

Summarised inspection findings

Stonelaw High School

South Lanarkshire Council

2 May 2023

Key contextual information

School name: Stonelaw High School
Council: South Lanarkshire Council
SEED number: 8458634
Roll (September 2021): 1218 learners

Attendance is generally in line with the national average.

Exclusions are generally in line with the national average. Over the last five years from 2016/17 to 2020/21 exclusion rates have decreased.

In February 2022 20.7 per cent of pupils were registered for free school meals.

In September 2021 30.6 per cent of pupils live in the 20% most deprived datazones in Scotland.

In September 2021 the school reported that 29 per cent of pupils had additional support needs.

The percentage of leavers at S4 and by S5 is lower than the national average.

1.3 Leadership of change

excellent

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 has effectively worked with staff, parents, young people and partners to build an ambitious vision for Stonelaw High School. This vision places an important emphasis on preparing young people for life after school, including the world of work. This is well captured in 'Building Tomorrow Today'. Young people recognise the importance of the values, attributes and skills they are developing that will prepare them for life after school. The school's powerful vision is inspiring and has a clear motivational effect on everyone within the school. As a result, almost all staff are initiating change either within their departments or across the school which results in improved experiences or outcomes for young people.
- Senior leaders plan school priorities that reflect national and local priorities. Strategic planning for improvement is outstanding. Some noteworthy features include the collaborative approach to school improvement planning that involve learners, parents, staff and partners, the focus on a small number of well-considered priorities, and clear explicit reference to outcomes for learners. As a result of clear planning and self-evaluation, senior leaders are able to demonstrate clear improvements against expected outcomes. Departmental and faculty improvement plans are also expressed as measurable and achievable outcomes for learners. As a result, almost all middle leaders are able to demonstrate improvements against these.
- The headteacher exemplifies the very best practice in leadership. She has led and managed change sensitively and successfully. Her use of analysis of evidence and data, collaboration with stakeholders and strategies for improvement have shaped the school's very successful change journey. Commendably she is involved in many aspects of decision-making at local authority level. This includes, along with her deputy headteachers (DHTs), working in partnership with senior officers to lead the overarching learning and teaching strategy for the local authority. Rigour, high standards and expectations, and strong core values rooted in integrity and honesty are the hallmarks of the headteacher.
- The headteacher and five DHTs provide exceptionally strong leadership in taking forward their strategic remits. They provide clear strategic direction in each of their remits with clear expectations, communicate effectively with staff to clarify understanding, and hold them to account. As a result, there are outstanding strengths in strategic areas such as wellbeing, inclusion and equality where young people are active participants in discussion and decisions that affect their learning and wellbeing. In attainment and progress, young people are performing well across a number of national measures, strong quality of achievements for learners and high-quality teaching across most departments. In particular, approaches to assessment are highly effective.
- Almost all staff see their whole-school leadership commitments as an integral part of their everyday role. This allows staff at all levels to have ownership of all areas of school

improvement, as well as their own career long professional learning (CLPL). Almost all teachers act as highly effective leaders of change and are involved in one of the school's seven working groups. They undertake research, extensive professional reading and draw upon policy and practice elsewhere to help improve outcomes for learning. There is clear coherence between CLPL and school improvement plan priorities.

- All staff engage in robust self-evaluation and view it as an integral part of the approach to continuous improvement. Staff, partners, learners and partners are actively involved in highly effective on-going self-evaluation activities. There is a well-triangulated evidence base of observations, quantitative data and stakeholder views showing the progress, development, success and areas to be improved further for all aspects of the school's work. There are clear strategies, grounded in up-to-date research, in place for learning and teaching, leadership, wellbeing, diversity and equality and parental engagement.
- Senior leaders support and mentor staff very well to drive forward change and improvement. Senior leaders describe their approaches to CLPL as 'the lever that supports and drives the school improvement agenda.' Staff across the school who lead on key areas of school improvement have a link DHT mentor. This keeps the pace and progress of improvement work relevant and manageable. Senior leaders have developed highly structured and effective approaches to developing staff capacity formally at all levels. For example, there are formal programmes of development and support in place at all levels that include student teachers, newly qualified teachers, classroom teachers and aspiring middle and senior leaders, including curriculum and pupil support opportunities. Senior leaders are currently working closely with a local university and the General Teaching Council of Scotland with a view to securing more formal accreditation for these programmes of teacher development. Both senior leaders and teachers have also been involved in sharing these high-quality areas of capacity building for staff more widely. This is an area of the school's work that is exceptionally strong. This is also inspiring teachers' passion and commitment to continuously reflect on and improve young people's experiences in every classroom.
- Young people contribute to and lead areas of school improvement very well. There have been notable improvements in teachers' practice as a result of young people's views, particularly improved feedback and a more creative use of digital technology.
- Parents are heavily involved in decision making in key aspects of the school's improvement work. The work of the parent council is sector leading. Parent Council members have been very involved in key areas of strategic improvement work across the school. For example, they have participated in learning visits to classes across various subjects as part of the school's rigorous self-evaluation processes for learning, teaching and assessment. They are also involved in aspects of whole staff professional learning and working with newly qualified teachers. The Parent Council have developed their own improvement plan that sets out very clearly how parents are working with the headteacher and staff to improve learners experiences.
- School leaders have a high level of understanding around the purpose and significance of Scotland's Youth Employability Strategy. The school leadership team has placed skills development for young people at the centre of curriculum planning. Across all year groups, young people benefit from a wide range of support to help them progress into further study and employment when they leave school. There is also a clear vision to embed Developing the Young Workforce (DYW) priorities into curriculum delivery and pupil support. School leaders communicate this vision well to staff and learners. Senior phase pupils articulate clearly how the culture of skills development is helping them to prioritise subject choices and career

pathways. School leaders may wish to consider a consolidation of the wide range of initiatives and approaches to embedding skills and employability into the school curriculum.

- The school has well established links with a wide range of community partners, who actively contribute to the life and work of the school and provide a range of active learning opportunities. The school successfully implemented the local authority participatory budgeting approach to engage with young people on how to prioritise funds. As a result of this approach, outdoor areas have improved, and the purchase of barista training equipment has extended the curriculum offer for targeted pupils.

2.3 Learning, teaching and assessment

very good

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

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

- The school values and classroom routine of 'Ready, Respectful and Safe' encourage a very positive and caring ethos that is a major strength of the school. Teachers make appropriate and effective use of praise to build young people's self-esteem and confidence. Relationships across the school are very positive. Young people are confident in taking risks in their learning and understand that they can learn from their mistakes.
- In almost all lessons, teachers' explanations and instructions are very clear. Teachers use the 'Stonelaw Lesson' very well to structure learning around the themes of starter, beginning, middle, and end. For example, engaging starter activities help young people recall previous learning. This helps to build on previous learning and allow teachers to revisit aspects not well understood by learners. In most lessons, the use of retrieval practice where young people are given opportunities to revisit prior learning is helping young people gain confidence in their learning. Young people are clear about the purpose of their learning. Teachers support this in a variety of ways, including sharing what is to be learned at the start of lessons or a series of lessons and making explicit links with prior and future learning. In almost all lessons, teachers share examples of successful learning. In a number of departments across the school, teachers provide clarity by sharing excellent examples of work and challenging learners to analyse and evaluate the key features that make the work exemplary. Debriefing the activity afterwards enables the teacher to correct any misconceptions or address any oversights where necessary. In most lessons, the use of retrieval practice where young people are given opportunities to revisit prior learning is helping young people gain confidence in their learning.
- In most lessons, young people engage well in their tasks and activities. Across the school, young people learn independently, with their peers, and in groups. In a few lessons, young people completed learning activities that were not sufficiently challenging. Senior leaders should continue to work with teachers to ensure that all learning activities are set at the right level of difficulty.
- Teachers use questioning well to help young people develop high order thinking skills and use young people's responses to adapt their lessons. Teachers are skilled at using this assessment evidence to make adjustments in the course of their teaching. They respond quickly to ensure that their teaching meets the needs of individuals and provides appropriate support.
- Most teachers use digital technology to enhance the learning experience. In a few lessons, teachers help young people to understand difficult concepts by using technology to display engaging video clips or animations. Young people also use technology to collaborate on learning activities and to help them with learning at home. In a few departments, digital technology is used to help young people test their understanding of key concepts and to

identify areas of difficulty. The school is well placed to share existing highly effective practice to support digital teaching and learning across the school.

- A considerable number of teachers across the school demonstrate a range of approaches to checking for understanding and make highly effective use of this assessment evidence to help inform subsequent planning. These assessment approaches include teachers observing learners, considering how they answer questions, using digital tools that scan young people's work, employing self and peer assessment, and using exit strategies. Across a number of departments, teachers build in regular opportunities to assess pupils' learning, for example through questioning and use of show me boards and use this information constructively to support teaching and pupils' learning. In most departments teachers design multiple choice questions skilfully to clearly identify how well pupils understand a unit of learning and to identify common misconceptions.
- Staff participate in effective professional dialogue within departments across the school and in local area networks. This is facilitating agreement on valid and reliable assessment approaches within most departments. In a few cases, approaches to assessment are not based on a clear understanding of progression in learning. The school should proceed as planned with their 'BGE collaborative' that will provide departments opportunities to discuss and share expectations and standards with colleagues across the local authority.
- There are clear expectations across all levels from classroom teacher to senior leaders on how to act on tracking data to support learners' progress. At classroom level, teachers are making effective use of tracking and monitoring data to inform planning for learning, teaching and assessment. They monitor and track engagement, progress and attainment. This allows them to adapt their planning where engagement might appear low. For example, teacher plan learning and teaching using real-life contexts as a way of further motivating their learners. The approaches to monitoring and tracking based on sound judgements by teachers allow learners that are under-performing to be identified. As a result, teachers are able to consider how to further challenge these learners. Teachers also use the monitoring and tracking data to have learner conversations with their students. As a result, young people are aware of their strengths and next steps in learning in both the BGE and the senior phase. Middle leaders should continue to monitor and evaluate how well teachers use this data to help inform subsequent planning for learning and teaching. Faculty heads also use monitoring and tracking information to plan a series of appropriate interventions, such as mentoring, targeted supported study and one to one learner conversations to further support and challenge young people. These strategies are improving the progress and attainment of learners across the school.

2.2 Curriculum: Learning pathways

- The school's approaches to ensuring continuity and progression in learning from primary to Stonelaw is strong across a number of areas including science, technology, engineering and maths (STEM). As staff develop further links with cluster primary schools in the areas of English, mathematics and languages, it is important that joint programmes result in young people building on prior learning. Data gathered on young people's prior learning from primary school serves as a baseline for subject departments and support strategies.
- In S1 and S2, learning is planned across all curriculum areas. In S3, young people follow mainly a broad curriculum with an element of specialisation including an opportunity to undertake a number of accredited awards. Young people across the school benefit from high quality conversations with their principal teachers of pupil support (PTPS) when making choices in both the BGE and senior phase. There is reliable assessment evidence across a young person's learning that help inform learning pathways.
- The Skills Development Scotland (SDS) Careers Advisor works closely with Pupil Support staff and the DYW lead to help young people understand the wide range of careers available to them and the skills required for these careers. The career advisor is proactive in engaging young people on a one-to-one basis and through group events such as careers talks, careers fairs and modern apprenticeship week.
- As senior leaders review the curriculum, it will be important to ensure that young people receive their full entitlement to study modern languages in line with Scottish Government 1+2 languages policy. In addition, senior leaders should also ensure that the delivery of religious and moral education (RME) aligns with the statutory requirement to deliver a coherent programme S1 – S6.
- The school delivers a wide and varied range of vocational pathways in the senior phase through local colleges, employers and independent training providers. These include Foundation Apprenticeships, the GradU8 programme, winter and summer leaver options and bespoke college programmes. These pathways are promoted well to young people and there are many opportunities for senior phase pupils to personalise their curriculum. Clear progression routes across curriculum areas with more vocationally oriented options are available. Learning pathways are enhanced with extensive opportunities for wider achievement within the 'Stonelaw Offer'.
- Staff engagement in professional learning is successfully raising the profile of learners' levels of literacy and the barriers they face. Departments are encouraged to reflect on barriers within their subject area, with plans to link departments with members of the English department. The library serves as a central resource and is also used as a venue for meetings. The English department liaises closely with the Librarian and Literacy Ambassadors to promote reading. For some learners the library is available as a study facility. A range of literature is on visual display to widen an appreciation of literature and provide easy access. Plans are in place to increase its use as a resource to more curriculum areas.
- Further work is required in developing a clear strategy for the development and assessment of numeracy as a responsibility for all.
- Senior leaders place a strong emphasis on DYW within the Stonelaw curriculum. School staff link effectively with SDS to provide focused career advice. Staff and school leaders use their local knowledge of employers, education providers and career opportunities well to inform

curriculum planning. They supplement this knowledge effectively with LMI data from SDS and other sources of national data. From this knowledge, school leaders have developed a comprehensive range of curriculum options for young people that support their ambitions for further learning and employment well.

- Staff and learners engage confidently with key elements of the Career Education Standard (CES). Although they do not articulate the explicit entitlements and expectations of CES, staff and learners have a clear understanding of the principles behind the standard and the importance of career management skills. All staff raise awareness of vocational skills and employment opportunities with young people during learning and pupil support activities.
- The school has strong collaborative links with key employers and partners. School leaders encourage and value the input of parents, employers and partners when developing the school curriculum. This partnership working is providing a richer and wider range of subjects and levels for young people to choose pathways to further learning and employment.

2.7 Partnerships: Impact on learners – parental engagement

- There are major strengths in the approaches to parental engagement. There is a strong and active Parent Council which plays an active role in the life and work of the school. The Chair of the Parent Council values the way in which senior leaders support and work with the Council and consult members regularly about proposed school improvements. Senior leaders attend Parent Council meetings regularly. The Parent Council acts as a sounding board for a number of school-based initiatives. For example, they were involved in approaches to monitoring and tracking progress, and also discussed the structure of lessons and student-centred learning that informed the 'Stonelaw Lesson'.
- There is highly effective communication between the Parent Council and the wider parent body. Commendably, the Parent Council has an improvement plan with clear areas of priority for learners based on a thorough analysis of school performance. They also ensure that the wider parent body is well informed through their annual report and updates on social media platforms. The recently retired chair of the Parent Council played a significant role in Stonelaw in their previous role by attending professional learning sessions and building staff's understanding of the role and importance of parent councils and parental engagement more widely. As a result, staff have improved their approaches to liaising with parents.
- Senior leaders regularly seek and act upon the views of parents throughout the school year. This has resulted in improvements to their children's experiences at Stonelaw. For example, during the pandemic, parental views resulted in adaptations to the delivery of learning. Many parents feel well supported to helping their children with their learning. A number of workshops offered to parents have improved their confidence in supporting their children to study or help inform future pathways beyond school. The 'Stonelaw Showcase' offered parents support with the cost of living by allowing parents to engage with a range of partners.

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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

excellent

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

- There are outstanding approaches in the school which result in highly positive outcomes for young people's wellbeing. The school has systematic approaches to monitoring and tracking wellbeing outcomes for their learners. Commendably, young people were involved in helping to create a wellbeing tracking questionnaire that allows all learners to reflect on each of the wellbeing indicators and helps them build resilience, move on from setbacks and mistakes and manage their anxiety. This is helping them to become better learners. Senior leaders have carefully considered how to provide learners with careful, insightful and context-specific wellbeing statements. Young people reflect on these and set meaningful targets for themselves against the wellbeing indicators. Young people across all stages of the school have an exceptional awareness of their strengths and next steps in these. Their involvement in the questionnaires also results in them having a very strong sense of belonging in Stonelaw. They are immensely proud of their school.
- The school community has developed 'One Stonelaw' as a strategic approach to wellbeing. Its strands of "choose kind", "be u", "be strong" and "choose health" are led by both school staff and learners. The school community regularly evaluates aspects of 'One Stonelaw'. Its structure is a highly effective way for staff to consider all aspects of wellbeing, equality and inclusion for young people. As a result, young people have a strong sense of identity and all learners, regardless of protected characteristic, feel a sense of agency within the school.
- There is sector-leading practice in the school in how the analysis of wellbeing indicators is used to help inform strategies. Staff consider very skilfully wellbeing evidence from their tracking and monitoring to ensure that One Stonelaw remains dynamic and responsive to young people's needs. For instance, this analysis led to consultation with young people to add the "choose health" strand. As a result, learners are increasingly aware of the impact of screen time and a lack of sleep on their wellbeing and learning. Young people experience positive aspects of healthy living and activity for themselves and apply their emotional and physical skills to pursue a healthy lifestyle.
- Staff across the school, particularly in pupil support, are highly responsive to the wellbeing needs of their learners. Almost all young people feel that there are members of staff who know them well and to whom they can go with any concerns. Young people are aware of and able to express their feelings and are developing skills to talk about them with increasing confidence. They understand that their reactions can change depending on their context and they are more aware of their own behaviour and the resultant impact on others.

- Young people express appreciation that they can approach an increasing number of staff trained as mental health first aiders, visibly identified by their yellow lanyards. Young people are building their resilience, problem solving, coping and relationship management skills exceptionally well. They put into place a range of strategies to enhance their mental wellbeing. Young people spoke commendably about the range of physical activities, including outdoor activities, in supporting their mental health and wellbeing.
- The school community has also developed a whole-school approach to positive relationships that uses a shared language and routine among staff and young people about how all can be "ready, respectful and safe". As a result, there is a notable reduction in behavioural referrals and exclusions. Young people report improved ratings for their attitude and effort. They are encouraged and receive regular praise that supports their confidence. Almost all learners say that they have opportunities to reflect on their behaviour, the impact on others and set targets for themselves. Those young people at risk of exclusion commented on how well they are supported in making more appropriate choices, are more aware of their own emotions and reactions, and are able to talk about their feelings. Young people know staff care about them and as a result feel nurtured.
- Staff and house captains support young people in their transition from primary school to S1 very well. This helps build a sense of identity and community. Parents also positively evaluated the school's approaches. S1 settling-in interviews are very well framed, centring on young people's understanding of themselves as learners, their wellbeing and achievements. Almost all young people in S1 give positive responses about being respected, included and responsible. Young people involved in supporting others through these activities feel that this is helping them to show responsibility and develop interpersonal skills.
- The pupil support team demonstrate outstanding strengths in how they evaluate their practice to demonstrate improved outcomes for their learners. As a result, young people perceive that being listened to and heard helps them to feel valued and promotes their wellbeing. They appreciate it when their pupil support teachers give them choices and encourage them to take responsibility. Young people have an exceptional sense of security and trust with the pupil support team.
- Senior leaders in partnership with the school's link educational psychologist have undertaken significant work in supporting staff wellbeing. This work has had a significant positive impact on staff's confidence in managing change, supporting their own wellbeing and promoting confidence in others. Staff are highly appreciative of this work, particularly following the challenges of the pandemic.
- The school has played an important role in establishing policies and procedures that support high levels of attendance. Senior leaders set ambitious but realistic targets (currently at 95%) for attendance. Through detailed analysis, senior leaders identify specific patterns and issues relating to attendance at the school. There are notable improvements in attendance for almost all year groups.
- Support staff provide a wide range of targeted interventions for young people who have barriers to learning. These include pupil ambassadors who help younger learners; deployment of support assistants who are supported by their own professional learning and online numeracy programmes. This has led to improved outcomes for identified young people - for example, improvements in literacy and numeracy. School staff work very effectively to build independence and resilience in learning for these young people so that they can continue to succeed.

- The Motivation, Commitment and Resilience (MCR) pathways mentoring programme and the Pathfinder programmes are well established and embedded in the school. These projects provide individualised support and guidance which is leading to positive outcomes. This includes support to access college or other services, drugs and alcohol awareness training or gaining an employability or achievement award. Young people engaged with the Pathfinder and MCR projects develop strong and trusting relationships with staff. There is mutual respect and understanding that extends to members of the wider family who all benefit from support. Young people and their families feel listened to and the provision of an advocacy role between the family and school or other services is described as invaluable. As part of an external longitudinal research project, the Pathfinder project is demonstrating strong impacts for young people and their families. A few young people involved with the Pathfinder project described their experience as being lifesaving. These projects are underpinned by a successful youth work approach that would be worthy of sharing with the wider school and externally.
- Pupil support staff's rigorous approach to monitoring and evaluating is exemplified in their approach to care-experienced young people. Staff track the wellbeing, skills and attainment of care-experienced young people to ensure effective interventions and monitor their progress. For example, care experienced young people may be recommended for the rowing initiative, and the majority of S4 care experienced young people have an MCR Pathways mentor. As a result of high-quality monitoring and intervention, almost all care experienced S4 learners are being presented for between 3 and 5 National Qualifications and succeed well in these. English as an additional language (EAL) learners benefit from robust and personalised intervention programmes, including 1-to-1 work, which has helped them better access an English language school setting. These learners also make very good progress in their learning.
- The "choose kind" One Stonelaw strand considers how school staff are addressing bullying incidents. Teachers in PSE plus senior and junior house captains have led work with other learners to help identify the nature of bullying and what should happen as a result. These actions have also led to a better understanding among young people about the difference between what should be reported as bullying and disagreements/conflicts within relationships. Analysis of bullying incidents considers protected characteristics such as race and sexual orientation. Young people say that they are comfortable in reporting bullying and believe the process would be effectively managed. A strong feature of practice in resolving incidents of bullying is that staff review incidents after a time interval to ensure that the resolution has been successful.
- There is a highly inclusive ethos in the school where young people feel included in the life and work of the school. There is a strong sense of agency in the school where their views are regularly sought and acted upon. The "be u" One Stonelaw strand considers diversity and equality. This has included a focus on LGBT+ equality and anti-discrimination issues, and this has featured in PSE lessons and staff professional learning. The school has achieved bronze in the LGBT Charter Award. Young people report that they are comfortable in reporting issues such as discrimination and they feel that this would be effectively dealt with. Young people are knowledgeable about different faiths and cultures. They understand their rights and those of their fellow peers. Newly arrived Scots speak positively about the efforts of school staff to include them in the life and work of the school.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

Broad general education

- Young people are attaining well in literacy and sustaining these high standards over time. By the end of S3, almost all young people are achieving third Curriculum for Excellence (CfE) level or better in all literacy measures. In 2021-22, by the end of S3, the majority of young people achieved fourth CfE level in all literacy measures. This has improved notably over the last five years. By the end of S3, the majority of young people are achieving third CfE level or better in numeracy. The assessment evidence underpinning these professional judgements is reliable.

Senior phase

Leavers

Literacy

- Almost all young people leaving school between 2016/17 to 2020/21 attained literacy at Scottish Credit and Qualifications Framework (SCQF) level 4 or better with most young people achieving SCQF level 5, with the exception of 2020/21 where almost all young people achieved SCQF level 5. The majority of young people over this time period attained literacy at SCQF level 6. The school has sustained high levels of performance for literacy. Over the same time period, the school has performed in line with the virtual comparator (VC) for these measures.

Numeracy

- Almost all young people leaving school between 2016/17 to 2020/21 achieved numeracy at SCQF level 4 or better with most achieving at SCQF level 5 or better and a minority achieving at SCQF level 6. Over the same time period, the school is generally in line with the VC with the exception of SCQF level 6 where performance in two of the last five years has been significantly lower than the VC. At SCQF level 5, there is a notable difference between the success young people have in achieving numeracy through units when compared to the percentage who achieve this through a course award.

Cohorts

- As young people move through the senior phase, they are consistently sustaining high standards in literacy. The school's performance in S4, by S5 and by S6 in a range of literacy measures is significantly better than the VC in a number of years.
- Senior leaders have worked well to raise attainment in numeracy in S4, by S5 and by S6. As young people move through the senior phase, they are achieving higher standards in numeracy for certain cohorts. The school's performance in S4, by S5 and by S6 at SCQF level

5 is significantly higher than the VC in identified years. There remains headroom for improvement at SCQF level 6. Senior leaders should continue to explore the added value and conversion from SCQF level 5 to SCQF level 6.

Attainment over time

Broad general education

- There is strong curricular transition between Stonelaw and its associated primaries. Information regarding CfE levels in literacy and numeracy, progress in learning, and effort and attitude towards learning that includes motivation is well used to identify underperformance as young people move into S1.
- By the end of S3, almost all young people are achieving third CfE level or better in almost all other curriculum areas beyond literacy and English and numeracy and Mathematics. Young people are attaining very well in all curriculum areas and showing improvements over time. In the BGE, the school collates data for all subjects showing the percentages of young people achieving the third and fourth curriculum levels. They also have strong concordance with National Qualifications data in the senior phase for almost all subject areas.
- Approaches to monitoring and tracking progress in the BGE and senior phase and subsequent analysis are outstanding. There are clear expectations from classroom teacher through to senior leaders on how to use this data to help inform interventions. These include strategies to inform planning learning, teaching and assessment and curricular adaptations such as the need to consolidate learning or review sequencing of courses. There is clear evidence of improved progress through CfE levels as a result of the wide range of strategies. Senior leaders are able to report improvements in progress and attainment for different cohorts of learners such as those who are care experienced, in SIMD 1-3, and those learners with additional support needs who receive different stages of intervention. Senior leaders synthesise the main messages from each monitoring and tracking report through a graphic illustration in 'Tracking Accumulate' to share high level messages with all staff.

Senior Phase

- Based on average complimentary tariff scores, the lowest 20% of leavers perform in line with the VC. Senior leaders recognise the need to further improve the performance for the middle 60% and highest 20%.
- As young people move through S4-S6, based on complementary tariff scores, performance is in line with the VC.

Breadth and Depth

- At S4, there are very high standards of attainment being sustained at SCQF level 4 or better over time. The school consistently performs significantly much better than the VC. The percentage of young people attaining National Qualifications at SCQF level 5 or better for one or more to seven or more courses shows improvement. Performance at this level is in line with the VC. At SCQF level 5A or better, the percentage attaining one to seven courses shows improvement.
- The attainment of young people by S5 at SCQF level 5 or better and SCQF level 6 or better for one or more to five or more courses is in line with the VC over the last five years. The quality of A passes at both SCQF level 5 or better and SCQF level 6 or better shows improvement. Senior leaders recognise that there is headroom for improvement in school performance at these levels.

- The attainment of young people by S6 at SCQF level 5 or better and SCQF level 6 or better for one or more to five or more courses is in line with the VC over the last five years. Performance at SCQF level 7 or better by the end of S6 is in line with the VC.

Overall quality of learners' achievement

- Overall, learners at Stonelaw are developing the skills and attributes of the four capacities of CfE very well. The school uses a bespoke electronic system to record and track young people's involvement in achievements. The system is newly established; however, it already shows that almost all learners, including those with additional support needs and those in quintile 1 participate in a variety of achievements, ranging from one to eight in number. Those identified as not participating are identified and targeted by staff. Activities include sport, music, technology and dance. As a result, young people are gaining in confidence and improving their interpersonal, leadership and team working skills. A few young people use these skills in other contexts such as supporting parents evenings or events in the school. Those involved in dance coaching are delivering dance coaching to primary seven children at associated primary schools, which is also helping to support transition. Participation in the well-established school of rugby provides young people with skills and qualifications, which is leading to competing and coaching for the school and other clubs. Young people are developing their team working skills, fitness skills and resilience.
- Similarly, Stonelaw Foresight, the whole school's approach to developing skills, includes a skills tracker, records and tracks skills across four areas; employability, interpersonal, problem solving and leadership. Through a process of self-reflection, young people participating have increased awareness of their strengths and improvement areas.

Equity for all learners

- Young people who live in SIMD deciles 1 and 2 as they leave school, achieve in line with other young people living in the same deciles across Scotland. In 2020/21, young people who live in SIMD deciles 3, 4, 5 and 10 attain significantly better than the national average.
- In the BGE, the majority of young people who live in SIMD deciles 1 and 2 achieved third CfE level in 2022/23. The equity team work in a targeted way to mentor young people to support attainment in National Qualifications. At S4, attainment in literacy and numeracy at various SCQF levels are strong for young people who live in SIMD deciles 1 and 2. There are notable improvements by S5 and S6. There is clear evidence of improved attainment levels for those young people most impacted by poverty.
- The percentage of young people in S4 and S5 who stay on at school is very high. Only a small number of young people leave at the end of S4. A range of partners liaise closely with school staff to support young people in securing positive destinations. Young people and parents are supported well by SDS and other course providers in their decision making. Between 2016/17 and 2020/21, almost all young people have entered a positive destination on leaving school. The majority go to further and higher education on leaving school with a minority leaving to enter employment. Targeted support for young people in the form of UCAS support and building a culture of high expectations has resulted in increases in the number of learners who apply to higher education. In 2021/22, over a third of learners in SIMD deciles 1 and 2 chose university as their destination.

Practice worth sharing more widely

Approaches to monitoring and evaluating the work of the school are outstanding. The headteacher models to all staff how to identify strengths and aspects for improvement grounded in a robust evidence base. In particular, monitoring and tracking progress using a range of filters such as SIMD deciles 1 and 2 and ASN both within the BGE and senior phase, ensures that all young people are identified and supported to attain and achieve.

The outstanding approach to wellbeing across the school. Principal teachers of pupil support very skilfully monitor and evaluate wellbeing outcomes and put in place a range of strategies to support their learners. This results in young people who feel respected, included and valued at Stonelaw.

Approaches to monitoring participation in out of class activities is exceptional. Staff are able to ensure that those that are not participating are identified and supported fully.

The strategic approach to learning, teaching and assessment is sector-leading. In particular, staff's understanding of assessment and how this is used to help inform planning of learning, teaching and assessment.

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.