Summarised inspection findings

Hawick High School

Scottish Borders Council

31 March 2020

School name: Hawick High School
Council: Scottish Borders Council
SEED number: 5632536
Roll (Sep 2018): 807

Attendance is generally below the national average.
Exclusions are generally above the national average.
In February 2019, 17% of pupils were registered for free school meals.
In September 2018, 31% of pupils live in 20% most deprived datazones in Scotland.
In September 2018, the school reported that 40% of pupils had additional support needs.

Key contextual information

Hawick High School is a secondary school serving the town of Hawick and surrounding area, including Newcastleton and Denholm.

The headteacher had been in post just over two years at the time of the inspection. Her appointment followed a period of turbulence for the school with changes in senior leadership. There are three depute heads and they have worked closely together as a team since the start of the current school session.

Thirty-one per cent of young people attending the school live in SIMD 1 and 2, 28% in deciles 6, 7, 8 and no young people reside in deciles 9 and 10. The school is a Scottish Attainment Challenge School and the Pupil Equity Fund allocation was £78,200 in 19/20.

The school has experienced staffing shortages over the past few years. The school building presents challenges to security with multiple entry points and a layout with long walks for young people between some classrooms.

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 headteacher is providing strong and effective leadership of change to drive improvements. She has played a key role in developing the vision for the school and has a purposeful approach to raising expectations and standards in Hawick High School. The senior leadership team shares the headteacher's focus on working towards making sustained improvements. Together, their understanding of the social, economic and cultural context of the school and the circumstances in which young people live is beginning to shape planning for improvement.

- The senior leadership team worked recently with young people, staff, partners, parents and the community to produce a revised vision for the school, 'learning to be the best version of you'. Young people and staff used creative approaches to involve the wider community, notably by using a 'pop up shop' to elicit local views. This work has shaped the vision and the values ('Ambition, Determination, Responsibility, Honesty and Equality') which underpin it. Staff and pupil interactions reflect the revised values in the majority of classes. All staff need to ensure that these values underpin relationships and are explicit in all interactions across the school.

- The headteacher and senior leaders are working to improve the effectiveness of improvement planning. The school improvement plan has four key objectives that take into account national priorities. The headteacher has focussed rightly on key improvement priorities such as improvement in attainment of literacy, numeracy and health and wellbeing, improving the curriculum and developing high-quality teaching and learning. Departmental improvement plans also reflect whole-school, local or national priorities, including addressing attainment gaps between the most and least disadvantaged young people. Going forward, it will be important to take good account of evidence from self-evaluation. Clear timescales for improvement activities are needed. Senior and middle leaders should work collaboratively to progress a focussed, consistent and joined-up approach to whole school improvement.

- The headteacher, with senior leaders, is beginning to develop processes and systems for teachers to use in self-evaluation. Almost all teachers have engaged in self-evaluative activities, using the How good is our school? (4th edition) quality evaluation framework, and are beginning to reflect on areas where improvement needs to happen. These systems must ensure that all staff are aware of their individual and collective role in delivering school improvement, and that the pace of change is appropriate.

- Teachers have agreed a revised working time agreement, with planned opportunities for professional learning. They are currently involved in collaborative approaches to taking forward improvement priorities, primarily through participation in seven improvement teams. Although in the early stages, there are already positive examples of how these teams have impacted on improvements. For example, the 'dashboard' created by the learning and teaching improvement team helps to ensure a consistent approach in almost all classes for sharing the purpose of learning. In addition, the 'INSPIRE' improvement team is moving forward

approaches to digital learning, which staff are using in almost all classes. The Developing the Young Workforce (DYW) improvement team is making good progress with its action plan in taking forward the implementation of DYW priorities. Senior leaders must continue with plans to review the impact all working groups are having against clear, focussed and time-bound priorities.

■ Principal teachers are taking more responsibility for implementing improvement and change across the school. They set the agenda for discussion and action during their planned meetings. These meetings provide a useful mechanism for discussing and sharing the impact of whole school improvement activities. Principal teachers worked collaboratively on improving approaches to self-evaluation, including producing a helpful quality assurance calendar. They now need to ensure that quality assurance activities are undertaken across all departments in accordance with the calendar, and that this monitoring leads to improvements in experiences for young people. All principal teachers, as part of the extended leadership team of the school need to continue to drive forward whole school strategic improvements.

■ In addition to taking a lead in whole school strategic improvement, principal teachers are taking forward curricular developments within their own departments. This work is beginning to widen the senior phase offer to better meet the needs of young people.

■ Teachers are empowered to collaborate with partners in the community, with a particularly effective example being the work undertaken in the creative textile department. School leaders are supporting teachers to participate in updating their industry knowledge through the Teacher into Industry Placements scheme. Over thirty staff members have undertaken placements in the last three years and this has resulted in improving teachers' understanding of current industry practices and priorities. It has also resulted in increasing the number of productive partnerships with local employers. Senior leaders collaborate well with partners such as community learning and development (CLD) and the local police. Together they seek to find solutions for those young people facing challenges within the school. However, the school should now explore opportunities to have greater involvement in Locality Planning arrangements. This would help them to shape strategies to address issues for young people both in the school and the local community. This in turn should inform school improvement plan priorities and encourage greater involvement of partners.

■ Young people are beginning to be more involved in leadership across the school. Senior leaders should continue with plans to improve opportunities for pupils to influence and participate in decisions about their learning. A minority of young people feel that the school takes their views into account, and that the school listens to their views. They have opportunities to participate in school life through roles as sports ambassadors and mental health ambassadors, and a few undertake these roles. Teachers should continue planned work to make these experiences more meaningful. The head pupil team work well together and represent the school in community and school events. They also work with fellow pupils to lead school activities. A few pupils from different year groups participate in the recently re-established student council. Staff should support young people involved in the student council to become more effective in their roles.

■ All staff should work to ensure that approaches to communication are varied and effective. Senior leaders need to make sure that protocols for systems in school are clearly articulated to all. They need to make lines of accountability clear, and ensure that opportunities to consult, share information and raise concerns are well understood by all staff, parents and partners where appropriate.

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

■ Most relationships across the school are positive. The headteacher and senior leaders promote an ethos of respect and readiness to learn. Most young people feel their teachers treat them fairly and with respect. Most feel the school is helping them to understand and respect other people. The school's vision and values have been refreshed recently to raise expectations and aspirations and improve the climate for learning. Senior leaders and staff should ensure that positive relationships continue to be developed and that expectations of young people are consistently high, in line with the school's vision and values.

■ Most young people participate in the activities and tasks they are given. Most lessons are teacher directed and opportunities for young people to lead the learning for themselves and others are limited. In most lessons, all young people undertake the same tasks at the same pace. In a few lessons, a few young people were disengaged and off task. Lessons motivate young people more when they have opportunities to learn actively, are offered choices about what they learn and the contexts for learning are real and relevant. Teachers across all departments need to use a variety of engaging and creative teaching approaches and ensure that tasks and activities provide appropriate pace, support and challenge for all young people. This should improve learner engagement and motivation and support all young people to attain and achieve. Senior leaders should continue to plan regular opportunities for staff to share effective practice in these approaches.

■ Young people value the opportunities they have to take part in conversations with teachers about their learning and progress. In most departments teachers seek young people's views on course content and about how and what they learn. This informs improvements to learners' experiences. Senior leaders and staff need to continue to develop more systematic approaches to gathering learners' views and using these to drive improvements to learning, teaching and assessment. This should promote increased learner engagement and the establishment across the whole school of a culture where young people feel their views are valued and acted on by staff.

■ Most teachers' explanations and instructions are clear. In a few classes, teachers encourage young people to develop higher-order thinking skills through their use of skilled questioning. In the majority of lessons, questioning is teacher-led and does not always involve all learners in discussions or provide them with enough opportunities to share or develop their thinking. Some teachers use digital technologies to gather young people's responses to questions and use them to plan next steps in learning. There is scope to share the effective practice in the school on approaches to questioning.

■ Young people at all stages have regular opportunities to take part in self- and peer-assessment activities that enable them to reflect on their progress. In most departments effective teacher

feedback supports young people to identify what is working well and what they need to do to improve. Increasingly teachers are using digital technology to provide personalised feedback.

■ Almost all teachers share the purpose of learning with young people and identify what learners need to do to succeed. The recent introduction of the 'dashboard', supported by well-considered professional learning for staff, is developing consistency of practice and expectation across the school. The learning and teaching improvement team identified the need to revisit best use of the 'dashboard' so that learning outcomes rather than tasks are the focus in all lessons. Young people need to be more involved in reflecting on and identifying their own success criteria. This should improve learner engagement with the assessment process.

■ Senior leaders and staff have developed a lesson evaluation framework as part of the school's drive to improve learning and teaching. Educational research underpins the framework and makes the features of highly effective practice clear. A range of focussed professional learning activities and coaching approaches is in place to enable teachers to make effective use of the framework. This is supporting them to reflect critically and develop their understanding and application of effective practice. Senior leaders need to develop the use of the lesson evaluation framework so it is used systematically to deliver further improvements to the quality of learning and teaching.

■ Young people are positive about the increased opportunities they have to use digital technologies. The recent implementation of the INSPIRE learning programme has enhanced these. All young people now have a personal tablet device to use in school and at home. A dedicated programme of professional learning and specialist advice and guidance is enabling staff to develop their skills and expertise. The majority of staff are using media platforms and applications to share the content of their lessons, encourage young people to access notes independently, to set homework or recap on the day's lessons. Senior leaders should continue to monitor the implementation of the digital literacy strategy to ensure it is delivering the intended outcomes.

■ In a few lessons teachers use assessment effectively throughout to challenge and support young people to progress. To ensure improvements in learner's progress, teachers should regularly check learners' understanding throughout the lesson. All teachers need to use a range of assessment approaches that support their professional judgments about young people's progress. Teachers should use these judgments to plan for learning that supports all young people to attain and achieve.

■ In the broad general education (BGE), a few young people across the school are able to identify which level they are working at and their next steps in learning. Learners need to be supported to understand better their strengths and next steps. This should enable them take more responsibility for their learning and support them to make further progress.

■ In most curriculum areas, teachers use moderation well to strengthen their judgment of progress. Further work is needed to build the confidence of all teachers throughout the school in understanding achievement of a level. As planned, senior leaders, middle leaders and staff should review assessment approaches to ensure they allow all young people to demonstrate what they know and how well they can apply what they have learned.

■ Collaboration has begun with primary colleagues to plan approaches to assessment using numeracy benchmarks. Information should be used to plan S1 courses and pathways that build on prior learning, provide progression and appropriate levels of challenge to all young people.

■ Assessment and tracking of progress in the senior phase are well established. Progress is tracked using assessments that are linked to National Qualifications (NQs). Senior leaders have identified the need to ensure that the monitoring and tracking process is underpinned by robust evidence to support young people in their learning. Teachers across departments should use assessment evidence more consistently to inform planning as well as identifying young people's next steps in learning.

■ School leaders and staff have recently updated the school Assessment, Tracking and Reporting Policy. This includes the introduction of tracking procedures in the BGE and provides a systematic framework to record progress. Teacher's engagement with National Benchmarks is variable. A few departments have developed course plans and assessments incorporating National Benchmarks. Senior leaders recognise the need for robust systems that lead to reliable information about progress over time. These should help to inform targeted interventions to support all young people and provide more reliable information to inform course choices. Senior and middle leaders should provide opportunities for staff to have professional dialogue that further supports a shared understanding of standards.

2.2 Curriculum: Learning pathways

■ The school's vision of 'learning to be the best version of me' underpins the curriculum rationale which aims to lead to improved outcomes for young people. Senior leaders and teachers undertook a review of the school's curriculum over two years ago. Initially, this involved an overhaul of the curriculum in S1 to S3 to prepare learners more readily with the required skills and knowledge to be more successful into and through the senior phase. The current fourth year is the first senior phase year group to have experienced this revised curriculum. The design of the S1 to S3 curriculum requires further improvement to meet the wide range of needs and aspirations of all learners. As part of the ongoing review of the curriculum, senior leaders should ensure that young people receive their full entitlement to learning across all curriculum areas in the BGE. This should include reviewing the balance of learning time across the curriculum to allow all young people to experience appropriate depth across their learning and make good progress.

■ Most young people from the school's associated primary schools benefit from a helpful transition programme in Primary 7 that involves them accessing subjects during a range of transition visits. There are a few examples of more regular partnership working between secondary and primary colleagues. Senior leaders and teachers identify correctly the need to extend these ways of working. Further collaboration with primary colleagues across the cluster is required to ensure that all young people's learning and pastoral needs are captured and addressed through transition arrangements. This should help to ensure that the school continues to meet their needs as they move into S1 and through the BGE.

■ In the BGE, teachers plan most courses using third and fourth level Curriculum for Excellence (CfE) experiences and outcomes, with an emphasis on planning at fourth level in S3. Teachers should continue to review the BGE curriculum to ensure that it offers flexibility in course planning, particularly at S3, to meet all young people's needs. Senior leaders and teachers should plan clearer progression pathways between CfE levels and into the senior phase. This needs to include improved progression pathways and a wider range of CfE levels of learning on offer for young people, including those who access courses at the enhanced provision resource. Currently no whole school approach to interdisciplinary learning (IDL) is in place. However, plans are being developed, involving a range of curriculum areas, for an IDL programme for next session.

■ All young people in S1-S3 have opportunities to reflect and develop their skills through religious and moral education (RME), physical education, personal and social development (PSD) and study and work skills. Senior leaders are aware of the need to ensure that young people in S4-S6 receive planned opportunities to develop their knowledge and skills through RME.

■ Young people at all stages would benefit from a curriculum which better reflects the local context and local employability routes. Given the school's rural location, senior leaders are beginning to explore possible distance learning digital solutions to enhance the curriculum. Over recent sessions, staffing shortages in various curriculum areas have hampered the pace of change and improvement. As a result, the desired impact of priorities for change and improvement across the school are not progressing as planned.

■ Senior leaders plan the senior phase as a single cohort, based predominantly on courses leading to NQs. This provides opportunities for young people in S4, S5 and S6 to learn together where appropriate. This is helping to provide increased flexibility for a wider range of pathways at different SCQF levels across the senior phase and is maintaining the viability of an

offer to young people in a range of courses. Young people also have the opportunity to study courses through links with Borders College.

■ Young people in the senior phase would welcome more opportunities to include leadership roles, vocational and college learning, alongside work placement inserts within the curriculum. Young people choose up to six courses in S4, six in S5 and four in S6. Senior leaders are reviewing timetabling arrangements and course choice implications, particularly at S5. This review aims to provide more time for depth in learning.

■ Most teaching staff have an awareness of the Career Education Standard (CES) and career management skills. They are linking planned learning to the world of work, for example, through the school's common 'dashboard' approach to framing skills and relevance for learning. Most young people are not yet able to recognise or reflect on how they are developing these skills. As a result, they are unable to use them effectively in making informed decisions regarding their pathway within and beyond school. Further development work is required to fully integrate the CES across course delivery.

■ Senior leaders are taking positive steps to make good use of local labour market intelligence to inform aspects of curriculum planning and pupils' future aspirations for employment. Staff use their local knowledge and contacts to engage effectively with a range of employers and industry sectors. Across the curriculum, there is an increasing number of productive employer links which support well the school's partnership working with local industries. In particular, the key local business partner, Johnston's of Elgin, is providing mentoring and support to young people and staff to encourage young people to consider employment pathways within the textile industry in response to identified skills shortages.

■ Skills Development Scotland (SDS) careers advisers support the school effectively. They plan activities in line with the School Partnership Agreement. This is reviewed regularly by senior school and SDS managers to ensure it meets the needs of the young people. Careers advisers provide helpful advice to young people which includes group work, targeted individual consultations and input at parents' evenings and career events.

■ Work placements are not developed sufficiently for senior phase pupils. Currently, only a few young people benefit from work placements with local employers and these are targeted at young people identified as being at most risk of not achieving a positive destination. The DYW Improvement Team has prioritised the need to introduce work-based learning for a greater number of young people, taking cognisance of the Work Placement Standard.

■ Opportunities for young people to undertake vocational qualifications out with the school at Borders College are available as part of Borders College Schools Academy for senior phase pupils. In addition, the college also provides teaching staff to deliver the Construction Craft and Technician award (SCQF level 4) within the school premises. Currently, 68 pupils take up these opportunities, on vocational programmes, Highers and Foundation Apprenticeships (FAs). The promotion and uptake of FAs is at an early stage with low uptake in the current year.

■ Community partners have a good understanding of the context of the school and are keen to contribute to the curriculum. This is particularly effective in textiles and fashion and home economics. Young people are learning traditional skills such as embroidery through positive partnerships with local employers and volunteers. Small numbers of young people are developing leadership skills through partnerships with the local Rotary Club. They also support a group of young people to participate in the Young Chef competition. Local CLD staff work

closely with the Inclusion Officer to deliver group work programmes. This helps support those young people facing challenges within the school.

■ Approaches to developing literacy across learning are embedding well. The development of numeracy across the curriculum remains a priority, which is not currently embedded. The literacy working group includes representatives from a range of departments. Priorities include the development of reading skills as key skills for learning, life and work and the promotion of a reading culture across the school.

■ Staff have developed a library literacy skills programme for S1 which has been implemented collaboratively by the school librarian and the English department. This programme provides young people with an induction to the library and its role as a whole school resource to support learning. It also focuses on the development of reading and information literacy skills young people require to be successful in their learning across the school. A paired reading programme, delivered by community volunteers, has supported an identified group of young people to develop their skills and confidence in reading. 'Drop everything and read' identified times when all young people and staff are encouraged to just read for a short period and events like writer visits are supporting well the development of a reading culture across the school.

■ The Numeracy Improvement Group has begun to implement plans to promote a positive culture of numeracy across the school. This has included the S1/2 numeracy challenges delivered at registration time. Building on earlier practice, plans are in place to update a whole school approach to improving young people's numeracy skills. This will be supported by professional learning for all staff. Further proposals are in place to engage with parents to raise their confidence in supporting young people.

■ Young people would benefit from well-planned outdoor learning experiences across the curriculum. This would allow teachers to building meaningful, relevant learning opportunities around the context of the local community and beyond.

2.7 Partnerships: Impact on learners – parental engagement

■ Parents' views about their partnership with the school are positive overall. They recognise recent improvements that senior leaders are embedding across the school. The majority of parents are keen to extend their role and partnership with the school. The majority feel informed, but not always involved, in key decisions affecting the strategic work of the school. Most parents would welcome improvement in home-school communication. They recognise that a positive start has been made in this area as a result of a recently embedded digital platform to facilitate easier communication between the school and parents.

■ The Parent Council is involved in discussions around improvement planning in the school and the headteacher seeks their views on key improvement priorities. Members of the Parent Council welcome the input to their meetings from the school senior leadership team. They are getting underway with an alumni project to share the positive stories from ex-pupils of Hawick High School. Digital approaches to sharing information about homework, information meetings and useful dates have been implemented using a newly developed school application, and parents are beginning to find these helpful. Further awareness raising around the information made available on the new digital application should help to ensure that more parents and stakeholders are included and informed about school news and planned events.

■ Parents would welcome increased opportunities to learn more about how to support their children in their learning. The Parent Council is proactive in continuously encouraging members of the wider parent forum to participate and is engaging with other Parent Councils across the local authority.

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. We have alerted the school and the education authority to these issues. The school and the education authority have assured us that appropriate action will be taken to address these.

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

■ Professional learning for all staff, aimed at improving relationships, is resulting in most young people feeling that staff treat them fairly and with respect. Relationships between young people and staff are improving. As planned, senior leaders should continue to develop approaches to promoting positive relationships and respect across the school.

■ Pupil support teachers deliver the personal and social development programme to young people in their caseload, including where possible in S5 and S6. This is leading to most young people having someone to talk to if they have worries or concerns. The majority of young people feel safe in school. A few young people have lunch with staff in specific areas of the school where they feel safe and included.

■ The majority of young people feel that the school is helping them to develop a healthy lifestyle. In S2, for example, the 'fitness focus' in physical education lessons encourages young people to be more active. The school has a Sportscotland Silver Award. This demonstrates the school's ongoing commitment to increase young people's involvement in sporting and leadership opportunities. In home economics, they consider the Scottish dietary requirements and in PSD lessons young people consider the impact of contemporary issues on their lives. All young people in S2 complete the Heart Start programme which develops a key skill for life. A range of partners, including Police Scotland, Rape Crisis and SDS, support delivery of the PSD programme. An awareness raising exercise in PSD supported young carers to engage with staff and seek information to help them in their daily lives. Principal teachers need to ensure that young people learn about how to develop a healthy lifestyle in a more coherent, progressive, relevant way. Overall staff and young people need to develop their understanding of the language of the wellbeing across the school.

■ The school recognised the need to provide more support to some young people with their mental health. A partner organisation is now engaged in the school and providing helpful support to individuals. A few young people in S6 are trained in Mental Health First Aid and a few wellbeing ambassadors meet on a weekly basis to discuss mental health awareness. These young people are raising awareness of the importance of good mental health. They are developing confidence through leading a variety of assemblies, and sharing information at parent contact evenings and through drop-in sessions at lunchtimes.

■ Staff have systems and processes for identifying young people's needs and their barriers to learning. This helps the majority of young people receive support, however these are not yet systematic or rigorous enough to ensure that all young people are provided with the support they require to attain and achieve. Practice across the school is inconsistent regarding staff's role in 'getting it right for every child' and of understanding young people's barriers to learning. This results in a few young people's needs not being met sufficiently well. A few young people do not feel welcome, valued and included in the school. Where young people's learning needs

are identified, information and strategies to support those young people in school are shared with staff. Class teachers need to be more consistent in applying these strategies to ensure that all young people's needs are met well. All staff need to recognise their role in providing universal support and a few staff need to develop their understanding of inclusive practice.

- Effective, well-established transition programmes, including an enhanced experience for a few learners, results in young people settling in quickly to secondary school. In order to support young people and their families better throughout school holiday times youth staff run a successful summer programme. Young people who access this support build on their existing skills while also developing their self-confidence. Most young people requiring support at transition from primary school have appropriate plans in place, however targets need to be improved and plans reviewed timeously. Not all young people for whom a coordinated support plan may be appropriate are considered for this level of planning.

- A few young people with English as an additional language are supported well to attain qualifications for English for Speakers of Other Languages (ESOL) and General Certificate of Secondary Education (GCSE) Polish. This support also offers young people an opportunity to ask questions and helps with communication within the school. A few young people have been able to continue their studies to higher education as a result of this support.

- The majority of young people identified as requiring additional support for learning are receiving support out with mainstream lessons. Specialist staff should work more collaboratively with class teachers to help them to be more skilled in supporting more young people in the classroom. Currently, across classes and within learning areas designated for additional support, the school is not meeting the needs of all young people. At present, the learning experiences within the zones are too variable.

- Working effectively with a range of partners, learning areas founded on nurturing principles, are beginning to have a positive impact for a few young people. They have improved their attendance, attainment and achievement, and are developing skills for learning, life and work.

- All staff need to recognise their role in continuing to reduce exclusion from school and in improving young people's attendance at school. This is a priority for all staff. Overall, senior leaders should continue to develop strategic approaches to supporting all young people with barriers to learning, including those who are facing significant challenges in their lives. This should include developing more collaborative approaches to supporting young people and providing clarity of roles and responsibilities for all staff.

- Young people are keen to share their views and ideas on what is working well and what they feel needs to change. They welcome the recent re-introduction of the student council and of the 'you said, we did' approach. Senior leaders have carried out surveys of young people's views on their learning experiences. Staff have undertaken work in response to the findings from these surveys which is having a positive impact on relationships between staff and young people. Senior leaders should explore and provide meaningful opportunities, which encourage young people to engage in discussions about school life including relationships and behaviour.

- As a result of an increase in reported incidences of prejudice-based bullying, staff recognised the need to address this and to promote a more inclusive approach for all across the school. Young people are beginning to discuss issues relating to protected characteristics in PSD lessons and this is leading to a reduction in the number of incidences. The majority of young people are developing tolerance and understanding of differences. Young people are welcoming towards learners from the Enhanced Provision, which is helping them to feel included in the life of the school. Wellbeing Ambassadors are raising awareness of stigma and

discrimination. Young people are developing their understanding and acceptance of difference, for example, through a gender neutral approach to social dance in PE, the provision of a gender neutral toilet and the establishment of an LGBT+ group. Senior leaders should continue to develop approaches to equalities, including all protected characteristics.

- The school is meeting statutory duties to ensure access to free drinking water during the school day, and effective systems are in place to protect the identity of those entitled to a free school meal. Further joint work between catering and school staff is needed to promote the school catering services and to keep young people informed of forthcoming changes to provision.

| **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

Attainment in literacy and numeracy
BGE

■ In 18/19, school attainment evidence shows almost all young people achieved third CfE level or better in literacy and in numeracy by the end of S3. The majority achieved fourth CfE level in literacy whilst less than half achieved fourth level in numeracy. Data on achieving these levels in literacy and numeracy has been collated since 2016 and indicates almost all were attaining third level or better in literacy over the four-year period. Figures for attaining third level in numeracy have been more variable with either most or almost all attaining third level in this period. The reliability of the data has been improving, particularly in literacy, over the past four years. Staff are continuing to work on moderation and assessment evidence to improve further the reliability of the data.

■ Work to improve attainment in numeracy includes teachers working together with primary colleagues to support a shared understanding of standards. This includes moderation work and the use of data from Scottish National Standardised Assessments to plan appropriate progression in learning for young people.

Senior phase
Literacy
Leavers

■ Over the five-year period between 13/14 and 17 /18, almost all young people leaving school achieved literacy at SCQF level 4 or better. This is in line or significantly higher than the virtual comparator (VC). Over the same period, the majority or most young people attained literacy at SCQF level 5 or better. Most young people leaving school in 17/18 achieved SCQF level 5 or better in literacy. The percentage of young people attaining this level in 17/18 improved to significantly much higher than the VC.

■ Less than half of young people leaving school over the past five years attained literacy at SCQF level 6. This is in line with the VC.

Stages

■ In S4 in 18/19, most young people attained SCQF level 5 or better in literacy. This is an improvement to significantly much higher than the VC. A majority of young people living in SIMD 1 and 2 achieved literacy at SCQF level 5 or better.

■ In 18/19, only 71% of those presented in S4 for National 4 English received a course award. This is a fall from the previous year to significantly lower than the national figure. Most young people presented for National 5 English in 2019 gained an award at A to C. Over the past five

years, the percentage of young people passing National 5 English has been significantly lower than national figures. The percentages presented for Higher English is significantly lower than the national figure. The majority of young people presented for Higher English over the past five years gained an award at A to C.

Leavers numeracy

■ Over the five-year period between 13/14 and 17 /18, most young people leaving school attained numeracy at SCQF level 4 or better. The majority attained numeracy at SCQF level 5 or better. Between 15/16 and 17/18 the percentages attaining at these levels are significantly lower than the VC indicating that more young people should be attaining at these levels.

■ Over the five-year period between 13/14 and 17 /18, less than half or a few young people attained numeracy at SCQF level 6. In 17/18 the percentage of young people attaining at this level fell to significantly much lower than the VC indicating more young people in Hawick High School should be attaining at this level.

■ The percentage of young people gaining qualifications in mathematics needs improved to improve attainment in numeracy. In 18/19, only 48% of those presented in S4 for National 4 mathematics received a course award. This is a fall from the previous year. Over the past three years, the percentage passing National 4 mathematics has been significantly lower than national figures. At National 5, of those presented in 18/19, 32% received no award which is significantly higher than the national figure. The percentages presented for Higher mathematics is significantly lower than the national figure. The majority of young people who were presented obtained the qualification.

Attainment over time

■ The priorities in the school improvement plan underpin the strategies for raising attainment. Whilst work has been taken forward to create a culture of professional learning for developing high-quality learning and teaching, this is not yet leading to the necessary improvements for raising the attainment of young people. Pupil absences are having an adverse effect on their attainment. The school needs to continue to address this through more rigorous approaches to monitoring and improving attendance. The senior phase curriculum has recently improved. Further improvements are required to ensure learning pathways through the BGE and senior phase meet the needs of all young people and provide them with opportunities to progress and attain well. Importantly, continuing to ensure the wellbeing of all young people in an inclusive ethos is needed to have a greater impact on improving attainment across the school.

■ The school has a new policy this session that provides helpful guidelines for staff on tracking and reporting on the progress of learners. This includes the setting of targets with each young person for each course of study. Targets are discussed and agreed at the start of a course and progress towards the target reviewed regularly. This is more advanced in the senior phase than in the BGE. Almost all young people in the senior phase know their target grades for their qualifications. Most young people in the BGE cannot yet articulate their target CfE level in all curriculum areas or when they should achieve this. At regular periods over the school year, teachers enter data into SEEMiS. This is the first year when data has been entered for BGE across curriculum areas.

■ Senior leaders meet with principal teachers to review attainment in the senior phase twice each year. Appropriate action points are agreed and taken forward from these meetings. Meetings should also be planned to discuss attainment in the BGE with a similar approach to support and challenge staff for improving attainment.

- A variety of approaches is being used across the school to track young people's progress in the BGE. These vary in their reliability and effectiveness. This session a consistent whole school approach to tracking and monitoring young people's progress in the BGE is being rolled out. This includes collated information from across the school to track the progress towards achievement of a level in all curriculum areas, as well as literacy and numeracy. The tracking and monitoring system should support staff to make best use of data to plan appropriate interventions and inform strategic decisions on the curriculum and planning of learning pathways.

- Principal teachers have an important role to play in working together to ensure assessment evidence is valid and reliable. A shared Hawick High school approach is needed to support young people to understand better their progress and what they need to do to improve.

Senior phase
Insight tariff scores
- The average complementary tariff scores of leavers have been variable over the five-year period between 13/14 and 18/19. Scores for all leavers fell to significantly lower than the VC in 13/14 and 15/16. The average complementary tariff scores of the highest attaining 20% of leavers fell to significantly lower than the VC in 13/14 and more recently in 17/18 remaining in line with the VC in other years. There are no improving trends.

Breadth and depth
- The school has recently reviewed the policy on presentation for qualifications. Clear guidelines are now in place for the process for agreeing whether a young person should be presented for a qualification at a given SCQF level.

- Breadth and depth measures indicate that more young people should be attaining qualifications at each stage in the senior phase. Too few young people attain at SCQF 4, SCQF 5 and SCQF 6. Attainment in NQs needs to improve as the school is often performing significantly lower than the VC across measures.

In S4
- The majority of young people in S4 were presented for six qualifications over the past three years.

- In 18/19, a minority of young people attained six or more qualifications at SCQF 4 or better which is significantly lower than the VC. The percentage of young people attaining between four and six or more qualifications at SCQF level 4 or better in 18/19 was the lowest in the past five years.

- In 18/19, a few young people attained six or more qualifications at level SCQF level 5C or better. The percentage attaining at this level is significantly lower than the VC over the past four years. The percentage attaining one to three qualifications at this level is in line with the VC over past five years. Only a few attained six qualifications at SCQF level 5A or better which is significantly lower than the VC. The percentage attaining one to three qualifications at this level is mostly in line with VC over the five-year period. There is no sustained improvements in the percentage of young people attaining at SCQF level 5 or better.

S5 based on the S5 roll

- In 18/19, 41% of S5 were not presented for any Highers.

- Over the four years from 15/16 to 18/19, the percentage of young people in S5 who gained one or more to five or more qualifications at SCQF level 5C or better is often significantly lower than the VC. There are no sustained improvements. The percentage attaining at SCQF level 5A or better is often in line with VC.

- The percentage of young people attaining qualifications at SCQF level 6C or better is mostly in line with VC with exception of 17/18 when the percentage is significantly lower than VC for one to four qualifications. The percentage gaining five or more qualifications at SCQF level 6 or better last year fell to significantly lower than VC.

S6 based on S6 roll

- In 18/19, 45% of S6 were not presented for any Highers, 19% were presented for three and no-one was presented for five Highers.

- The percentage of young people attaining qualifications at SCQF level 6C or better and 6A or better is mostly in line with VC. There are no sustained improvements. The percentage of young people attaining qualifications at SCQF level 7C or better and 7A is mostly in line with the VC over the past five years.

Overall quality of learners' achievement

- The school has work underway to support young people to recognise the value of their achievements in developing skills for learning, life and work.

- Sporting opportunities and achievements are a particular strength across the school. A few young people are gaining local and national recognition, for example through rugby and netball. A wide range of opportunities exists for young people to participate in sport during lunch times and after school. However, staff now need to track this more effectively in order to identify those who are benefiting and those who are not.

- Through work with CLD partners, small numbers of young people are gaining Dynamic Youth Awards and progressing on to volunteering. Supported by the Volunteer Centre, over 70 young people are achieving Saltire awards. This is helping young people to gain skills whilst contributing to their community. A small number of young people are working towards their Duke of Edinburgh's Award at bronze and silver level. Although the school has plans to promote this award across the school, this is at an early stage.

- Through participation in the Hawick High News group, a few young people are taking increasing responsibly for their learning. They talk confidently about the skills they are gaining. A whole school approach to promoting, tracking and monitoring achievement would help young people across the school to better articulate what they are learning.

Equity for all learners

- Average complementary tariff scores for young people living in SIMD 1 and 2 over the past four years are significantly lower or much lower than those living in the same deciles across Scotland. The attainment of these young people needs to improve.

- Almost all young people move to initial positive destinations and this has been sustained over a period of time. The majority move to further education and higher education. The percentage of

young people staying on at school after S4 and S5 is variable. Most young people in S4 stay on at school into S5. The majority that stay on in S5 continue into S6.

- Success rates for young people on college-based programmes have improved steadily over the previous three years, sitting at 74% for academic year 18/19.

- In the five year, period between 13/14 and 17/18 most young people requiring additional support achieved literacy at SCQF level 4 or better and the majority achieved SCQF level 4 or better in numeracy by the time of leaving school.

- In the period between 14/15 and 17/18, almost all or most young people living in SIMD 1 and 2 achieved SCQF level 4 or better in literacy.

- The cost of school day is being addressed through, for example, provision of school uniform, support for school trips and access to school prom dresses.

School Empowerment

■ Empowering teachers and practitioners

■ In the current school session, the establishment of School Improvement Teams is empowering teachers to lead on important aspects of school improvement. These groups provide practitioners with opportunities to influence important aspects of the work of the school.

■ Principal teachers meetings are now providing a platform for important discussions about the improvements across the school. They are empowered to set their agenda and agree how to take forward work on the priorities in the school improvement plan. Principal teachers play an important role in leading on work to provide an appropriate curriculum to raise the attainment of young people.

Quality of provision of Special Unit

Context
The specialist provision within Hawick High School provides education for young people with severe, profound and complex additional support needs. Young people are placed in the provision following a decision by Scottish Borders Council Central Overview Group. At the time of the inspection, there were 23 young people within the provision, organised into three classes. The majority of young people live within the catchment area for the school.

Leadership of change
■ Led effectively by the principal teacher, all staff are highly committed to achieving the best possible outcomes for young people. This is underpinned by a very strong understanding of individual young people's needs and personal circumstances. The staff work very effectively as a team, and demonstrate the school's renewed values in all that they do.

■ The principal teacher successfully creates the conditions where staff feel empowered to take on additional responsibilities. She encourages reflection, and uses self-evaluation well to inform future improvement priorities. Time for professional dialogue and learning is protected and all staff feel well supported to do their job well. Moving forward approaches to self-evaluation and improvement planning should now be streamlined in line with national guidance.

Learning, teaching and assessment
■ Relationships between staff and young people are very positive. All young people are engaging well in their learning and their attendance is very good. Teachers plan tasks and activities which are very well matched to learners' needs and interests. They explain the purpose of learning, using visual symbols as appropriate. Staff encourage young people to be independent and to make choices about their learning. Young people's views are valued and acted on. Commendably, a few young people represent the provision on the student council.

■ Teachers use a variety of learning environments, including accessing the local community, to make learning relevant and meaningful. They also make effective use of digital and assistive technology to support learning. Explanations and instructions are very clear, and transitions between activities are very well managed. As recognised by teachers, approaches to outdoor learning should continue to be developed.

■ All staff observe learners closely, and provide seamless, well-timed interventions to support young people. They use praise and approaches to promoting positive behaviour skilfully to maintain young people's engagement. Teachers are continuing to develop their use of effective questioning and plenaries. They recognise the need to develop their use of a range of high quality assessments. Internal moderation activities are beginning to develop teachers' confidence in professional judgements, and the use of National Benchmarks and milestones. Plans are in place to work with other schools and provisions to develop further teacher confidence.

■ Good systems are in place to monitor young people's progress with targets in Individual Education Plans (IEPs). Staff use daily diaries and weekend news sheets to communicate regularly with home. Learning journals are being developed to evidence progress in young people's learning better. The principal teacher should continue to develop approaches to monitoring and tracking, including more in-depth analysis of data.

Ensuring wellbeing, equality and inclusion

■ All staff understand clearly the central importance of wellbeing in improving outcomes for learners. They demonstrate unconditional positive regard for each young person. Relationships are very positive and the provision has a strong sense of belonging. As a result, young people feel safe, cared for, and valued as individuals. They feel treated with dignity and respect.

■ Young people are learning how to make healthy food choices and enjoy growing, harvesting and using food they have grown. They are learning how to stay safe online and while out in the community. Emotional outbursts are rare and young people are developing self-soothing strategies. More able learners are learning about the wellbeing indicators and are starting to reflect on their own wellbeing.

■ Staff, working effectively in partnership with others, ensure that all young people receive very good support to meet their additional support needs. The principal teacher has a very good understanding of statutory duties and effective planning is in place. The views of young people are captured well and represented at discussions and decisions about their future. Young people in the provision feel included and accepted by their peers in mainstream classes.

Raising attainment and achievement

■ Overall learners in the BGE are making very good progress from their prior levels of attainment, taking account of their additional support needs. In the senior phase, young people are attaining an increasing range of National Qualification course and unit awards at National 1 and 2, and a few at National 3. The principal teacher should continue to work with senior leaders to ensure equity of success in attainment across all curriculum areas in the senior phase.

■ In literacy and English, the majority of young people are working within pre-early level. They are developing their attention skills, and can show pleasure and displeasure through verbal and non-verbal responses. They respond to facial expressions and are exploring sounds through their enjoyment of music. A few young people working within early level are learning when to talk and when to listen to others and to take turns. They enjoy listening to familiar stories, using pictures to support their understanding.

■ In numeracy and mathematics, most young people are working within first or second level with a few working within pre-early level. Young people working within pre-early level are learning to count objects up to five and enjoy participating in songs which involve number. Within early level, young people can sort groups of items and are learning to split whole objects into smaller parts. Daily routines are helping them to understand time sequences. A few young people working within first level are developing their understanding of using money in real-life settings, and are learning to tell the time.

■ Almost all young people are developing a range of skills through well-planned experiences. This includes experience of the world of work, attending school clubs and participating in whole school outings. As a result young people are developing their confidence and resilience in unfamiliar settings, and improving their ability to work with others. Teachers should continue to develop the range of accreditation awards for young people's achievements.

■ All young people move onto sustained post-school destinations, at college or in adult services.

Practice worth sharing more widely

Effective partnership working with the textile industry

The school has an effective partnership with the Centre for Excellence in Textiles, which is benefitting young people to develop a range of practical skills relevant to the local labour market.

The Centre, funded through the South of Scotland Economic Partnership and located within the school, is helping address business critical skills issues in the sector and providing industry skills of all levels to a wide range of individuals. It provides training in the practical elements of the textile and knitwear industry, including apprenticeships, and also provide up-skilling opportunities to the town's textile and knitwear workforce.

Young people within the school are benefitting from the facilities and expertise within the Centre during their home economics classes. S1 pupils undertaking their 'Sewing Machine Driving License' visit the Centre to see industry-standard looms, linked to computer-aided design, operate and gain insights to how these machines are used in local factories.

Young people in S3 (two groups, 36 pupils), as preparation for undertaking the National 5 Fashion Textile Technology award, have been working closely with the Centre designing and manufacturing bespoke woven fabrics which they are turning into individual cushion covers. The covers are being produced to a brief from a local textile company who will critique the finished items. The young people are developing a wide range of valuable practical skills relevant for employment in the local textile industry and these are underpinned by useful knowledge of the processes and roles within the industry.

This practice exemplifies well the ambitions of DYW and demonstrates clearly the value added to young peoples' vocational learning when schools and industry partners work together productively.

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.