

Summarised inspection findings

Notre Dame High School

Glasgow City Council

30 January 2024

Key contextual information

School Name: Notre Dame High School
Council: Glasgow City Council
SEED number: 8436134
Roll (provided by school): 797

Notre Dame High School is a co-educational denominational school in the West End of Glasgow. Notre Dame High School was the last remaining single-sex comprehensive school in Scotland until boys were admitted to S1 in August 2021.

The headteacher has been in post for eight years. She is supported by three Depute Headteachers (DHTs) and one Associate DHT.

There are three primary schools in the Learning Community. The school attracts a large number of placing requests from over 50 primary schools across the city. The school is culturally diverse with 70% of learners coming from multi-ethnic backgrounds. Over 58 languages are spoken in the school community.

Attendance is generally in line with the national average.

Exclusions are consistently below the national average.

In September 2022 36.8% of pupils were registered for free school meals.

In September 2022 48.6% of pupils live in 20% most deprived data zones in Scotland.

In September 2022 the school reported that 64.3% of pupils had additional support needs (ASN).

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

1.3 Leadership of change

very good

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

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

- The headteacher sets an aspirational vision for the school community. Along with her DHTs, she provides strong leadership in taking forward their strategic remits. They recently led a review of the school vision and values to reflect the unique and changing context of the school. Staff, young people and families were fully involved in revising the vision. 'Educating young people to thrive personally, academically and spiritually, both now and in the future' is the agreed vision which is evident in all aspects of school life and reflects the school's strong Catholic ethos. The school community also agreed the refreshed school values of kindness, ambition and respect. Relationships across the school community are very strong and nurturing. Staff and young people articulate and model the vision and values very well.
- Young people are highly ambitious. They demonstrate kindness and a very strong sense of mutual respect towards each other and to staff. This leads to a calm and orderly environment which supports each individual to participate well in learning. Young people articulate the importance of the values and the vision in supporting them to develop skills for now and the future. Staff are aware that they need to continue to reflect on all aspects of education within their new and developing context.
- The headteacher and senior leaders, effectively and sensitively led the school through a significant period of change. The transition from single-sex to co-education in 2021 was successfully led with skill, care and respect for all. All stakeholders were fully involved. Boys up to S3 now attend the school. They are settled well and feel a strong sense of belonging. Staff created a five year plan, ND26, to proactively support the changing context of the school. The headteacher should continue with plans to review and update this. This should include all stakeholders and include further professional learning activities for supporting and teaching boys into the senior phase. Commendably, all teachers undertake professional enquiry. This is currently based on an aspect of metacognition that they wish to develop. The outcomes are recorded and shared with colleagues and are at the early stages of showing impact. Teachers should continue this work to support best practice and ensure this is embedded across the school.
- Senior leaders have established a culture of reflection and enquiry. Their use of evidence and data, alongside collaboration with stakeholders, has supported the school on its improvement journey. Young people, parents and staff are regularly involved in discussions and self-evaluation activities which inform whole school priorities. Teachers carry out validated self-evaluation, focussed on teaching and learning, in all departments. This process generates a large amount of data which is analysed by staff. This positively influences the priorities of the annual school improvement plan. Senior leaders should continue to quality assure this process and to review recurring themes. This should help ensure priorities highlighted through self-evaluation are consistent across the school and are making a difference. The school's

Standards and Quality report effectively captures key highlights of the year in a parent and pupil friendly style.

- Staff are very supportive of senior leaders. They work well together. A few teachers lead different groups and improvement priorities. Middle leaders are enthusiastic about improving the school. This enables senior leaders and staff to drive positive outcomes, such as the strong attainment. Staff work effectively with a range of community partners, who feel valued as part of the school community. They each plan and evaluate their work with the school on an ongoing or annual basis. Staff should now increase levels of quality assurance across all areas in order to ensure a consistent and rigorous approach to improvement planning across the school leads to clear measurable outcomes.
- Senior leaders use a local authority proforma for the school improvement plan. Principal teachers with specific remits linked to aspects of the school improvement plan, and faculty heads, create plans linked to this local authority model. These align with the whole school plan. The Pupil Equity Fund (PEF) plan is well laid out and included in the school improvement plan. Senior leaders should ensure that progress through these plans is monitored more effectively. Commendably, young people in the pupil council have created their own improvement plan. Staff should continue to make sure young people from across the school are fully involved in all aspects of school decision making.
- Senior leaders support staff well to drive forward change leading to improvement. The success in attainment has been a key driving force for the school over many years. Senior leaders and pastoral care staff have been involved in professional learning around strategic leadership. The headteacher oversees the pace of change effectively to ensure a manageable workload and productive outcomes. The strong focus on attainment has led to very positive outcomes in this area, including closing the poverty-related attainment gap. Staff should continue to look outwards to adopt and adapt best practice to ensure the continuing success of the co-educational context.
- The leadership team has a well-informed understanding of the Developing the Young Workforce (DYW) priorities. The SLT share their purposeful vision with partners, parents, and young people through informative publications and career events. Parents are provided with appropriate information on pathways. This, together with personal conversations and online sessions, effectively supports most young people in making well-informed career choices. Teachers do not yet ensure this is a meaningful part of their teaching.

2.3 Learning, teaching and assessment

good

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

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

- Young people learn in a calm and positive environment. Relationships are strong across the school community and almost all young people feel respected by staff and their peers. The school values of kindness, respect and ambition are at the heart of interactions. Almost all young people are highly motivated to achieve.
- Young people are ambitious for success and eager to learn. The majority enjoy learning and work quietly on individual tasks which promotes independence in their learning. When provided with the opportunity to work in groups, young people engage well and contribute confidently to discussions. In a few lessons, young people experience choice in how they learn, and benefit from opportunities to lead their own learning. Teachers and young people should continue to work together to develop more pupil led activities across the curriculum.
- In almost all lessons, young people participate well in learning. In a majority of lessons, young people complete the same activity with the pace of learning directed by the teacher. These lessons lack suitable stimulus and result in young people becoming passive in their learning or disengaging. In a few lessons, young people benefit from active learning opportunities. Senior leaders and teachers should continue to develop their understanding and focus on increasing active learning so that all young people are fully engaged in learning.
- Across the school, teachers use a range of digital technology and an agreed digital platform, to support young people's learning. The school has achieved the Digital Schools Award Scotland. Young people value being able to access lesson materials in class and at home. In a few subjects, young people use digital jotters. In a few examples, young people receive high-quality feedback on their digital assignments. Staff recognise the need to continue to develop digital approaches to enhance and extend young people's learning and engagement. This should be done alongside young people to ensure their opinion is integral.
- In most lessons, teachers' questioning captures young people's attention quickly. In the majority of lessons, questioning is used well to check young people's understanding. Teachers use questioning techniques effectively to promote higher order thinking in a few lessons. Teachers should continue their focus on thinking strategies to develop higher order thinking more regularly in lessons. This will ensure all young people are included and challenged in their learning.
- Most teachers demonstrate a broad understanding of young people's individual needs. A few do not plan activities which are set at the right level of difficulty for all young people. Teachers need to plan learning activities that meet individual learners' needs more effectively. In most lessons in the broad general education (BGE), a few young people would benefit from greater levels of challenge.

- Senior leaders, teachers and young people, worked together to develop the 'Notre Dame - Promoting High-Quality Learning and Teaching' standard for young people. As a result, teachers are clear about the agreed features of learning and teaching. Senior leaders are well-placed to build on the areas of strong practice so that all teachers consistently deliver high-quality learning and teaching experiences. This includes ensuring all staff have a clear understanding what constitutes high-quality for each aspect of this standard.
- All teachers are committed to improving their practice through enquiry-based professional learning. In a few areas, teachers demonstrate the impact this is having on improving their practice. Young people's views are sought as part of the school's self-evaluation of learning and teaching. All subject areas should use this information more fully to improve young people's experiences.
- In almost all lessons, teachers provide quality explanations and instructions and share the intentions of learning and measures of success. In the majority of classes, teachers spend too much time explaining the learning activities. In a few areas, young people use the measures of success effectively to reflect on their learning. In a minority of lessons, young people self- and peer-assess learning well. A next step is for teachers to improve the pace of lessons and the quality of success criteria. They should use success criteria regularly to help young people understand the purpose of their learning, measure young people's progress through a lesson, and inform their next steps in learning.
- All teachers offer young people feedback in a variety of ways, for example in learner conversations. This helps young people to understand their current working level. Most teachers should improve the quality of individual feedback so that young people can articulate their strengths and understand their individual targets to improve their learning.
- The SLT implemented effective processes to monitor young people's progress across both the BGE and the senior phase. Senior and middle leaders use tracking information well to identify gaps in young people's learning. They meet regularly to identify young people who are not on track to achieve. Teachers should continue to build on their approaches to tracking breadth, challenge and application of learning in the BGE. This includes being more consistent across the school in how they reach judgements about breadth, challenge and application of learning. Across the school, teachers regularly check for young people's understanding. This is not yet informing their teaching and assessment consistently. In the senior phase, staff record interventions and use tracking data well to monitor the effectiveness of these in improving young people's learning.
- In the BGE, teachers plan learning up to the end of S3, in line with national expectations. Teachers moderate their planning with staff within and beyond the school. In the senior phase, almost all teachers engage in moderation and verification activities within school, the locale and beyond school. This leads to a shared understanding of standards. As a result, teachers have a strong understanding of assessment standards for National Qualifications. Teachers use this to support almost all young people's progress and attainment in the senior phase very successfully.

2.2 Curriculum: Learning pathways

- Young people learn across all eight curricular areas from S1 to the end of S3. In the BGE, learning also takes place through project-based learning across a range of subjects. This helps young people develop a greater awareness of skills, including those of collaborating, communicating and using their own initiative.
- Teachers plan learning at third level for almost all young people at S1. By S3 most young people progress mainly to fourth level. A few young people, who require additional support with their learning, benefit from individualised learning pathways throughout the BGE. Staff should keep under review the full range of experiences to ensure all young people benefit from a curriculum which is differentiated appropriately for them. Senior leaders should ensure that all teachers recognise and realise their role in promoting literacy, numeracy and health and wellbeing, as a responsibility of all.
- Teachers track the progress of young people across all curriculum areas in the BGE. This means that young people build effectively on their prior learning, including from primary school. Young people are very aware of the levels at which they are working, but a minority are not yet able to identify what they need to do to improve. Young people's working levels help to inform their decisions about which courses, qualifications and pathways they will follow at the end of S3.
- Young people make curriculum choices at several points in their learning journey. Staff support young people to make choices in a variety of ways. For example, a pathways conference, conversations with individual teachers after tracking periods, advice from the Careers Advisor and individual conversations with staff in the choices team. This team is composed of pastoral support teachers, voluntary teachers and senior leaders.
- In the senior phase, young people select courses, often leading to National Qualifications across S4, S5 and S6. These range from Scottish Credit and Qualifications Framework (SCQF) level 3 to SCQF level 7. Teachers are at the early stages of exploring fully the wide range of qualifications available to young people through the SCQF framework. Currently, a few young people benefit from opportunities in, for example, English for speakers of other languages or Foundation Apprenticeships. Staff should continue to work to ensure that all young people, and their parents, understand better the importance of many different types of qualifications in developing a rich portfolio of learning.
- Staff enjoy strong partnerships with local colleges, universities and employers. The skills for work programmes offered with the support of the local colleges, are well-designed. This ensures appropriate entry levels and supports further progression within school and on to college. As a result, there is an extensive array of opportunities taken up by a minority of young people. Staff are aware of the need to ensure greater parity across the wide range of opportunities through and beyond school to help fully inform young people's course choice decisions.
- The priorities of DYW are not well-embedded across the school. Staff and young people do not yet have a clear understanding of the importance of DYW in all classrooms. As a result, young people are unable to articulate their awareness and relevance of career management skills. Staff provide a few young people with a range of experiences of the workplace. They should continue working with their partners to explore further opportunities to support further young people

- Religious education and physical education are core aspects of the curriculum for all young people from S1 to S4. In S5 and S6, a few young people are not able to access these core areas due to their curriculum choices which involve partner agencies.
- Young people access modern languages during the BGE in line with national policy.
- Young people use the school library both during the school day and at break times. Teachers use the digital spaces well and young people borrow books for their own reading.

2.7 Partnerships: Impact on learners – parental engagement

- The SLT and staff have developed very positive and effective relationships with parents. Most parents report that their child is making good progress and are comfortable in approaching the school for information and support. They appreciate that most staff respond effectively to meet their child's needs.
- Most parents feel that the SLT encourage them to participate in the Parent Council (PC). The PC is aware of the context of the school and leads carefully considered fundraising activities to support school improvements. Senior leaders regularly consult the PC on school improvement priorities. Senior leaders are well placed to involve parents more fully in identifying school improvement priorities. The PC should continue with plans to explore approaches to engage more parents and inform the wider parent forum of their work.
- Senior leaders have an effective family learning strategy which is increasing parental involvement. Almost all parents value the regular and effective communication from senior leaders. This informs them well about school improvement, as well as whole school events. Most parents agree that they receive helpful regular feedback about their child's progress. A significant minority of parents feel they do not receive sufficient information to understand their child's progress well enough. They would value more advice on how to support their child's learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff have created a climate of mutual respect across the school community. Young people, in particular those in S6, support their younger peers to ensure that everyone is treated fairly and with respect. Young people appreciate the way that staff, support their wellbeing and help them stay healthy. For example, young people benefit from regular exercise, both in physical education classes and through a range of out of class clubs.
- Teachers help young people to understand and look after their wellbeing, through for example, the progressive and responsive Personal Support and Social Education course. This, alongside supportive interactions with staff, helps young people feel safe in school. Young people are enthusiastic and proud of how they support each other with a sense of belonging, by for example, planning and delivering assemblies about inclusion.
- Senior leaders and pastoral support staff are at an early stage of developing approaches to support young people to monitor their own wellbeing. Supported by partners, staff devised a useful survey for young people to comment on their own wellbeing. This provides a baseline about young people's wellbeing. At present it is too early to evaluate the impact of this emerging work.
- Senior leaders and partners provided training for all staff in the principles of nurture. As a result, young people feel that staff care about them, know them very well and understand some of the challenges they may be facing. Staff provide a range of targeted nurturing interventions which help a few young people engage in their learning. Almost all young people are very clear about who they would speak to if they were upset or worried about something. A few young people recognise the positive impact that counselling and mentoring have helped them to cope with challenges in their lives. Senior leaders should continue with their plans to embed further nurturing approaches across the whole school.
- Staff engaged well with professional learning on approaches to resolving difficulties across the school. This has resulted in staff practicing, and encouraging, restorative approaches well when dealing with any disagreements in school. This has led to a very calm, purposeful ethos across the school and exclusions which are consistently below the national average.
- Staff who provide additional, targeted support for young people have a strong understanding of their statutory duties. They place the interests of the child at the heart of decision making. The school's pastoral care team, support for learning staff and partners worked together to create the 'Care File'. This extensive document provides appropriate information and strategies to help staff meet the needs of young people. Where necessary, detailed support plans are included which help staff and senior leaders oversee and track young people's progress.

Young people and their families are fully involved in the development of these support plans and their views help to shape agreed targets. Senior leaders should now continue to ensure that all staff working with young people use this extensive resource fully. This should include professional learning for teachers to plan learning activities well-matched to young people's needs, including for young people who are neuro-diverse.

- Senior leaders, pastoral care and learning support staff have very good knowledge and understanding of the challenges facing specific groups of young people. They work very effectively with a range of partners to provide appropriate support. Staff monitor the effectiveness of interventions regularly and make adjustments as necessary. As a result, these young people are well supported to engage with their learning. For example, young people for whom English is an additional language (EAL) are fully included in the life of the school, are confident, successful and ambitious. These young people support children with EAL in a local nursery as confident bilingual role models. Young people who are care experienced are very well supported by staff and by their peers to thrive and be successful in school.
- A few young people find it difficult to attend school. The SLT revised their strategic approach to improving attendance. This raised awareness across the school community of the impact of non-attendance on young people's safety, engagement and attainment. Early indications show that attendance of a few young people has improved as a result of the new, more targeted approach. Staff should continue implementing their plans, including one-to-one mentoring for young people at risk of not achieving due to non-attendance.
- Young people bring a rich and diverse cultural mix to the school. All staff and young people embrace these rich differences in an accepting and welcoming way. The school is accredited as a Rights Respecting School at silver level. Young people, especially those in the senior phase, have a very good knowledge and awareness of protected characteristics and the rights of young people. This leads to the very inclusive culture in the school, where young people with protected characteristics are supported well. The school celebrates diversity through a range of events which take place throughout the year, culminating in a 'culture day'. This is appreciated by young people who feel that the full range of cultures represented in the school are understood. Staff and young people should build on this existing practice. This will help them to embrace the many valuable opportunities that exist, across the school year, to explore and celebrate the vibrant range of cultures and languages that make up the school community.
- The school's equalities group, led by young people, developed further the school's approaches to anti-racism and anti-bullying. This is helping members of the school community to appreciate the need to eliminate all types of bullying in a fully respectful school. As a result of this, and renewed policies on positive relationships and anti-bullying, incidences of bullying have reduced.

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 attain very well in literacy and in numeracy in the BGE and are sustaining these high standards over time. In 2021/22 the percentages of young people attaining third and fourth level CfE in literacy and numeracy were above national averages. Figures provided by the school indicate that this remained the case in 2022/23. Teacher professional judgements of a level are robust and reliable, as a result of their continuing moderation across and outwith the school.

Senior phase

Leavers

Literacy

- The school have maintained high levels of performance in literacy over the last five years. Most young people leaving school from 2017/18 to 2021/22 attained SCQF level 6 or better in literacy. This is significantly much higher, or higher than the VC, except in 2018/19 when it was in line with the VC.

Numeracy

- The school have maintained high levels of performance in numeracy over the last five years. More than a third of young people leaving school in four of the last five years to 2021/22 attained SCQF level 6 or better in numeracy. This is significantly much higher than the VC, in 2017/18 and in 2022/23. In the intervening years this was in line with the VC.
- There are improvements in the percentages of young people leaving school with literacy and with numeracy qualifications at SCQF levels 3 and 4 or better between 2020/21 and 2021/22. Improvements also in numeracy at SCQF level 5 course award and level 6 in the same time period.
- Young people with ASN consistently attain literacy and numeracy qualifications above national benchmarking measures.

Cohorts

- As young people move through the senior phase, they are consistently sustaining high standards in literacy and in numeracy.

Literacy

- From 2021/22 to 2022/23 the percentage of young people in S4 achieving literacy at SCQF level 5 or better, improved to being significantly higher than the VC. Young people attaining SCQF level 5 and 6 by S5 and by S6 is consistently significantly much higher than the VC.

Numeracy

- The percentage of young people attaining numeracy at SCQF level 4, as a unit or course award, improved between 2021/22 and 2022/23 in S4 and by S6. The percentage of young people attaining SCQF level 5 or 6 in S6, and SCQF level 6 in S5 is significantly higher or much higher than the VC from 2018/19 to 2022/23. From 2020/21 to 2022/23 the percentage of young people by S6 achieving numeracy at level 6, has shown a consistent pattern of improvement.

Attainment over time

Broad general education

- Senior leaders work well with associated primary schools to ensure that young people's attainment, and ASN, in a wide range of curricular areas is shared appropriately with staff. This, along with the high expectations and ambitions for young people, ensures that most young people make good, steady progress, from their prior learning.
- Senior leaders continue to develop and refine the tracking tool in the BGE. Teachers track progress for young people across all curricular areas over time. This shows young people consistently make good progress. Across almost all curricular areas by the end of S3, most young people attained fourth level CfE in 2022/23.
- Teachers, pastoral staff and senior leaders use the tracking tool to identify early and provide additional strategies, for young people who do not make expected progress. This includes, where appropriate, a range of pathways better suited to young people's individual needs.

Senior phase

- Based on average complementary tariff scores, the lowest attaining 20% of leavers attain broadly in line with the VC. In four out of the last five years to 2021/22, the middle attaining 60% of leavers attain significantly higher than the VC. The highest attaining 20% of leavers attain in line with the VC having been significantly higher or significantly much higher than the VC from 2017/18 to 2019/20.
- As young people move through S4 to S6, based on complementary tariff scores, they consistently attain significantly higher than the VC. Young people who require additional support with their learning attained above the VC from 2020/21 to 2022/23.

Breadth and Depth

- At S4, attainment at SCQF level 4 or better, or 5 or better, is consistently significantly higher than the VC. The percentage of young people achieving seven or more qualifications at SCQF level 5C or better and 5A or better, is respectively significantly much higher, or higher than the VC in 2021/22 and in 2022/23. Attainment over time has improved at SCQF level 5C or better, including top quality passes, over the last five years.
- By S5, the percentage of young people attaining one or more to five or more qualifications at SCQF level 6C or better is consistently higher than, or significantly higher than the VC. There are improvements in the percentage of young people attaining one or more, or two or more, qualifications at SCQF level 6C or better from 2021/22 to 2022/23. The percentage of young people by S5 attaining one or more to five or more qualifications SCQF level 6A or better is higher than, or in line with the VC.

- By S6 the percentage of young people attaining one or more to five or more qualifications at SCQF 6A or better is higher than, or significantly higher than the VC from 2018/19 to 2022/23. Those attaining seven or more qualifications at this level in both 2021/22 and 2022/23 is significantly higher than the VC.
- From 2019/20 to 2022/23 the percentage of young people attaining one or more qualifications at SCQF level 7C or better is higher than, or significantly higher than the VC. In the latest year (2022/23) the percentage of young people attaining four or more qualifications at SCQF level 7A is significantly higher than the VC.

Overall quality of learners' achievement

- Young people experience and benefit from a strong culture and ethos of achievement. Young people enjoy and benefit from their participation and engagement in a variety of well-attended lunchtime and after-school clubs. They gain a wide variety of skills and attributes from their participation. This includes confidence, teambuilding, critical thinking, social skills, independence and responsibility. Young people develop their leadership skills, often but not exclusively, in the senior phase. This includes specific roles such as mental health and sports ambassadors. A few young people achieve a leadership award at level 6. Young people also lead school events and fundraising activities through the pupil council, leadership classes and other volunteering opportunities, such as through the Caritas Award. There is scope for young people to develop their leadership skills in the BGE.
- Achievement is increasingly being recognised and celebrated for young people alongside success in their attainment. For example, through the creation of awards aligned to the schools' values. Young people can progress through each of the Duke of Edinburgh's Award levels. Young people can also gain a variety of other accredited, or recognised awards, including Sports Leader award at level 5 and Steps to Work award at level 4. Overall, the numbers of young people currently achieving recognised or accredited awards is small and could be extended further across a range of activities and year groups. For example, staff may consider re-introducing Saltire or other awards to recognise the volunteering that young people are already doing.
- Senior leaders are at an early stage of tracking participation, and skills progression in clubs, youth awards and other personal achievements. As a result, young people are often not aware how these skills contribute to their overall personal development. It is important that senior leaders continue to implement their planned approach to identify and support young people currently missing out, to participate and achieve across the school.

Equity for all learners

- Young people who are most impacted by socio-economic disadvantage achieve very highly. The PEF plan supports staff to target specific groups of young people. For example, identified young people benefit from a creative approach to improving their literacy skills. Staff collate significant data to support interventions both at BGE and senior phase.
- In the BGE, almost all young people who live in SIMD 1 and 2 achieved fourth level CfE across social studies, creative wellbeing and religious education in 2022/23. Most young people achieved fourth level CfE in technologies and sciences in the same year.
- Young people living in SIMD one to five, who left school in 2021/22 attained significantly much higher than the VC. This accounts for approximately 70% of the young people who left school that year.

- The percentage of young people in S4 and S5 who stay on at school is very high. Partners work closely with staff to ensure young people secure appropriate positive destinations. The percentage of young people leaving school and entering an initial positive destination is largely in line with the VC and the local authority in 2021/22. Figures improved in the latest year (2021/22) and are above the national average, the virtual comparator and the local authority level in three of the last five years. Most young people leave school from 2017/18 to 2021/22 for higher or further education. The majority of those young people reside in areas of social disadvantage. A few young people enter training or employment on leaving school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.