Summarised inspection findings

Clydebank High School

West Dunbartonshire Council

26 March 2024

Key contextual information

School Name: Clydebank High School
Council: West Dunbartonshire Council
SEED number: 8314136
Roll: 1152

Clydebank High School is a non-denominational school serving the town of Clydebank in West Dunbartonshire. There are eight associated primary schools. The headteacher has been in post for eight years. She is supported by six depute headteachers, four of whom are substantive.

Attendance is generally below the national average. Attendance has been decreasing in recent years. Exclusions are generally above the national average.

In September 2022, the school reported that 49% of pupils live in 20% most deprived data zones in Scotland. The 2022/23, the school's allocation of Pupil Equity Fund was £208,250. In September 2023, 33% of pupils were registered for free school meals. This is significantly above the national average. In September 2023, the school reported that 49% of pupils had additional support needs.

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 school's vision and values were co-created with stakeholders. They are reviewed regularly and underpin the work of the school. The headteacher, senior leadership team, staff and young people have worked together very successfully to ensure nurturing relationships within the school. These relationships embody the values of respect, confidence, commitment, trust and resilience. Almost all staff have a very strong understanding of the powerful vision 'Working Together, Striving for Excellence'. They take ownership of delivering the steps required to realise this vision, informed by their understanding of the social, economic and cultural context of the school. Almost all staff and young people across the school model the values consistently in daily interactions with each other. All are encouraged regularly to reflect on the behaviours associated with school values. Young people articulate well how the school values impact on their school day and how they help nurture mutually respectful relationships. This reflects the rights-based approach shared by almost all members of the Clydebank High School community. This approach is a motivating factor in creating a very positive dynamic which welcomes and supports change and improvement.

■ The headteacher demonstrates strong, strategic and empathetic leadership. She focuses relentlessly on improving outcomes for all young people and removing barriers to learning. Very well supported by other senior leaders, she promotes an aspirational vision of continuous improvement which is underpinned by strong self-evaluation processes based on the school improvement plan (SIP). There are effective systems to monitor and evaluate progress towards achieving school priorities. These are supported by a very well-designed continuous improvement calendar at whole school level. The school self-evaluation process is mirrored effectively in departmental improvement plans and continuous improvement calendars. It includes learning observations and regular planned professional dialogue. Senior leaders and the Raising Attainment team conduct attainment reviews with all departments. Through these, they monitor, track and identify where improvements are needed to improve outcomes for young people.

■ The SIP covers a three-year period. Staff report yearly on progress towards achieving SIP priorities through helpful Standards and Quality reports. These also identify next steps which usefully inform the following year's planning. The four priorities in the school improvement plan are set by the local authority and adapted effectively to inform progress at school level. These priorities reflect national priorities. They include improving the health and wellbeing of learners, achieving excellence and equity, improving learning, teaching and assessment and building leadership capacity. Senior leaders devote considerable effort towards making the delivery of these priorities manageable and effective.

■ Senior leaders use data well to inform school planning and decision-making. However, they could make even better use of their data. This would allow them, for example, to monitor and

evaluate how effectively the use of Pupil Equity Funding (PEF) is meeting the needs of cohorts of learners who are affected by socio-economic disadvantage. Further data analysis would also support decision-making when refreshing the school's curriculum offer to maximise progress for all learners.

- Almost all staff feel empowered to lead aspects of school improvement through a highly effective distributed leadership model. Staff at all levels describe how they feel part of the team and they value the non-hierarchical approach to school improvement. Staff are successfully making improvements across a range of different priorities, within cross curricular and departmental working groups. This is building leadership capacity at every level. 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. Almost all teachers act as highly effective leaders of change.

- Across the school, staff have a strong commitment to improving experiences for young people through professional learning, including reflection on their practice. Teachers engage well with the General Teaching Council for Scotland professional update process. They speak highly of the opportunities the professional review and development process offers to support their own professional development, linked to school priorities. Staff lead aspects of professional learning for their colleagues. There is clear coherence between professional review and development processes and SIP priorities. Senior leaders and staff use the improvement planning process very effectively to improve practice in learning and teaching. All staff are encouraged and supported to engage in leadership programmes and further study. This includes Education Scotland: Middle Leaders Leading Change, West Dunbartonshire Council forums, West Partnership programmes and school improvement groups.

- School leaders collaborate well with staff from Skills Development Scotland (SDS) to provide carefully planned professional learning which supports change. For example, staff have completed online learning about Labour Market Intelligence (LMI). This is leading to an increased awareness of the role of skills development and Developing the Young Workforce (DYW) priorities. Departmental staff are reflecting the use of LMI within their operational plans. For example, LMI indicates that there is high demand for jobs in the Health Care sector within the local area. This has led to the design and implementation of a pilot programme with the Golden Jubilee Hospital focussed on addressing this skills shortage.

- Young people feel listened to and empowered to contribute to the life of the school. For example, the pupil parliament is an important decision-making group that has representation across all year groups. The sub committees reflect well the issues young people wish to deal with. Staff and young people support members of the Scottish Youth Parliament effectively. This encourages these young people to highlight issues that are important to them in their communities and across the country. The school should continue with plans to to ensure that young people play a greater role in leading change.

- Strong and effective partnership working is contributing to improved wellbeing and attainment outcomes for young people. Partners feel very valued by the school and appreciate the welcoming and trusted approach by school leaders. The next step is to ensure that partner contributions are well aligned to the school improvement plan and that partners are aware of their contribution.

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

■ Almost all young people are very proud of their school and recognise how they benefit from the positive and inclusive ethos. Very positive relationships between staff and young people are a major strength of the school. Staff have worked very effectively to ensure a very warm, safe and respectful climate for learning. Almost all members of the school community demonstrate this confidently through their interactions with each other.

■ Almost all young people engage well with the tasks provided by their teachers. They are highly motivated by opportunities to be actively engaged in their learning through a range of well-planned activities. For example, young people benefit from regular opportunities to explore and explain their thinking by working in groups or pairs. Almost all teachers are helping young people understand and take responsibility for their learning. In a minority of lessons, teachers are facilitating high-quality opportunities for pupils to lead their learning. Most teachers highlight a wide range of skills such as collaboration, teamwork and communication during most lessons. They should continue to develop a framework which makes more explicit use of a shared understanding of the skills young people are acquiring through their learning experiences.

■ The use of digital technology to share resources, feedback and promote the wider life of the school supports young people very well. Teachers are making considerable progress in using digital technology creatively to enhance enjoyment and independence of learning. Senior leaders and staff should continue to share effective practice to further support embedding digital technology in lessons.

■ Staff and young people co-created the 'Cycle to Success', which is now embedded in practice. It provides an effective structure for lessons which teachers use consistently across the school. The structure offers opportunities for young people to regularly reflect on their learning. As a next step, teachers should build on the positive impact of 'Cycle to Success' to deliver further improvements in high-quality learning and teaching.

■ Most teachers make explicit links to prior learning, often through the appropriate use of lesson starters. Almost all teachers are engaging in learning conversations with young people to support their understanding of their progress and next steps. Most teachers use high-quality feedback effectively to support young people to make better progress in their learning. Most young people say this feedback is helping them to improve their learning.

■ Senior leaders have worked well with teachers to improve approaches to planning learning and teaching to ensure learners are appropriately supported and challenged in their learning. The impact of teachers' improvements in planning is that the pace of learning meets young people's needs well and is motivating them to succeed. As a result, almost all lessons have sufficient pace and challenge to meet the needs of most learners.

- In all lessons, learning intentions and success criteria are shared and almost all are differentiated. In most lessons, teachers provide high-quality explanations of planned learning activities to support young people's learning. A minority of teachers use a variety of high-quality questioning that encourages young people to participate fully in class discussion and learning activities. All staff should now consider how to further enhance the quality of learning through skilful higher-order questioning and explicit links to real-life contexts. Teachers should continue to develop further the consistent high-quality of success criteria across all subjects. This will ensure these lead to greater impact on the quality of learning and young people's understanding of their progress and next steps. In the most effective lessons, teachers and learners co-construct relevant and appropriate success criteria. As planned, further sharing of very strong practice should be undertaken to embed this across the school.

- Staff are working well to review and revise approaches to planning and assessment within the broad general education (BGE). They are adopting the local authority approach to the learning, teaching and assessment cycle. Almost all staff ensure learning, teaching and assessment are planned together. Teachers have successfully increased the range and nature of assessment approaches used to support judgements about progression through the levels. In almost all departments, young people have opportunities to demonstrate their learning in a range of contexts. For example, through continuous assessment, the use of digital technology and teacher observation of daily tasks.

- In the BGE, almost all staff engage in moderation activities within curricular areas. This successfully builds capacity and confidence, in terms of course planning and in assessing progression through Curriculum for Excellence (CfE) levels. A few staff have benefitted from moderation activities beyond the school. For example, moderation of literacy and numeracy assessment standards with primary colleagues.

- Across the senior phase, teachers are confident and have a strong understanding of the assessment standards required for National Qualifications (NQs). A number of teachers undertake duties for the Scottish Qualifications Authority (SQA). These staff support others to understand and apply national standards. The school has well established internal verification processes within and beyond the school.

- Teachers are planning effectively to ensure the delivery of strong programmes of learning based on the CfE benchmarks. Almost all departments make very good use of bespoke tracking systems to identify and support young people who are not on track with their learning. Senior leaders should adopt a systematic approach to sharing the most effective departmental tracking systems to ensure a coherent approach to tracking across the school. Middle leaders should continue to monitor and evaluate how well teachers use this data to inform subsequent planning for learning and teaching.

- Teachers use the monitoring and tracking data as part of learner conversations with their students. As a result, young people are clear about their strengths and next steps in learning in both the BGE and the senior phase. To support young people further, consideration should be given to a consistent shared language about progression and achievement within a level in the BGE.

2.2 Curriculum: Learning pathways

■ Young people from S1 to S3 experience a BGE where they learn across all eight curricular areas. At S3, young people specialise by selecting nine subjects in addition to core courses in English and mathematics. They reduce this to seven courses in S4, and five in S5. The 'Strive to Five' motto developed by the school encourages all young people to strive for a minimum of Scottish Credit and Qualifications Framework (SCQF) level 5 qualifications in the senior phase. This supports the school's ambition for all young people to maximise their potential in terms of accreditation and improved life chances.

■ Young people do not receive their entitlement to 1 plus 2 modern language learning in line with the Scottish Government's Language Leaning in Scotland: A 1 + 2 approach. All young people receive two periods of quality physical education (PE).

■ Teachers share a clear commitment to developing young people's literacy and numeracy as a responsibility of all. Staff leading on literacy and numeracy development have successfully raised the profile of literacy and numeracy across the school. Collegiate working is leading to a shared understanding across staff of expectations about the learning, teaching and assessment of literacy and numeracy.

■ Senior leaders support staff to take good account of labour market intelligence to plan their curriculum. This is helping to inform the extensive range of curriculum options provided for young people in the senior phase. Examples include the introduction of SCQF level 5 health care and energy courses to meet local demands. Middle leaders are committed to ongoing reviews of the curriculum offer for young people. This is supporting faculty and departmental staff well to deliver courses where learning is challenging, enjoyable and relevant. In the majority of curriculum areas, staff signpost career pathways in classrooms and corridors. This is providing useful opportunities for learners to link their learning and skills development with future career aspirations.

■ Young people choose from an increasing range of SCQF courses. These are offered within the school, through consortia arrangements with other schools, and through external partners and the local college. Young people access Foundation Apprenticeships, accredited awards, career-focussed work experience and leadership opportunities. The expansion of the curriculum to include more vocational courses is successfully meeting the needs of more young people. Senior leaders and teachers should continue to keep under review curriculum pathways to ensure young people can maximise their opportunities for accreditation and future life chances.

■ Senior leaders and teachers are currently engaged in a review of skills within subject areas to develop a meaningful meta skills framework. As part of this review, senior leaders and staff are working with young people, local primary and early years settings and key stakeholders to develop a framework which is relevant to the young people across the community. This will support a consistent message about the importance of skills development within the curriculum.

■ Senior leaders should consider a more planned, strategic approach to extend opportunities for learning outdoors. This will further enhance the curricular experiences of young people. Additionally, faculties and departments should, as part of their ongoing curriculum reviews, develop approaches to interdisciplinary learning.

■ School leaders take good account of opportunities offered by a range of partners when designing the curriculum. Constructive partnerships with businesses are contributing well to

providing a strong focus on employability within a few departments. For example, a few young people in the technical department are accessing useful work experience placements across a range of employers.

2.7 Partnerships: Impact on learners – parental engagement

■ Most parents speak positively about the school and the level of support offered to their children. They value the ways in which staff interact with young people, as well as the support offered through the main online platform for learning outwith the school. This supports parents to identify what their young people are learning, affording them opportunities to support and encourage their children.

■ A well-established Parent Council supports the work of the school effectively. Members are consulted on school matters including the development of the school improvement plan and the regularly reviewed school values. The Parent Council also undertakes fundraising activities to support school activities. The headteacher and the staff value the input and ongoing support offered by the Parent Council.

■ The Parent Council communicates with the wider parent body using a variety of methods. This includes an online platform and being present at significant school events such as careers fairs and parent's evenings. The Parent Council is committed to working in close partnership with staff in Clydebank High School. Staff and the Parent Council should work together to increase the membership of the Parent Council to be more representative of the full parent body.

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

■ Young people's wellbeing is at the heart of all actions by staff and partners. They are acutely aware of the issues affecting young people across the school community.

■ Young people are supported very well in a calm and highly nurturing environment. Positive relationships across the school are grounded in a very inclusive climate of mutual respect and shared values. Almost all staff are greatly skilled in de-escalation and relational approaches. This results in young people feeling respected and included.

■ Most young people are encouraged to adopt a healthy lifestyle through physical exercise. They understand the importance of maintaining good health in the future. Staff and partners have increased their focus on improving young people's mental health and they signpost young people to a range of supports effectively. They target year groups with successful interventions which are increasing young people's understanding of the importance of maintaining strong mental health. Staff are well-placed to build on these developments to reduce further the stigma around mental health.

■ Most young people feel safe in school. They report feeling safe because staff are highly visible throughout the school day. Staff respond quickly and effectively to address any issues involving young people. A few young people benefit from staff providing safe spaces during breaks.

■ Young people's wellbeing is supported effectively by staff who know them very well. Almost all young people feel that staff care about them and that they have a trusted adult who will support them effectively with any issues. Pastoral staff are very proactive in ensuring appropriate and successful partnership working to improve young people's wellbeing. Staff track and monitor young people's wellbeing regularly. They use a range of data successfully to ensure aspects of young people's wellbeing improve because of appropriate interventions. Senior leaders should continue to evaluate the impact of all actions to ensure they continue to improve all young people's wellbeing.

■ Young people understand how to improve their wellbeing through the use of a consistent language across the school. This is reinforced through the progressive personal and social education programme where young people build on prior learning well. Young people, particularly those in the senior phase, are beginning to be involved in designing aspects of these courses. Senior leaders should proceed with plans to re-visit and update the programme to ensure it remains relevant to young people's context, needs and interests.

■ A proactive and highly effective pastoral care and pupil support team supports young people's wellbeing and learning needs very well. Young people benefit from prompt, effective and regular planning from staff and carefully considered partners to meet their needs effectively.

Senior leaders have very recently enhanced their planning processes to make targets clear and measurable. These also capture better young people's views.

- Young people with additional support needs are supported very well through targeted interventions. Staff offer individual and small group provision. This has improved the attendance and engagement of a few young people who participate in these activities. A few young people who struggle to maintain full time attendance are supported successfully to improve their life skills and engagement with school. These young people recognise the positive impact of counselling and individual mentoring on reducing their anxiety and improving their attendance at school.

- Support for learning staff share detailed information and strategies that are used by almost all staff effectively to meet learners' needs. Key staff continue to provide professional learning for staff to continually respond to emerging needs. Most young people with additional support needs attain and achieve well.

- Staff sensitively support young people who are care-experienced or young carers. Care-experienced young people are considered appropriately for a co-ordinated support plan. Young carers are supported to complete their entitlement to a young carers' statement. These learners also benefit from highly specialist partner provision. This ensures that their needs are known and sufficiently met by staff. Commendably, staff and partners ensure that these learners benefit from additional interventions in the community to maintain a healthy lifestyle and socialisation opportunities. Pastoral staff and senior leaders carefully monitor their attendance, engagement and attainment to ensure these young people make appropriate progress in their learning.

- Senior leaders have identified that improving young people's attendance is a key priority. Staff work within a cohesive and solutions-focused joint agency team to develop and implement strategies to improve young people's attendance. Staff analyse data well to establish patterns. They use this information to target individual support for young people through interventions to help them maintain regular attendance at school. These include regular contact with young people, support for families, initiatives to transition back to school and breakfast provision. Although the attendance of a few young people is improving, senior leaders recognise that attendance is below the national average. They should continue to develop approaches to ensure sustained improvements in the attendance of all young people.

- The rate of exclusions is beginning to show early signs of reducing. Senior leaders and staff should continue to develop their nurturing approaches as well as alternatives to exclusion to ensure all young people are included. Senior leaders and pastoral staff provide adapted timetables for a few young people. Senior leaders should ensure that they continue to keep these under review, in line with national guidance.

- Senior leaders have recently updated the anti-bullying policy to reflect national guidance, with learner input. Senior leaders analyse patterns of bullying and follow up with young people to determine the effectiveness of the school's response. A few young people report bullying to be impacting adversely their wellbeing at school. Senior leaders and staff should continue to develop equalities education more widely across the curriculum. Young people should learn in more depth about the importance of respecting protected characteristics.

- The school submitted information relating to compliance with the Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of

whole school approaches to improving the health and wellbeing of young people through food in school. A few minor areas for improvement have been agreed with the school and the school meals provider.

■ Most young people feel that staff help them to understand and respect other people. Young people who join the school, such as refugees, are welcomed. They integrate well and make appropriate progress in their learning. An LGBTQ plus group is led by staff and valued by learners. Young people have good knowledge and understanding of equality and diversity through the health and wellbeing curriculum and in subject areas such as social subjects and English. Staff in all curriculum areas should explore opportunities to ensure all young people learn about equality and diversity to fully understand and respect others.

3.2 Raising attainment and achievement	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
BGE
- In 2022/23, most young people achieved CfE third level or better in literacy by the end of S3. The majority achieved CfE fourth level. In 2022/23, almost all young people achieved CfE third level or better in numeracy. A majority achieved CfE fourth level.

- Staff in both the English and mathematics departments have successfully revisited their BGE courses. These are now providing stronger pathways from S1 to S3. For example, a mastery approach is ensuring most young people are on track with their learning in mathematics. Teachers use a variety of assessments, including standardised assessments, along with strong approaches to moderation. These are supporting improved attainment and reliable professional judgements.

- Young people who require additional support are well supported to achieve. Targeted interventions, such as a reading programme, are supporting young people to make improved progress in their attainment. In 2022/23, the majority of young people with an additional support need achieved CfE third level or better in literacy. Most achieved this level in numeracy.

Senior phase
Literacy and numeracy
- Improvements in courses and assessment approaches in recent years are having a positive effect on attainment in the senior phase. Almost all young people leaving school between 2019/20 and 2021/22 achieved SCQF level 4 or better in literacy and numeracy.

Leavers (literacy)
- Most young people leaving school between 2019/20 and 2021/22 achieved SCQF level 5 or better in literacy. This is an improvement from 2017/18 and is in line with the Virtual Comparator (VC). The majority of young people leaving school in 2021/22 achieved SCQF level 6. This is significantly higher than the VC, having been in line in previous years.

- The majority of young people leaving school who have an additional support need achieved SCQF level 5 or better in literacy. This is generally above the VC.

Leavers (numeracy)
- The majority of young people leaving school between 2017/18 and 2021/22 achieved SCQF level 5 or better in numeracy. This is in line with the VC for 2021/22, having been significantly

higher in 2019/20 and 2020/21 A minority of young people leaving school achieved SCQF level 6 in numeracy. This is significantly higher than the VC for 2019/20 to 2021/22.

■ The majority of young people who have an additional support need achieved SCQF level 5 or better in numeracy by the time they leave school. This is generally above the VC.

Cohorts (literacy)
■ In S4, almost all young people achieve SCQF level 4 or better in literacy. This is significantly higher than the VC for the most recent five-year period. As young people move through the school, their achievements in literacy are broadly in line with the VC at SCQF level 5 or better and level 6. By S6, most have achieved SCQF level 5 or better and the majority have achieved SCQF level 6 in literacy. There have been improvements in the percentage of young people achieving SCQF level 5 or better and level 6 between 2018/19 and 2022/23. This is significantly higher than the VC for SCQF level 5 or better in 2022/23.

Cohorts (numeracy)
■ In S4, almost all young people achieved SCQF level 4 or better in numeracy between 2019/20 and 2022/23. This is significantly higher than the VC for this time period. The majority of young people achieve SCQF level 5 or better in S4, by S5 or by S6, broadly in line with the VC. In 2022/23, by S5 attainment in numeracy is significantly higher than the VC. The majority of young people achieve SCQF level 6 by S5 or S6. This is broadly in line with the VC. There are clear signs of improvement in S4 at SCQF level 5 or better. However, by S5 at SCQF level 6 attainment shows no pattern of improvement.

■ Young people attain well in National 5 (N5) English and N5 Mathematics in S4. Attainment for English at grade A to C is significantly higher than the national figures. Young people have notable success in N5 English, N5 Applications of Mathematics and N5 Mathematics in S5 and S6. Attainment at these levels is significantly higher than national figures. Young people also have success in Higher English and Mathematics. Attainment here is in line with national figures. Teachers are aware of the need to monitor presentation rates in English as well as the quality of passes in Higher English.

Attainment over time
BGE
■ In 2022/23, most young people achieved CfE third level or better by the end of S3 in most of their chosen subjects. A minority achieved CfE fourth level across most of their chosen subjects. Senior leaders are using a whole school tracking system to track effectively the progress of young people through the BGE.

■ Staff use effective systems to track attainment at whole school and year group levels. Principal teachers of raising attainment collate data from different subject areas to identify strengths and areas of underperformance. This generates reflective questions and discussions for staff which inform planned professional learning to improve learning, teaching and assessment.

■ Teachers have well developed approaches to supporting young people at department and whole school level through a wide range of intervention strategies. For example, targeted study support sessions, mentoring and signposting to the virtual study hub.

Senior phase
Improving attainment for all
■ Senior leaders and curriculum leaders have a very clear understanding of attainment data. They use this effectively to identify areas for improvement. For example, they correctly identified the need to improve the attainment of the middle attaining 60% of young people. They have successfully raised attainment for this group of young people by carefully reviewing the curriculum offer and ensuring young people access courses that will allow them to achieve.

Leavers
■ When compared using average complementary tariff points, the attainment of young people leaving school between 2017/18 and 2021/22 has improved. The attainment of the lowest attaining 20% of young people leaving school is broadly in line with the VC, though has shown signs of decline in recent years. The attainment of the middle attaining 60% of leavers has improved and was significantly higher than the VC for 2021/22. The attainment of the highest attaining 20% of leavers is generally in line with the VC between 2017/18 and 2021/22.

Cohorts
■ When compared using average complementary tariff points, in S4, by S5 based on S4 and by S6 based on S4, the attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is broadly in line with the VC between 2018/19 and 2022/23. Recent exceptions to this are in S4 where the attainment of the middle attaining 60% of young people is significantly higher than the VC in 2022/23 and by S6, where the highest attaining 20% of young people has declined to be significantly lower than the VC. Senior leaders are aware of the need to continue to review the curriculum in S6, particularly the SCQF level 7 offer.

Breadth and Depth
■ Senior leaders have a clear focus on raising attainment for young people. The 'Strive to Five' strategy has had a positive impact on young people's attainment and is allowing more young people to be successful across a greater range of courses. This is particularly notable in the success the school has had in ensuring young people attain one or more award at SCQF level 5C or better and level 5A or better in S4. In 2022/23 both were significantly much higher than the VC and by S5 and S6 is significantly higher.

SQA National Qualification and Skills for Work Courses
■ In S4, the majority of young people achieve five or more awards at SCQF level 4 or better. Attainment at this level and at SCQF level 3 or better has been declining in recent years and is significantly lower than the VC in 2022/23. A minority achieve five or more at SCQF level 5, in line with the VC.

■ By S5 based on S4, a minority of young people achieve three or more to five or more awards at SCQF level 5C or better. Attainment at this level is in line with the VC. There is a similar pattern at SCQF level 5A or better where a minority achieve three or more to five or more awards. The majority of young people achieved one or more awards at SCQF level 6C or better over the last three years. This is significantly higher than the VC for 2021/22 and 2022/23. The percentage of young people achieving two or more to five or more awards at SCQF level 6C or better is in line with the VC. A minority of young people achieve one or more awards at SCQF level 6A or better. This has declined from 2021/22 to 2022/23, although it remains in line with the VC.

- By S6 based on S4, the majority of young people achieve one or more awards at SCQF level 6C or better. This is in line with the VC. A minority of young people achieve one or more awards at SCQF level 6A or better. This is in line with the VC. A few young people achieve three or more awards at SCQF level 6A or better. This is significantly lower than the VC. A few young people achieve one or more awards at SCQF level 7C or better. This is significantly lower than the VC.

All SCQF courses
- In S4, the majority of young people achieve awards at SCQF level 4 or better when all SCQF courses are considered. At SCQF level 5 or better a minority of young people achieve five or more awards. This is broadly in line with the VC. Percentages here had improved from 2018/19 to 2021/22 but have fallen in 2022/23. By S5, the majority of young people achieve awards at SCQF level 5 or better. This is above the VC for the three latest years. By S6, there is an increase in breadth across SCQF level 5 and 6. Attainment here is above the VC in half the measures.

Overall quality of learners' achievement
- Young people's achievements in and out of school are acknowledged very well within the school, through the praise systems, social media and an annual awards ceremony. This is helping to motivate young people and to maintain their engagement in learning.

- Young people are encouraged to participate in a wide variety of activities, such as music and sports clubs, led by teaching staff and partners. Young people can suggest clubs and activities to teachers on an ongoing basis. A few young people who risk not achieving are supported to participate in achievement activities. This is maintaining their attendance at school, improving their engagement and gaining accreditation.

- Senior leaders have developed an overview of all young people's out of class activities. This is helping to identify gaps for young people not participating. They have used this evidence to improve young people's participation in activities and clubs. They now need to use this information to understand the quality of all young people's achievements in order to support them better in identifying skills development.

- Young people are developing leadership skills and communication skills by taking part in leadership roles. Young people also gain accreditation through programmes such as Sports Leaders, Youth Philanthropy Initiative and the Prince's Trust and the pupil parliament.

- Sports Leaders are working with younger children, leading coaching sessions and supporting the transition from primary to secondary. A few young people are volunteering in their community through The Duke of Edinburgh's Award scheme. As a result, young people are developing teamwork, communication, time management and interpersonal skills.

- Appropriate feedback is supporting young people to talk about the skills they are learning through participation in wider achievement. This is supported by effective and trusted relationships with staff.

Equity
- Staff have a clear understanding of the socio-economic circumstances of young people and their families. Staff are very aware of the challenges facing their community. They have taken positive steps to minimise the cost to the school day. PEF is used to support access to materials, school uniform and PE kit to ensure all young people can access the curriculum fully.

- Staff have clear approaches to monitoring the attendance of young people. They are aware that attendance is below national averages and are taking positive steps to address this. This includes the creative use of PEF to provide transport, pupil and family support workers, and supports on non-school premises to engage young people. This is improving the attendance and attainment of young people supported by these approaches.

- PEF has been used predominately to fund a number of key staff positions, such as the Raising Attainment team, alongside resources to support equity. Staff are able to evidence the impact of their targeted interventions. Almost all young people targeted through the learning hub demonstrated improved attainment. Additionally, all young people who engaged with a reading intervention demonstrated improved reading ages. There is emerging evidence of the attainment gap in literacy beginning to close by the end of S3.

- There are commendable strengths in how the school has accelerated the progress of those young people who reside in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. There have been improvements in the achievement of CfE levels for literacy and numeracy over the last five years for young people residing in these deciles. This has translated to improvements in SCQF level 5 or better in both literacy and numeracy for the senior phase. More young people from SIMD one and two are moving on to a positive destination with a considerable increase in those entering higher education in 2022/23. There has also been an increasing number of young people achieving in a range of out of class activities. Senior leaders should continue with the positive steps they have taken to raise attainment for young people living in SIMD one and two.

- When compared using average complementary tariff points, young people leaving the school from 2017/18 to 2021/22 who reside in SIMD deciles one and two attain broadly in line with young people living in the same deciles across Scotland. Attainment in these deciles has been improving in recent years and is now significantly higher than the VC for young people residing in SIMD two. Senior leaders are also able to demonstrate improvements in attainment for young people by S5 and by S6 who reside in SIMD one and two in recent years.

- Strong work between school staff and partners, such as SDS, colleges, employers and universities, is supporting almost all young people to move to a positive destination on leaving school. This has improved from most young people in 2019/20 and 2021/22 and is in line with the VC. The majority of young people leave school to go to higher or further education. A minority leave to training or employment. The introduction of an increasing number of pathways, such as the health and care and energy, and Foundation Apprenticeships is supporting access to college and employment.

Practice worth sharing more widely

■ Almost all staff feel empowered to lead aspects of school improvement through a highly effective distributed leadership model. Staff at all levels describe how they feel part of the team and value the non-hierarchical approach to school improvement. Staff are successfully making improvements across a number of different priorities through the delivery of whole school and departmental priorities. These are derived from the SIP and departmental improvement plans, within cross curricular and departmental working groups. This is building leadership capacity at every level.

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.