minority of young people achieve one or more awards at SCQF level 7C or better. This is broadly in line with the VC.

Overall quality of learners' achievement

- Young people achieve important skills such as communication, leadership and self-esteem by participating in activities in the school and community. Young people are developing as global citizens through the school's ethos and values. This is reflected in their charitable activities such as their leadership skills in the India Village Project, work with the Marist Leaders and the Caritas Award. Young people exercise responsibility and contribute to their school and community through peer support and volunteering. As a result, young people demonstrate planning and communication skills.
- The school provides a range of programmes where young people gain accreditation. This includes the Duke of Edinburgh's Award scheme across all three levels. A few young people achieve Caritas, Dynamic Youth and Saltire awards. A few young people develop leadership skills by supporting the transition of children from primary seven into secondary school. Young people's communication and relationship building skills are developing well.
- Young people experience success at a local and national level through sport and dance. This success is helping young people develop transferable skills, such as teamwork and leadership, both in school and community. Young people build on these experiences to progress on to volunteering and supporting others.
- Young people benefit from a range of achievements. However, staff do not use the data gathered about young people's achievements to identify gaps or target those who would benefit most. They should develop a more planned approach to planning, tracking and

monitoring achievements. This can help support young people more systematically to recognise and value their achievements.

Equity for all learners

- PEF is used predominantly for universal support. Funding has been focused on improving learning, teaching and assessment, and literacy. Young people's vocabulary has improved through the regular use of an online programme. Funding has also been used to support young people through interventions such as the pupil participation fund, breakfast clubs, additional staffing, sport activities and essentials such as school uniforms. Senior leaders now need to ensure they have evidence of the impact of these interventions on raising the attainment of young people supported by this funding.
- The lack of effective tracking and monitoring is limiting senior leaders' and staff's ability to analyse the attainment groups of young people who are at risk of not attaining well enough. These include, for example, young carers or young people affected by poverty. As a result, it is unclear how young people affected by poverty are attaining or making accelerated progress.
- There has been little progress in improving attendance rates this session. Senior leaders agree they need to improve attendance rates as a matter of urgency.
- The attainment of young people leaving school between 2017 and 2021 living in SIMD data zones 1 and 2 has been broadly in line with the VC, when compared using average complementary tariff points. For young people leaving school in 2021 living in data zones 5, 6, 8 and 9 attainment was significantly lower than the VC. Attainment between 2018 and 2021 for young people leaving school residing in data zone 9 was significantly lower than the VC.
- Almost all young people move on to a positive destination on leaving school. The majority of young people go to higher or further education, with a minority going to employment.
- In S4, almost all young people go to a positive destination, such as staying on in school or going to college. This has been significantly lower or much lower than the VC from 2018 to 2021. It is now in line with the VC for 2022.

Context

The Enhanced Support Area (ESA) known as the Hub is a local authority specialist provision. It supports young people with a range of additional support needs from across Dundee city. Young people are placed in the Hub through an allocation panel. They follow bespoke BGE and senior phase programmes based on their learning profiles.

Recently, there have been significant changes in leadership of the Hub. At the time of the inspection, 34 young people attended, split over two BGE classes and one senior phase class. Most young people attend mainstream classes for varying amounts of time throughout the week.

1.3 Leadership of change

- A newly formed senior leadership team is now in place and is beginning to meet more regularly to discuss the work of the Hub. The development of systematic approaches to monitor and evaluate the work of the Hub should provide clearer strategic leadership and direction. This should include developing approaches to learning and assessment, curriculum development and monitoring the progress of young people. To support this work, staff should look outwards to seek further opportunities to work with other enhanced supports and schools.
- A recent, authority-led moderation exercise identified areas for improvement. Building on this helpful start, senior leaders should ensure that the Hub features more prominently in the cycle of self-evaluation. This should help create a robust and coherent whole-school approach to take forward identified areas for development.

2.3 Learning, teaching and assessment

- Positive relationships between staff and young people are evident. Relationships between young people and peers in the hub are friendly and respectful. Staff demonstrate care and sensitivity towards young people and are patient in their approaches. As a result, young people feel safe, valued and cared for. Staff understand the needs of young people well as individuals. ABL plans provide helpful information. These plans help staff in the Hub better understand each young person's needs and interests. That knowledge informs strategies staff can use to support young people and help them learn.
- Staff consider most learning experiences for young people well. Most of the experiences are relevant and enjoyed by all young people. In most activities, young people's experiences promote independence and develop skills for life. In well-planned activities, young people understand the purpose of learning, engage enthusiastically with and lead aspects of their learning. Young people spend too long on group learning activities where the pace is too slow. Staff should ensure that all planned activities meet individual's learning needs, promote independence and raise attainment and achievement. Young people are given regular opportunities to make choices and use digital skills to support their learning. Staff should develop further the use of digital accessibility features to ensure all young people participate more actively and independently in their learning.
- Staff should continue to review the learning spaces to ensure that they are meeting the needs of all young people. They should focus on the cohort of learners who spent most of their time in the Hub.

2.2 Curriculum – Learning pathways

- Senior leaders recognise that the BGE curriculum needs further development. The curriculum should provide planned opportunities for young people to develop their knowledge and skills progressively across all curriculum areas and maximise their attainment. Teachers are beginning to develop helpful progressive learning pathways in English and mathematics to meet young people's individual needs more effectively.
- Senior leaders should continue to look for opportunities to support young people in the HUB access specialist facilities across the school. This should help to support young people's entitlements within the BGE and strengthen choices in the senior phase.

3.1 Ensuring wellbeing, equality and inclusion

- Young people are encouraged to share their thoughts and express their views. Young people's knowledge of the wellbeing indicators and their rights is limited and should be developed further. Young people should be given more opportunities to make decisions, including at key times of transition and in planning how best to meet their needs. This will support young people understand better how they can contribute to decisions in improving their wellbeing in and beyond school.
- Most young people show friendship and patience towards each other consistently. They are aware of each other's needs and are tolerant when others show signs of distressed behaviours. Staff are beginning to support young people with effective strategies such as the "fix it" approach. This helps to build resilience and engage young people in restorative and solution focused conversations following periods of disengagement from learning. Staff should now develop these approaches more consistently across the Hub. This will allow young people to develop a greater understanding of their emotions, to settle quickly and sustain the time they spend in learning and engaging with peers.
- Young people who spend time learning alongside their peers in mainstream feel more included and valued. A minority of young people from the Hub participate in broader school groups and activities. Staff should continue to find creative ways to ensure that young people have opportunities to become more involved in the whole school community.

3.2 Raising attainment and achievement

- Most young people are making satisfactory progress in literacy and numeracy from prior levels of targeted learning. A few young people are making good progress. The majority of young people's progress in other curriculum areas is not yet recorded systematically. Teachers, supported by senior leaders, need to develop a shared approach to raising young people's attainment and achievement in the BGE across all areas of the curriculum.
- In the BGE most young people are successfully meeting their literacy and numeracy targets. Most young people are working well towards achieving first and second CfE level. A minority of young people are working towards achieving third CfE level. In the senior phase, most young people are successfully meeting the demands of National 2 and National 3 coursework across various curriculum areas. Young people also gain SQA personal achievement awards. A minority of young people are working towards National 4 qualifications. Teachers should continue to identify challenging and progressive qualifications and awards to accredit all young people's achievements.

- The majority of young people achieve their learning goals easily. Most young people have the potential to work towards higher levels of attainment. Teachers now need to ensure that individual targets provide all young people with sufficient challenge to maximise attainment and achievement.

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.