

Summarised inspection findings

Lochgilphead Joint Campus

Argyll and Bute Council

18 June 2024

Key contextual information

School name Lochgilphead Joint Campus
Council: Argyll and Bute
SEED number: 8111030
Roll (Sep 2022): 624

Lochgilphead Joint Campus is situated in Lochgilphead, a rural setting within Argyll and Bute. It comprises a pre-five unit, primary, secondary and specialist support, known as Learning Centres. The head of campus has overall responsibility for all aspects of the joint campus. He was appointed in August 2022. The head of campus is supported by three secondary and two primary deputy headteachers. There have been a number of changes to the senior leadership team at Lochgilphead Joint Campus in the last few years. The middle leadership team has 12 principal teachers at the secondary stages and one at the primary stages.

The Learning Centres, within Lochgilphead Joint Campus, provide education for children and young people with complex and severe needs. At the time of the inspection, there were 18 children and young people in the Learning Centres. The Learning Centres draw from a wider geographical area than the school's catchment area.

Across the primary and secondary stages, there have been, and continues to be, a number of short- and long-term staff absences and vacancies. The joint campus has a few challenges recruiting staff, both teaching and non-teaching.

At the time of the inspection, attendance is below the national average.

At the time of the inspection, exclusions are generally below the national average.

In September 2022, 11.6% of young people at the secondary stages were registered for free school meals. At the primary stages, 18% of children in P6-7 were registered for free school meals.

In September 2022, no young person lived in the 20% most deprived data zones in Scotland.

In September 2022, the school reported that 39% of young people had additional support needs at the secondary stages. At the primary stages, the school reported that 38% of young people were reported to have an additional support need.

1.3 Leadership of change

Weak

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 head of campus has correctly recognised that the vision and values need to be more impactful in driving strategic change. As a result, senior leaders are reviewing how the vision for the joint campus can take more account of the local context, national policy and practice. Partners, senior leaders and parents are currently being asked their views on how the vision can be refreshed.
- Across the joint campus, senior leaders lead planning for improvement to link whole school, departments and stage priorities. A few departments can demonstrate impact on attainment. Senior leaders should continue to improve the quality, consistency and streamlining of planning to clarify short- and long-term priorities. Senior leaders should ensure the current context and self-evaluation is the starting point when setting improvement priorities.
- The majority of middle leaders identify the strengths and aspects for improvement in their areas of responsibility. Middle leaders should better identify targets that are specific and can be measured to drive whole-school improvement, as well as that specific to departments. These targets need to be based on regular and thorough self-evaluation. Senior leaders should establish robust systems to monitor, evaluate and bring together the impact that improvement planning is making. At the secondary stages, senior and middle leaders should be clearer on how their collective planning shows progress towards and connects to joint campus priorities.
- Senior leaders' planning of the use of Pupil Equity Funding (PEF) is part of whole-school improvement planning. Funding is broadly directed to increase engagement and attendance of specific children and young people. Senior leaders need to develop thorough tracking of young people's progress to build confidence so that no young person is missing out. Senior leaders have used PEF to appoint staff who support young people with one-to-one support. Young people benefit from attending tutorials to increase their engagement with learning. Staff provide beneficial space, time and support for young people to regulate or overcome anxiety. As a result, young people have increased their engagement with school. Young people's progress in literacy and numeracy has improved by the end of S3. Senior leaders should analyse further the impact of PEF in accelerating learning for those young people facing significant barriers and reducing the poverty-related attainment gap. Staff, beyond senior leaders and support staff, need to have a better awareness of their contribution to closing the poverty-related attainment gap.
- The head of campus on commencing post identified the need to improve important areas across the joint campus. He is beginning to take steps to ensure that 3-18 learning is progressive. The head of campus has taken forward some priorities to improve aspects of attainment at the secondary stages, professional learning for staff and research-based approaches with young people. However, the strategic leadership of the joint campus needs to guide more productive and prompt change in important areas of the school. These include

raising attainment, monitoring and tracking progress, targeted career-long professional learning, consistency in learning and teaching, and maintaining an outcome-focused curriculum.

- Senior and middle leaders should ensure that there is sufficient sharing of rationale, consultation, professional learning, and advice on implementing change to support staff with new policies and practices. For example, senior leaders have produced a policy on positive relationships and behaviours. This is yet to have intended impact.
- Senior leaders and staff are supported and challenged by the local authority to raise standards. They are following through actions from the local authority's evaluative review of the school. The pace of taking forward these identified actions needs to be brisker. All staff need to work together to secure further progress. To accelerate progress, Argyll and Bute Council are seconding an additional deputy headteacher to the joint campus on a temporary basis. This additional staffing is intended to support building the capacity of the senior and middle leadership team.
- Middle leaders value practical support from senior leaders. Each senior leader links to key stages and departments across the joint campus. Senior leaders should set clear expectations and professional learning of themselves and middle leaders in their role for leadership and change. Senior leaders should engage in more two-way professional dialogue with middle leaders, based on self-evaluation. This would help ensure that middle leaders consistently lead curriculum areas and stages to the highest standards, while linking effectively to the whole-school curriculum. At all levels, a majority of teachers should be more fully aware of how relevant professional standards support their practice and professional review and development discussions. At a strategic level, senior leaders need to agree a whole-school plan of professional learning. This will equip staff to support better children and young people with important areas of learning and wellbeing.
- Staff across stages contribute to change through regular whole-staff and departmental meetings and two working groups. All staff, across the joint campus, should be empowered to plan and lead school improvements. This is through more active involvement in working groups and leading projects connected to the school's key priorities. For this to be successful, senior leaders need to have clear expectations.
- The head of campus is reintroducing a calendar of quality assurance activities to help staff identify what is going well and what needs to improve. He recognises that he needs to build systematic arrangements for self-evaluation independent of the local authority's assistance. Currently across the joint campus, a few staff use and understand self-evaluation well. Leaders at all levels need to take more ownership of using effective self-evaluation as individuals and together with colleagues.
- Senior and middle leaders are beginning to observe teaching practice. They review attainment and discuss next steps. Throughout all these processes, clear and comprehensive action points should be set. Most staff at the secondary stages have resumed observing and giving feedback on each other's teaching practice. These actions need to be revisited regularly to ensure progress.
- Across the joint campus, a minority of children and young people and parents feel that their viewpoints influence changes. Children at the primary stages are all part of recently established pupil voice groups, including the outdoor learning group, fundraising group, science group and pupil council. Teachers lead these groups and create action plans. These groups are beginning to give children a voice in improving aspects of their school. Children

should be more independently leading change. Young people at the secondary stages do not yet feel empowered to influence change within the school. Although a student voice research group and pupil council are in place, meetings are not taking place consistently for the latter. Young people would value being part of whole-school improvement and decision making. Young people at the secondary stages have limited opportunities to develop leadership skills. A few senior phase young people are involved in a charity committee and organising school events. The school should continue with their plans to offer opportunities for leadership, including accredited learning, that will support young people to develop their skills.

- A few parents benefitted from membership of a short-term consultation group, in which their skills and views were used. They enjoyed having a tangible way by which they supported the school. A few parents attend the Parent Council. Senior leaders should fully engage parents in the key decision-making processes of the school, while cognisant of national guidance.
- School leaders work closely with Skills Development Scotland (SDS) to plan and review the strategic priorities within the School Partnership Agreement. This focuses on delivering Career Information Advice and Guidance services. Senior leaders responsible for Developing the Young Workforce (DYW) have a clear vision for developing the curriculum in line with DYW priorities. They are building a culture of individualised learning pathways through Flexible Learning Plans (FLP).
- Senior leaders and staff, in partnership with SDS, have recently created a Lochgilphead Joint Campus skills framework. This identifies the priority skills that young people will develop. Teachers are at a very early stage of using the skills framework. They would benefit from further professional learning on how to develop skills as part of high-quality learning, teaching and assessment. This should ensure that skills are embedded during teachers' planning for learning, and connecting with aims and setting purpose.

2.3 Learning, teaching and assessment

Weak

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 joint campus, children and young people experience positive relationships with almost all adults in the school for most of the time. At the primary stages, most teachers use the school values to highlight and reward positive behaviours and interactions between children. They should make effective use of the values to encourage children to better engage in tasks within the classroom. In most classes, a majority of children engage well with teachers' planned activities. A majority of children work well with others in pairs and small groups. A minority of children require support to develop the skills they need to cooperate with and work effectively with others during group activities. Staff and children in the primary stages are taking early steps to develop work on children's rights. Senior leaders should now work with all staff across the joint campus to embed the values and rights of the child more fully within learning spaces.
- Across the secondary stages, most young people interact well with their peers in classrooms and social spaces. A minority of young people believe that they are not always treated with respect by staff or their peers. As a priority, senior leaders should explore this further with young people and increase the promotion of the school values. In taking this forward, senior leaders should support staff to implement consistently their positive relationships and behaviour policy.
- At the primary stages, teachers collaborated to agree features of effective learning and teaching. This is not yet leading to sufficiently high-quality learning experiences. Teachers share routinely what is to be learnt. However, children are not yet able to articulate the purpose of their learning, or talk confidently about what they need to do to be successful. In a majority of lessons, teachers' explanations are clear. However, teachers do not always ensure children are listening or engaged. Most teachers ask simple questions to help children recall prior learning and check their understanding. In most classes, teachers use an agreed 'carousel' approach to structure lessons. However, in a majority of lessons, the activities that they plan do not provide the right level of support and challenge. As a result, children complete tasks quickly and become disengaged. In a few classes, children's disengagement leads to behaviours that disrupt learning. Staff now need to set clear standards and higher expectations for appropriate behaviours during all lessons. They need to ensure that learning is motivating and challenging to engage all children.
- At the secondary stages, a minority of teachers engage in research and professional learning to begin to develop a shared understanding of high-quality learning and teaching. It is too early to see the impact of this work on improving learners' experiences. In a majority of lessons, teachers' explanations and instructions are clear. Teachers ask questions to help young people make links with prior learning. Teachers need to continue to develop approaches to questioning. This should help young people to deepen their thinking, promote curiosity and engage them more fully in their learning. In a few lessons, teachers use approaches that

motivate learners and sustain their engagement. A majority of lessons are overly teacher-directed. As a result, young people are not actively engaged in their learning. A majority of lessons across S1-3 are not planned to provide sufficient pace and challenge. Teachers need to look outwards, locally and nationally, to develop further their understanding of high-quality learning and teaching. This is needed to improve outcomes for all young people.

- At the early stages of primary, teachers have taken positive steps to introduce learning through play. They have created interesting environments and plan opportunities for children to revisit prior learning through play. Senior leaders and teachers should now engage with national practice guidance and professional learning, to develop further their understanding of quality play experiences. Moving forward, it will be important to look at the balance of teacher-directed, teacher-initiated and child-initiated experiences. This should help ensure all children experience the right level of challenge in their learning.
- At the secondary stages, young people have access to one-to-one devices. In a few lessons, teachers make interesting use of digital technology to vary approaches to learning. At the primary stages, children talk positively about recent opportunities to try new equipment, such as robotics and green screen technology. Across the joint campus, teachers should now work together to identify ways to use technology to enrich learning across the curriculum.
- At the primary stages, senior leaders have recently introduced a refreshed assessment calendar. Teachers are beginning to use this to plan summative assessments in literacy and numeracy at agreed times across the year. Generally, children's reading skills should be developed and assessed in a more coherent approach. Teachers are at the initial stages of using this assessment information, alongside classwork, to identify and plan for children who require additional support with their learning. Senior leaders should work with staff to develop further approaches to gathering evidence of children's progress and attainment. They should ensure they plan assessments that allow children to demonstrate breadth, depth and application of learning.
- Across S1-3, teachers' approaches to checking young people's progress is inconsistent. Teachers' use of assessment tools and national Benchmarks varies across secondary departments. As a priority, senior leaders and teachers should establish agreed approaches to making thorough and reliable judgements about young people's progress and attainment. In taking this forward, teachers should ensure young people are involved in discussions about their progress and next steps in learning. Across S4-6, teachers plan assessment to support young people make progress in their learning. Young people understand the standards required for qualifications.
- At the primary stages, teachers moderate examples of children's work. They have extended this to share approaches to planning learning and gathering assessment evidence with colleagues from other schools. This is beginning to strengthen their understanding of progress within a level. At the secondary stages, most teachers take part in moderation activities for their subject within the school. A few teachers have national roles with the Scottish Qualifications Authority as markers and verifiers. This is supporting teachers' understanding of national standards in S4-6. Promptly, senior leaders should increase the pace of structured subject moderation. Staff should be supported to engage in moderation with colleagues beyond their departments and the joint campus setting. Teachers should moderate children and young people's work with colleagues across the 3-18 campus. This should support teachers to develop a better understanding of national standards and expectations.
- At the primary stages, senior leaders have recently introduced a helpful new tracking system. Staff are beginning to use this to track children's progress. Senior leaders meet teachers

three times each year to discuss the data they input into the system. They keep brief notes of the tracking discussions. Senior leaders need to take prompt action to ensure tracking and monitoring identifies clearly the actions needed to ensure all children are supported effectively to make the best possible progress.

- At the secondary stages, teachers in each department use a variety of tracking systems to monitor young people's progress in S1-6. Senior leaders do not currently have in place a whole-school overview of young people's learning needs, progress and targets. As an urgent priority, senior leaders should work with staff to establish a reliable overview that captures the totality of a young person's achievements and progress across all subjects. This should support teachers to report accurately on young people's progress and use this data to help inform planning.
- At the primary stages, teachers use a three-year overview to plan learning across the curriculum. They use a range of pathways and planning documents to plan coverage of Curriculum for Excellence (CfE) experiences and outcomes. Teachers should review their approaches to medium-term plans for learning. They should streamline planning to ensure they focus more clearly on planning learning that meets the needs of all learners. At the secondary stages, teachers do not have a consistent approach to planning. They should develop a clear strategy for planning that shows how experiences, outcomes and national Benchmarks are used with the design principles of the curriculum.

2.2 Curriculum: Learning pathways

- Across the joint campus, senior leaders' refresh of the vision and values is planned to result in detailing a curriculum rationale. This should be tailored to the unique context of the school. Senior leaders and staff need to sharpen their focus on ongoing review of the curriculum to identify strengths and areas for improvement. Senior leaders should ensure a shared understanding of how Lochgilphead Joint Campus curriculum will have a relentless focus on raising attainment.
- Across the joint campus, senior leaders and staff would benefit from developing a streamlined and coherent approach to planning across all curriculum areas. This should ensure depth and challenge in learning.
- At the primary stages, all children have opportunities for planned outdoor learning opportunities on a regular basis. Children develop teamwork skills and apply a variety of curricular skills in an outdoor context. For example, young people engaged in the ice cube science, technology, engineering and mathematics challenge. Senior leaders and staff should develop an outdoor learning strategy to ensure a progressive approach that supports the children to build on prior learning and skills.
- Across the joint campus, children and young people value the range of lunchtime and after-school clubs available to them. Learners develop a range of skills from these clubs, including sports, arts and crafts, coding and dance.
- In P7, children have well-established pastoral links as they move to S1. Teachers at the secondary stages should engage in more curriculum planning with colleagues across the primary cluster. Currently, teachers use very limited information on the early learning and primary curriculum, progress and attainment to plan learning at the secondary stages and engage in ongoing curriculum review.
- Senior leaders aim for children and young people to experience a broad and balanced curriculum as they move through the primary and secondary stages. At times, staffing challenges affect the range of subjects available in a few curriculum areas. This includes craft and design, home economics and business.
- In S1-2, teachers' planning needs to be consistently and coherently based on CfE third and fourth level experiences and outcomes, or as appropriate to meet needs and progression. Teachers have recently introduced enterprise and a few opportunities to make links across subjects. Teachers need to continue identifying relevant and challenging themes and contexts of learning on which to collaborate across subjects.
- In S1-3, teachers are at a very early stage of implementing literacy, numeracy and health and wellbeing as a responsibility of all. Young people in S2 get an additional designated period for numeracy. This numeracy period needs to be planned coherently with teachers of mathematics and other specialists. Staff would benefit from professional learning to ensure that skills and responsibilities for all are embedded successfully.
- In S3, all young people take part in the Youth Philanthropy Initiative and participate in the Duke of Edinburgh's Award Scheme. This is part of the option choices, along with Skills for Work courses. Young people are enabled to specialise in their chosen subjects across curriculum areas. This is almost always in line with their entitlement for BGE. Teachers need to be clearer

of the purpose of the curriculum at S3. Particularly, how young people's learning rounds off the BGE, but also prepares and challenges young people progressively for the senior phase.

- By S3, middle leaders need to ensure that young people have a stronger picture of their progress and achievements in the BGE. This will help young people be supported to make fully informed decisions about their courses and qualifications in the senior phase.
- In S4-6, young people's options demonstrate parity between vocational programmes and continuing with subject choices. Young people are guided well in making choices. Almost all young people are securing positive destinations on leaving school.
- At the secondary stages, staff collaborate effectively with the local college and local authority to provide an appropriate range of vocational options in the senior phase. These range from face to face delivery of Scottish Credit and Qualifications Framework (SCQF) level 4 Skills for Work courses to networked professional development awards (PDAs) at SCQF level 7. Young people can choose Foundation Apprenticeships at SCQF level 4 to level 7. This is part of an agreed local authority timetable. A few young people in the senior phase successfully complete the Young Applicants in Schools Scheme through the Open University. Teachers should continue to design the curriculum to raise the attainment of the lowest-attaining 20 per cent of young people and the middle-attaining 60 percent of young people.
- At the secondary stages, senior leaders should ensure that young people who attend courses at the college have time to complete any work they miss in school. Across the senior phase, young people's arrangements for study, without supervision from an adult, are not sufficiently productive.
- Across the joint campus, The Personal and Social Education (PSE) programme is underpinned by the Career Education Standard 3-18. Young people receive their related entitlements. Young people's careers education is taken forward well in group activities and individual appointments as necessary.
- Across the joint campus, all children and young people receive their entitlement to physical and religious and moral education each week.
- Across the joint campus, senior leaders should ensure that all children and young people have more continuity in their learning of additional languages in line with national policy. The school has bilingual signage in Gaelic and English, which supports the education authority's Gaelic Language Plan. A few of the school community follow interests in Gaelic, such as singing and language learning. There is no course offered for Gaelic at the moment.
- A new area of the joint campus has been designated as a reading room. This affords a quiet and appealing area in which to read. Children and young people would like more access to the reading room. The support services of a librarian are not available to support the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- There are two Parent Councils, one focuses on primary, and the other secondary. Parents/carers feel that the two separate councils keep agendas more relevant to members. Members of the Parent Council for primary value the positive relationships they have with school staff. Relationships with parents/carers at the secondary stages are improving.
- The Parent Council for primary supports the school well through organising events and purchasing new equipment and resources with the children and young people. They successfully raise funds to enhance the playground facilities and subsidise the cost of trips. A large group of parents/carers volunteer to support school events.
- The Parent Councils are aware of the school improvement plan. Members should be involved in identifying key areas for improvement within the school. Senior leaders and parents/carers should collaborate further on national policy for parental involvement and how it applies to Lochgilphead Joint Campus.
- Senior leaders recognise that parents/carers would like more opportunities to attend activities in school. They are beginning to plan opportunities for parents/carers and children to learn together. A planned approach will help to ensure consistent opportunities for parents to support learning at home.
- Parents/carers, and others within the school would like more timely communication.

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, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

Weak

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

- In most areas of the joint campus for most of the time, staff, young people and children enjoy positive relationships. Children and young people feel that staff do not always deal with behavioural issues consistently and fairly. Staff would benefit from professional learning on nurture practice and approaches to resolving difficulties. Currently, too few children, young people and staff have a clear understanding of the rationale underpinning the relationships and behaviour policy, and how these relate to the school's values. Senior leaders are currently working with staff to embed the recently created positive relationships and behaviour policy. A few staff report that they do not get timeous responses on behaviour referrals that they make to senior leaders.
- Across the joint campus, most children and young people feel safe. At times, a minority of children and young people report to not feeling safe. Senior leaders and teachers should increase their visibility out with classrooms. They need to monitor better how well young people show responsibility in how they move around the campus.
- Across the joint campus, children and young people develop a reasonable awareness of how they make healthy choices and improve their health and wellbeing. They focus on this in PSE. Currently, there is no whole-school strategy to promote health and wellbeing. Young people in S1-2 do not experience any learning around healthy eating and diet through home economics. This is due to staffing and recruitment difficulties. Senior leaders should explore creative ways of enabling all children and young people to develop a much greater awareness of making healthy choices in life. This should include through exercise, diet and positive mental health. For some groups of children and young people, their wellbeing is supported very well in the 'Den' space and by other partners. As a result, a significant minority of young people develop confidence and feel valued. These positive approaches need to be rolled out across the joint campus and articulated in an agreed strategy.
- Across the joint campus, children and young people are supported to talk about their wellbeing with teachers and staff. A few do so by using the wellbeing indicators. Most children and young people still have very limited knowledge of using wellbeing indicators to monitor their wellbeing and related progress. Senior leaders should now ensure that the wellbeing indicators are used consistently and effectively across the joint campus. Staff should begin to track this information as a basis to monitor children's and young people's wellbeing as they move through the school.
- Across the joint campus, children's and young people's needs are well known by senior leaders and most teachers. Key senior leaders, with responsibility for wellbeing and support for learning have a well-considered, empathetic approach to supporting children and young people. As a result, children and young people are supported well to engage in their learning

and feel more confident. The majority of staff have high expectations of children and young people. However, in a significant minority of learning experiences across the joint campus, too many children and young people do not experience sufficient challenge in their learning. More children and young people require to be challenged further in their learning to develop their confidence and make very good progress in their learning.

- Across the joint campus, children and young people, who would benefit from some time out of class, attend 'The Den'. This is a large, spacious area situated in the former campus library. It is staffed by Family Liaison Officers (FLOs), who are funded through the school's PEF allocation. Children and young people attending 'The Den' complete school work, as well as developing their social skills and resilience. Children and young people should attend 'The Den' short-term, with a focus on reintegration into subject classes, supported by FLOs. An overall period-by-period timetable of children and young people's allocation to 'The Den' is kept by FLOs. They also register children and young people who turn up, including those who do not have an allocated place. Senior leaders recognise that 'The Den' is reducing the time children and young people spend learning in their subject classes. Longer-term, this may create gaps in children and young people's learning and attainment. Senior leaders need to quantify, track and respond to the patterns of children and young people's attendance at 'The Den' on a weekly basis. They need to measure the impact of reintegrating children and young people into mainstream classes.
- Children and young people who access 'The Den,' receive effective support in issues around improving mental health and wellbeing and raise awareness around this. Senior leaders and staff now need to develop a whole-school approach to mental health and wellbeing that will allow all children and young people to experience progressive learning across all stages of their learning. Children and young people should also have opportunities to lead aspects of their learning centred around mental health and overall wellbeing. Children and young people should reflect and take more responsibility for their personal wellbeing.
- Across the joint campus, children and young people should have regular opportunities to shape and improve the ethos of the school, for example through greater opportunities in leadership. A few children and young people carry out leadership roles across the school. This helps improve their confidence, and develop their pride and ownership of the life and work of the school.
- As a priority across the joint campus, staff should develop a greater understanding of their responsibilities in relation to statutory guidance. Under The Education (Additional Support for Learning) (Scotland) Act 2004, staff need to ensure greater clarity on targeted and universal support. Senior leaders and staff have an ongoing priority to improve targeted groups of children's and young people's support plans. Senior leaders should also monitor more effectively children's and young people's attendance. This is currently below national averages. There is headroom to monitor the effectiveness of recent PEF resources that have been deployed to target improving children's and young people's attendance.
- Across the joint campus, there are a number of children and young people who have declared that they have caring responsibilities. As a priority, senior leaders should ensure that all potentially eligible children and young people across primary and secondary stages, are identified and considered for a child's plan or support plan. These should be rigorously monitored, ensuring appropriate and timely support and interventions are well-planned. This will help to ensure that interventions to support the needs of this group of learners are met fully, helping them to realise their full potential.
- Across the joint campus, teaching staff have access to helpful 'strategy sheets.' These highlight how best to meet the various additional support needs of children and young people

in lessons. Currently, the progress of young people who have additional support needs is not consistently well tracked by senior leaders and teachers across the joint campus. Guidance and learning support staff need to work with teachers to ensure that all young people who have potential barriers to their learning receive appropriate support, which is reviewed regularly. Children and young people at all stages, and their parents, should be fully involved in making decisions to support their learning.

- At the secondary stages, young people's entitlement to additional assessment arrangements in accessing Scottish Qualification Authority Awards is well-planned. For the young people who are identified, these arrangements are helping them to secure positive outcomes.
- At the secondary stages, young people with an additional support need helpfully can take up a work placement. Staff work very effectively with key partners to support young people develop further their skills in achieving a positive destination.
- At the secondary stages, staff work very effectively with external partners to provide bespoke learning pathways (FLPs), for targeted groups of young people. These plans are personalised to support young people who are disengaged, or experience obstacles to full-time education. Flexible learning options also cater for young people who are motivated to seek a blend of school, college or work placement opportunities to help progress their chosen destination. The effective evaluation of these plans measures the impact and outcomes for young people. Relevant staff ensure feedback from young people and stakeholders to help improve future planning for FLPs.
- Across the joint campus, children and young people explore wellbeing, equality and diversity in PSE lessons and assemblies. Children and young people's needs and interests are covered in PSE. At the primary stages, there is a newly-established 'wellbeing pupil voice group.' Through this group, the aspiration is for children to have various opportunities to lead aspects of the school's work around raising awareness of equalities. Currently, at the secondary stages, there are a few opportunities for young people to lead aspects of raising awareness of focused protected characteristics. A group of young people who access support at 'The Den,' developed an autism awareness presentation for their peers across the campus.
- Young people need to have more systematic and continuous ownership of leading aspects of wellbeing, equality and diversity. Children and young people should have a clearer understanding and appreciation of other people's potential barriers to learning and how they can support their peers. As a next step, senior leaders and staff should support young people lead other areas of the school's work to promote equalities that are important to them and reflect the joint campus and local communities.
- Across the joint campus, young people develop supportive and nurturing relationships with individual staff. This helps to ensure a majority of young people have a trusted adult with whom to discuss any issues or problems. Young people and staff's relationships in 'The Den' are very strong. As a result of these nurturing and trusting relationships, this has supported targeted individuals who access aspects of their learning at 'The Den,' to achieve real personal and academic success over the past few years.
- Across the joint campus, the majority of children and young people report that discriminatory or bullying behaviour is addressed effectively by senior leaders and staff. Senior leaders now need to firm up processes for responding to discriminatory and violent incidents to increase confidence across the joint campus. This will develop children's, young people's and staff's sense of personal safety and pride of their joint campus.

- Senior leaders submitted 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, children and young people. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children and young people through food in school. Several areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement

Weak

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

Primary stages

- Overall attainment at the primary stages is weak. At early level, most children are on track to achieve national standards in literacy and numeracy. At first level, most children are on track to achieve in listening and talking and a majority are on track to achieve in reading, writing and numeracy. At second level, there is a significant decline in attainment. A majority of children are on track to achieve in listening and talking and less than half are on track to achieve in reading, writing and numeracy.
- Senior leaders need to develop a clear strategy to raise attainment across the primary stages. This should include a strong focus on closing the attainment gap for children who face the greatest challenges.

Attainment in literacy and English

- Overall, children make insufficient progress from their prior levels of attainment in literacy and English.

Listening and talking

- Across the primary stages, a majority of children listen well and follow instructions. At early and first levels, a significant minority of children need support to listen respectfully to each other and take turns. Most children at early level follow simple instructions successfully. At first level, children need to improve their skills in talking about texts they have read. At second level, a majority of children articulate confidently their thoughts and express their view, with evidence for their opinion. Across the primary stages, children require support to build and extend their vocabulary.

Reading

- At early level, a majority of children are beginning to use their knowledge of initial sounds to attempt to read words. Most children explain the terms author and illustrator. At first level, a majority of children read with increasing confidence and expression. At second level, a majority of children answer literal and inferential questions. They identify a range of favourite authors and talk about features associated with their favourite genre. All children would benefit from analysing a wider range of fiction and non-fiction texts. For this, it would be good to have more choice in the school and class libraries.

Writing

- Across the primary stages, children's presentation of written work is not yet of a consistently high standard. At first and second levels, almost all children write for a range of purposes. At early level, most children form letters with increasing confidence. They are beginning to use full stops appropriately. They should now develop their writing skills more independently and in a less supported way. At first level, a majority of children develop their use of interesting

sentence starters and paragraphs. They are beginning to use bullet points effectively. At second level, a majority of children use a variety of language techniques to engage the reader such as alliteration, simile, and metaphor. They are developing their use of more complex connectives. Across the primary stages, children need to develop further their skills by writing extended pieces more regularly.

Numeracy and mathematics

- Overall, children make insufficient progress in numeracy and mathematics.

Number, money and measure

- At early level, most children recognise numbers to ten. They use concrete materials to add and subtract within 10. Most children recognise and use coins through play. At first level, a majority of children recognise coins and notes. They add and subtract using written strategies. A few children are not yet confident in using mental strategies to complete calculations. A majority of children multiply by two, three, five and ten. They are not yet able to divide. At second level, a minority of children know equivalent fractions, decimals and percentages. They use formula to calculate area and volume. Across the primary stages, children are not yet confident at using a wide range of mental strategies to solve calculations. Children need to develop further their skills in answering word-based problems.

Shape, position and movement

- At early level, most children create patterns with shapes. At first level, a majority of children recognise and name basic two-dimensional shapes and three-dimensional objects. Children are not yet confident in describing the properties of two-dimensional shapes and three-dimensional objects using appropriate mathematical language. Most children recognise a right angle. They cannot describe acute and obtuse angles. At second level, a minority of children recognise the nets of three-dimensional objects. They measure angles using a protractor.

Information handling

- At early level, most children display information using pictographs. At first level, a majority of children use tally marks to record information and create bar graphs. At second level, a minority of children display data in an increasing range of ways. Across the primary stages, children need to develop skills in answering questions about data. Children need to develop their independent skills in selecting the best way to display data.

Attainment over time

- Senior leaders track children's attainment at P1, P4 and P7 in literacy and numeracy. They are at the very early stages of implementing a new system to track attainment for cohorts of children as they move through the school. Patterns in children's attainment have been variable in recent years. They are consistently below expected national standards. At times, there are significant dips in attainment. Senior leaders are being supported by the local authority to develop their approaches to gathering and analysing attainment data. Teachers do not track children's progress and attainment beyond literacy and numeracy.

Secondary stages

Attainment in literacy and numeracy

S1-3

- In 2022-23, there are very early emerging improvements in young people's achievement of CfE levels in literacy and numeracy. This is as a result of specific support to raise attainment. The extent of these improvements needs to be part of a more thorough approach to moderation, as well as senior leaders' checking of the reliability of the data. Generally, the pace of raising attainment in the joint campus is too slow over the last five years. The school reported that

most young people achieved reading and writing CfE third level by the end of S3. During the same time period, almost all young people attained CfE third level in listening and talking, and numeracy by the end of S3.

- In 2022-23, a minority of young people achieved reading and writing at CfE fourth level by the end of S3. During the same time period, a majority of young people achieved listening and talking and numeracy at CfE fourth level. Teachers should continue to focus on developing young people's writing skills.
- Senior leaders have annual discussions on attainment in literacy and numeracy with education authority officers. They receive useful action points to improve attainment. These action points need to be used more to evidence improvements in raising attainment. Across the secondary stages, teachers should make more use of P7 transition data.

Senior phase

- There is much headroom for improving leavers' attainment in literacy and numeracy. There remain important weaknesses to be addressed. Between 2018-19 and 2022-23, senior leaders recognise that a few young people leave school without a literacy or numeracy award. This is also the case for young people who have an additional support need. Senior leaders are beginning to better use literacy and numeracy awards to raise attainment.
- Broadly between 2018-19 and 2022-23, the majority of leavers, with an additional support need, achieved a literacy and numeracy award at SCQF level 5 or better. There was an exception in 2020-21, when a minority attained at this level. A minority of leavers, with an additional support need, achieved a literacy and numeracy award at SCQF level 6.

Leavers (literacy)

- In 2022-23, most leavers achieved a literacy award at SCQF level 5 or better. This is in line with the virtual comparator (VC). Prior to this, between 2019-20 and 2021-22, a majority of leavers achieved a literacy award at SCQF level 5 or better. During this time period, the school was performing significantly much lower than the VC. Between 2018-19 and 2022-23, a minority of leavers achieved a literacy award at SCQF level 6. This is consistently significantly much lower than the VC.

Leavers (numeracy)

- Between 2018-19 and 2022-23, the majority of leavers achieved a numeracy award at SCQF level 5 or better. In 2022-23 the school performed significantly much lower than the VC. For both SCQF level 5 or better and level 6, there is no improvement in numeracy attainment over time.

Cohorts (based on the S4 roll) - Literacy

- Between 2018-19 and 2022-23, a majority of young people at S4 attained SCQF level 5 in literacy. In 2021-22 and 2022-23, young people's attainment improved to in line with the VC from being significantly much lower in 2020-21. Between 2018-19 and 2022-23, by S5 a minority of young people attained at SCQF level 6 in literacy. In 2022-23, young people's attainment improved to in line with the VC. This has been consistently significantly much lower than the VC between 2019-20 and 2021-22. By S6, between 2020-21 and 2022-23, young people's attainment at SCQF level 6 in literacy is consistently significantly much lower than the VC. A minority of young people attain at SCQF level 6. There is much headroom for raising attainment in literacy.

Cohorts (based on the S4 roll) - Numeracy

- Between 2020-21 and 2022-23, at S4 there are some improvements in numeracy at SCQF level 5 or better. In 2022-23 a majority of young people attained numeracy at SCQF level 5 or better. However, young people are either attaining significantly much lower or lower than the VC during this three-year period. By S5, only a minority of young people attain SCQF level 6 between 2018-19 and 2022-23. There is no sustained pattern of improvement. Prior to this, in 2020-21 and 2021-22, young people's attainment is significantly much lower than the VC. By S6, in 2021-22 and 2022-23, young people's attainment in numeracy at SCQF level 6 is consistently much lower than the VC. Between 2018-19 and 2022-23, a minority of young people attain numeracy at SCQF level 6. There is much headroom for raising attainment in numeracy.

Attainment over time

BGE

- Senior leaders do not have an overview of S1-3 attainment and progress to support raising attainment. Going forward, senior leaders should urgently prioritise having a strategy across the joint campus to ascertain patterns in attainment. This includes for young people with additional support needs. All staff should be clear on supporting progression, how they effectively meet the needs of all young people from S1-6, and adjust the curriculum.

Senior Phase

- There are important improvements required in the senior phase attainment. Senior leaders need to continue using data to inform appropriate progression in the curriculum. A few young people are presented for two levels of national qualifications in the same subject. Teachers should build their confidence in verification, monitoring and tracking to be confident on presenting levels.

Leavers

- Based on the complementary tariff scores, between 2018-19 and 2022-23, for the highest-attaining 20% leavers, attainment is in line with the VC.
- Based on the complementary tariff scores, between 2018-19 and 2022-23, for the lowest-attaining 20% and middle-attaining 60% of leavers, attainment is generally significantly much lower than the VC in four out of five years.

Cohorts

- As the lowest-attaining 20% and middle-attaining 60% of young people move through the school, standards of attainment are insufficient. There are no discernible patterns of improvement. This is based on the S4 roll. Between 2018-19 and 2022-23, for the lowest-attaining 20% of young people in S4, and by the end of S5 and S6, their attainment is significantly much lower and significantly lower than the VC in three out of the five years. In 2022-23, there is a significant decline in attainment in S4 and by S6, but an improvement by S5 to in line with the VC.
- Between 2018-19 and 2022-23, for the middle-attaining 60% of young people as they move through the school, in S4 and by the end of S6, their attainment is significantly much lower and significantly lower than the VC in four of these years. In 2021-22 and 2022-23, by the end of S6, there is a consistent pattern of attainment being significantly much lower than the VC. In 2022-23, by the end of S5, there is an improvement to be in line with the VC. This is from a low base when in 2019-20 to 2021-22, young people's attainment was significantly lower and significantly much lower than the VC.

Breadth and depth

- In the senior phase, young people can study seven courses in S4, and then five courses in S5 and S6. In 2021 to 2023, a majority of young people in S4 were presented in seven courses. During the same time period, a minority of young people in S5 were presented in five courses. Very few young people, if any, are presented for five courses in S6.
- In 2021-22 and 2022-23, at S4 the school has generally raised attainment for one, three and five or more qualifications at SCQF level 5C or better to in line with the VC. Prior to that, from 2018-19, young people's attainment had been consistently significantly much lower or significantly lower than the VC for three and five or more qualifications at SCQF level 5C or better. Between 2018-19 and 2022-23, a minority of young people attain five or more and seven or more qualifications at SCQF level 5C or better. Between 2019-20 and 2021-22, a majority of young people attained one or more qualifications at SCQF level 5A or better. In 2022-23, attainment declined again. A minority of young people, attained at this level, which is significantly much lower than the VC. The school is still to sustain improving patterns for attainment at SCQF level 5A or better.
- Between 2018-19 and 2022-23 by S5, a majority of young people attained one or more qualifications at SCQF level 6C or better in four out of five years. In 2021-22, young people's attainment declined to being significantly much lower than the VC. Between 2018-19 and 2022-23 by S5, a minority of young people attained three or more qualifications at SCQF level 6C or better. There is no consistent pattern of improvement. Young people's attainment is significantly much lower or significantly lower at SCQF level 6C or better between 2019-20 and 2021-22. Between 2018-19 and 2022-23, a minority of young people attained one or more qualifications at SCQF level 6A or better. Between 2018-19 and 2022-23, this is in line with the VC for four out of five years. In 2021-22, young people's attainment was significantly lower than the VC.
- In 2023, the majority of the young people eligible to stay in school for S6 did so. Young people's attainment in S6 needs important improvements. Between 2019-20 and 2021-22, a majority of young people attained one or more qualification at SCQF level 6C or better. In 2022-23, attainment declined, with a minority of young people attaining one or more qualifications at SCQF level 6C or better. This is significantly much lower than the VC. Between 2020-21 and 2022-23, a minority of young people attain three or more and five or more qualifications at SCQF level 6C or better. During this time period, there is pattern of young people's attainment being consistently significantly much lower and significantly lower than the VC.
- Between 2018-19 and 2022-23, a minority of young people attained one or more and three qualifications at SCQF Level 6A or better. There is no discernible pattern of improvement. At SCQF level 6A or better in three or more qualifications, young people's attainment improved in 2022-23 to in line from two years of being significantly lower. A minority of young people attain one or more qualification at SCQF Level 7C or better. This is in line with the VC.
- Young people have access to a mentor in S4, which is being extended to S5 in 2023-24. This is starting to help individuals raise their attainment, particularly in improving the quality of grade passes. Senior leaders should keep under review progression to post-school destinations, particularly for young people moving to higher education and how this impacts on planning curriculum pathways.

Overall quality of learners' achievement across the joint campus

- Across the joint campus, children and young people value their achievements being recognised through the school's annual awards ceremony and at assemblies. These are

shared with parents on social media. Children and young people are at an early stage of knowing the skills they are developing from participating in achievements and school-based clubs. There is not yet a comprehensive tracking system in place for recording achievements beyond the class. Senior leaders and staff need to ensure that any learners at risk of missing out are identified and that any barriers to learners' participation are addressed.

- At the primary stages, a few children are Values Champions in ambition, respect, equity and achievement. A few parents use an online platform to upload information about their child's achievements.
- A minority of young people in S3 are doing The Duke of Edinburgh's Award Scheme. Completion of this award is tracked. Senior leaders and staff should continue increasing the use of accreditation as a way of recognising young people's achievements.
- At the primary stages, almost all children are encouraged to develop the attributes of being a responsible citizen through events such as Fairtrade Fortnight, McMillan coffee mornings, summer fair, Christmas market and community litter pick-ups. The highly popular pupil voice groups are helping children develop skills for learning, life and work. Senior leaders recognise the need to incorporate these skills into the group action plans. Pupil voice groups are working towards accreditation for their rights-based learning and sporting activity.
- At the secondary stages, senior phase young people develop leadership skills in roles such as clan captains, prefects and sports leaders. Other young people contribute to the life of the local community through such projects such as Support for Ukraine and gift giving at local care homes. All young people need to have leadership opportunities at the secondary stages. This should build progressively on the skills young people develop at the primary stages, and as they continue to move through the school.

Equity for all learners across the joint campus

- Staff are at the early stages of analysing attainment data to identify gaps in learning for cohorts of learners. For example, children and young people who require additional support and those who receive free school meals. PEF has been used to provide resources to support children's wellbeing and improve attendance. There is not yet clear evidence of this work closing the poverty-related attainment gap. The headteacher and staff should now use the data gathered to accelerate progress for all children and young people, including those facing the greatest challenge.
- Between 2020-21 and 2022-23, almost all young people secured a positive initial destination. During this time period, young people's preferred destinations were employment and higher education from school. Staff have been working with Argyll College to achieve employment opportunities for young people. Senior leaders should ensure that young people's pathways and coursing enables their preferred destination.
- No young person lives in the most or least deprived areas of Scotland based on Scottish Index of Multiple Deprivation (SIMD). Most young people stay in SIMD six and seven. Given this is a rural area, staff need to use other forms of data to know how well they are closing gaps in young people's attainment from disadvantage or hardships. Between 2018-19 and 2022-23 at SIMD seven, the school's performance fluctuates between significantly lower, significantly much lower and in line with the VC. During the same time period, for SIMD six, the school is performing in line between 2019-20 and 2022-23. In 2018-19, performance was significantly below the VC. Senior leaders have identified gaps in children and young people's attainment at SIMD three and four across the joint campus.

Context

Lochgilphead Joint Campus has two Learning Centres. One Learning Centre is for primary stages, with the other for secondary. These centres are located in different parts of the main building. Children and young people are allocated places by an authority referral team. This is due to children and young people's needs being more complex than those that can be met in school without specialist support.

Leadership of change

- Depute headteachers within the joint campus have responsibility for each of the Learning Centres. Staff in the secondary Learning Centre feel well supported by senior leaders. They appreciate their close links with learning support staff who are located nearby. Staff in the primary Learning Centre feel that they would benefit from consistent support from senior leaders across the whole week.
- The vision, values and aims are not consistent or clear across the Learning Centres. Some documentation references the school values. Staff should work with parents, children and young people and partners to develop shared vision, values and aims for the Learning Centres.
- Staff in the secondary Learning Centre review and evaluate their work. They contribute to the departmental improvement plan that is coordinated by staff for learning support. Staff from the primary Learning Centre do not have any appropriate way to review and evaluate their work holistically. As such, staff do not consider next steps and put this into an improvement plan for the following year. A plan should be in place that contributes to the school improvement plan and action plans. Senior leaders should take forward this important next step as a priority. Staff, parents and partners should be involved in planning for continuous improvement across the Learning Centre.
- Staff should explore further ways to include children and young people in leadership opportunities across the school.

Learning, teaching and assessment

- Teachers in Learning Centres are skilled practitioners. They plan carefully to engage each child and young person in learning activities. Teachers effectively build these activities around the interests, abilities and needs of the learners. They know and understand each of the children and young people well, and can gauge when activities are being well received. Teachers amend activities as required. There are extremely strong, positive and trusting relationships between staff and children and young people.
- Teachers and other staff communicate very clearly with children and young people. They are particularly skilled in using questioning to elicit responses from children and young people. This helps children and young people to make progress in their learning. Teachers are flexible in their approach and make changes to activities based on their observations of learning. They are unconditionally positive towards children and young people, even when they are displaying disruptive behaviour.
- In the primary Learning Centre, staff use visual timetables to share the sequence of activities across the day and the week. They communicate appropriately with children in a range of

ways, including sign language. Staff also ensure that children, some of whom are pre-verbal, can communicate with them, introducing alternative augmentative communication devices when required.

- In the secondary Learning Centre, staff use interesting topics to engage young people in their learning. For example, life in Spain has been used as a pretext for a cookery lesson where Spanish dishes were prepared.
- Teachers and young people use digital technology well in the secondary Learning Centre to support learning. Young people are skilled in their use of laptop computers. Teacher and children's greater use of digital technology, including interactive boards, would enhance learning activities in the primary Learning Centre.
- Teachers in the primary Learning Centre track and monitor children's progress, but this is not consistent across classrooms. Staff across primary and secondary Learning Centres now need to work together to agree how they will assess, track and monitor the work of children and young people. This should include a constantly updated overview of each learner's achievements and attainment, and results of their assessments. Teachers have begun moderation work with other Learning Centres in the authority recently. As planned, staff need to continue to moderate their assessment, internally and externally, to ensure accuracy.

Ensuring wellbeing, equality and inclusion

- Staff use wellbeing indicators effectively in assessing children and young people's work and in their planning and reporting for the Child's Plan. As planned, staff should develop children and young people's understanding of the wellbeing indicators.
- Staff in the primary Learning Centre have a home-school diary. This is used to share information daily with parents. However, staff feel that this communication could be much more meaningful if they were able to share pictures of learning activities with parents and carers using digital devices.
- Staff in both Learning Centres take care to observe appropriate guidance in relation to child protection and additional support for learning. They are aware that they need to monitor that each child and young person receives their curriculum entitlements.
- Staff intervene sensitively when children and young people are distressed. However, they feel that they would benefit from appropriate professional learning in physical intervention, and in moving and handling. This would help ensure that staff keep themselves safe, as well as children and young people.
- Some children in the primary Learning Centre are able to join their peers for a few learning activities. All young people in the secondary Learning Centre join their peers in subject classes at points. The amount of time spent in these classes varies according to the needs of each young person. The young people develop skills for learning, life and work by attending classes.
- Each child and young person has a Child's Plan, which staff use to monitor their progress and set targets. Staff invite parents and carers to review these plans on a regular basis. Staff hold these review meetings at least once a year for each child and young person. Meetings can be more frequent if necessary. Senior leaders are aware that targets in recent plans have not been formally evaluated. They also know that the points of view of children and young people, and parents and carers, should also be included in these plans. This will ensure that their voices are heard and they are treated with respect.

- Staff are aware that children allocated places in the primary Learning Centre have increasingly complex and severe additional support needs. Closer working with staff in the secondary Learning Centre will be needed to ensure that they are prepared for the transition of young people with this greater level of need.

Raising attainment and achievement

- Children in the primary Learning Centre make satisfactory progress in literacy and numeracy. Young people in the secondary Learning Centre make good progress in literacy and numeracy.
- Children in the primary Learning Centre communicate through signing, sounds, symbols, behaviour, alternative augmentative communication devices or words, as they are able. Some are able to write letters or words. Young people in the secondary Learning Centre can communicate verbally with staff. Some of them are skilled at using digital devices to record written responses. Older young people are studying English at SCQF level 3 and level 4.
- Children in the primary Learning Centre are developing their skills in counting and in writing numerals. Young people in the secondary learning centre are becoming increasingly sophisticated in their use of number. They are developing their skills in numeracy across the curriculum. For example, recording results of experiments in science classes and displaying the data in appropriate graphs and bar charts. Older young people are studying mathematics at SCQF level 2 and level 3.
- Children's attainment in the primary Learning Centre is considered on an individual basis. Overall, this is satisfactory. Young people's attainment in the secondary Learning Centre is good. Young people spend the majority of their time in subject classes with their peers. For example, young people in the senior phase join classes in English, mathematics, home economics, art and design, geography, administration, modern studies, business studies, history, media studies, science, French and biology.
- Young people from the secondary Learning Centre have led a school assembly on autism awareness. Through this, young people showed effective communication skills and displayed leadership qualities. Staff should continue to explore opportunities for children and young people in both Learning Centres to communicate with their peers and develop their skills.
- Young people from the secondary Learning Centre are involved in a number of wider achievement activities. For example, young people in the senior phase are undertaking the Duke of Edinburgh's Award at Bronze level. Staff should track and monitor the skills which young people are developing through achievements, both in school and in their own time.
- The successful inclusion of young people in subject classes has led to young people in mainstream visiting the secondary Learning Centre with their friends. As planned, staff should explore ways in which each Learning Centre can be more directly involved in the work of the wider school.

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.