Summarised inspection findings

Uddingston Grammar School

South Lanarkshire Council

21 May 2024

Key contextual information

School Name: Uddingston Grammar School
Council: South Lanarkshire Council
SEED number: 8525331
Roll (Sep 2022): 1299

Uddingston Grammar School is a six-year comprehensive secondary school, serving the communities of Uddingston, Bothwell, Viewpark, Tannochside and Cambuslang. It is also home to the South Lanarkshire Council Visual Impaired Service (Education). The catchment area crosses into North Lanarkshire Council, and a significant number of young people are transported to school.

Uddingston Grammar School is part of the Uddingston Learning Community, along with Aitkenhead, Bothwell, Muiredge, Newton Farm and Tannochside Primary schools, and the associated early years and nursery services.

The headteacher has been in post for fifteen years. He is supported by six Depute Headteachers (DHT).

Currently, the school roll is around 1,300 young people. This is expected to rise to about 1,450 young people over the coming years. Almost a third of the young people reside in North Lanarkshire and are 'zoned' to attend the school.

Attendance is generally in line with the national average.

The exclusion rate is generally in line the national average.

In September 2022 9.9% of pupils were registered for free school meals.

In September 2022 20.8% of pupils live in 20% most deprived data zones in Scotland.

In September 2022 the school reported that 23.6% of pupils had additional support needs (ASN). At the time of the inspection, senior leaders report that 32.7% of pupils are now recorded as having ASN.

1.3 Leadership of change	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 young people. 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 senior leadership team (SLT), in consultation with stakeholder groups, recently refreshed the school values. Early feedback from staff and young people indicates that the refreshed values have greater visibility and are better understood across the school. The values sit alongside the school motto, 'Virtue Crescam', translated as 'growing in excellence'. Senior leaders should continue to work with stakeholders to embed the values in the life of the school.

- The school would now benefit from the development of a clearer statement of overall vision and aims. This would connect the values with the motto as well as the school's work across inclusion, equity and rights and provide strategic direction and purpose. Senior leaders should engage all stakeholders in developing this statement. It should provide a clearer strategic focus to identify and evaluate improvement priorities.

- Improvement planning follows a local authority process, including a twice-yearly audit over three-year planning cycle. Staff contribute to the school improvement plan (SIP) through data analysis, surveys, middle leaders' meetings and working groups. As a result of working together, staff at all levels are highly visible in the school. This leads to a calm, inclusive learning environment. Partners are surveyed to ascertain their views of improvement priorities. Parents contribute to the SIP through the Parent Council and young people, through Pupil Parliament. The SIP is aligned well with National Improvement Framework and local authority plans.

- Senior and middle leaders demonstrate a good understanding of principles of change management. They ensure that departmental and faculty plans align with the SIP. Most middle leaders lead improvements within their faculties well. However, it is not always clear how the actions identified in the SIP are intended to result in the desired improvement. Intended outcomes from improvements are not related consistently to improved outcomes for young people. Senior leaders should continue, as planned, to review how the SIP is constructed and presented. This should support a clearer focus on how actions taken at every level across the school contribute to the main whole school improvement priorities. The outcomes from these priorities should be expressed clearly as improvements in outcomes for young people.

- The SLT has identified priorities in relation to Developing the Young Workforce (DYW). These are communicated by teachers to young people through the curricular pathways and skills framework. However, while teachers are aware of the priorities of DYW, their understanding of wider skills development across subject areas is at an early stage. In the classroom, this can result in an inconsistent approach to ensuring all young people are supported sufficiently to make informed choices about their career aspirations. Senior and middle leaders should now ensure the SIP and departmental and faculty improvement plans include targets in relation to DYW that are specific, measurable, achievable, relevant and time-bound (SMART).

- The headteacher promotes distributed leadership and empowerment well across the school. There are strong examples of leadership at all levels in driving forward change and improvement, not least from Pupil Support staff and the Vision Support Team (VST). Teachers communicate that the headteacher is supportive and they feel trusted and confident in offering ideas and trying out creative approaches in their professional practice. Middle leaders and teachers increasingly demonstrate their willingness to develop and share their professional practice and develop courses to offer increased options to young people. Senior and middle leaders should consider strengthening their leadership of learning, teaching and assessment to further improve young people's learning experiences.

- Young people, through pupil focus groups, recently developed a "What Makes a Good Lesson?" framework as part of the school's drive to improve learning and teaching. This identifies aspects of effective practice for young people and teachers. The purpose of this framework is not yet understood well by all staff. Senior leaders recognise the need to continue to develop the framework in collaboration with staff, parents and young people. This work needs to result in a clear, shared understanding of high-quality learning and teaching. This should include clear priorities for improving learning and teaching based on robust evaluation of current practice. Senior leaders should also ensure appropriate professional learning to support these planned improvements.

- Partners value the SLT's open and flexible approach and feel welcomed within the school. Staff actively seek partnerships that meet the aspirations of young people. This results in an increasingly wide range of pathways for young people. The SLT should continue to develop a strategic approach to partnerships. This will help to ensure that services do not overlap and that outcomes for young people are more clearly defined with the SIP.

- The school and local authority offer well-considered professional learning programmes for aspiring middle and senior leaders. Teachers appreciate their involvement in these courses and find them very helpful in how they support professional inquiry projects. A minority of teachers undertake further relevant professional qualifications to provide a wider range of courses and more varied teaching approaches for young people.

- The VST supports young people with a visual impairment very effectively to engage with a range of partners across the whole school. As a result, partners are better able to adapt their services to meet the needs of young people with a visual impairment. Through partnership working and with the support of staff across the school, young people are developing their self-advocacy skills and increasing in confidence. This is helping them to establish independent living skills.

- Senior and middle leaders demonstrate a strong commitment to improvement through the Professional Review and Development (PRD) process. This is particularly evident in the leadership of support, and the resulting improvements for young people. However, all teachers should be clearer about the impact of PRD on improving outcomes for young people.

- A minority of young people benefit from leadership roles such as subject ambassadors or leading achievement groups in sports or activities, and in the Pupil Parliament. Young people in S3 and S6 are eligible to become prefects and in S6, house and school captains. Senior leaders and staff should continue to develop young people's opportunities for affecting change and improvement across the school.

2.3 Learning, teaching and assessment	satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and young people 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 of Compassion, Ambition, Respect, Equity and Success (CARES) underpin a positive and nurturing ethos across the school. Almost all young people enjoy learning in a calm, purposeful and inclusive environment. Very positive relationships are evident throughout the school community. Staff treat most young people fairly and with respect. As a result, almost all young people are well-behaved and polite and participate well in tasks and activities.

■ In almost all lessons, teachers share with young people the purpose of learning. In most lessons, teachers refer to learning intentions, success criteria, skills development and how learning links to future careers. However, in a majority of lessons success criteria focus on the completion of a task rather than the learning to be achieved. Staff are well-placed to build on the highly-effective examples in a minority of lessons, where teachers use clearly focused success criteria. Young people in these lessons use success criteria well to reflect on their learning. As a result, they understand very well how to be successful in their learning.

■ In most lessons teachers provide clear and effective explanations and instructions. Almost all teachers use routines, such as starter activities, to focus young people on their learning. Most young people complete the well-organised tasks they are set during lessons. However, most lessons are overly teacher-led, and not at an appropriate pace. As a result, a majority of young people become passive in their learning. Teachers should develop learning opportunities for young people to learn collaboratively and to take more responsibility for leading their learning so that they are challenged appropriately.

■ Most teachers use information provided in the ASN database effectively. This helps ensure that most young people with an identified support need are supported well. Young people who are on specialist placements within the Visual Impairment Service (VIS) are supported well in all departments across the school. However, in too many classes, teachers set universal tasks and activities for the whole class with limited differentiation. As a result, the learning needs of all young people are not being met. Teachers should plan tasks and activities that better meet the needs of all young people.

■ A few teachers use digital approaches creatively to enhance young people's learning experiences. Most teachers use an established digital platform well to support young people's learning by sharing resources and homework tasks. Senior leaders recognise the need to develop further the use of digital technology to enhance the quality of learning and teaching.

■ Teachers make variable use of questioning to engage young people and check young people's understanding. A few teachers use a range of effective questioning techniques well to promote higher order thinking skills in young people. In these lessons young people are challenged

appropriately to extend their learning. This practice should be shared more widely across the school.

- Most young people in the senior phase articulate confidently the level at which they are working. A majority of teachers use learning conversations in the senior phase to enable young people to discuss their attainment. As a result, a majority of young people in the senior phase understand their working grade and how to improve their performance. Teachers should ensure they support all young people to understand clearly the steps they need to take to improve.

- In a few departments, teachers use a range of formative assessment approaches, including self and peer-assessment, to help young people understand better how they can progress in their learning. This includes the creative use of digital tools. However, in most lessons, teachers use a limited range of assessment strategies to support judgements about young people's understanding throughout a lesson. There is an over-reliance on summative assessments to support judgements about young people's progress. Teachers should plan for ongoing assessment as an integral part of lesson activities. This will enable them to improve understanding of progress and provide better support or challenge for young people. This assessment evidence should also be used to inform subsequent planning of learning, teaching and assessment. While most classroom teachers track and monitor how well young people are performing, they are not using this information to inform their planning. A whole school-approach to planning learning, teaching and assessment is required to better support young people's progress in learning.

- Most teachers are developing their understanding of national Benchmarks to assess the progress of young people in the broad general education (BGE). Teachers from all curriculum areas are participating in the recently launched local authority "Moderation the Hamilton Way" programme with teachers from other schools across the authority. This programme is at the early stage of implementation. Senior leaders should continue to develop opportunities for professional learning to enable teachers to develop their understanding of the moderation cycle. This should include moderation activities within and across curriculum areas, and in partnership with teachers from associated primary schools. Teachers are more confident in making judgements about the attainment of young people in the senior phase.

- A significant number of staff undertake Scottish Qualification Authority duties and participate in professional learning events relating to understanding standards. As a result, almost all teachers have a good understanding of assessment standards in National Qualifications (NQs) and plan learning based on these standards.

2.2 Curriculum: Learning pathways

■ Young people learn through common courses and programmes based on Curriculum for Excellence (CfE) experiences and outcomes until the end of S2. In S3, teachers assess young people's progress in almost all curricular areas using NQ criteria. This is largely at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5. Young people experience, and gain qualifications, from a range of Masterclasses and skills for work options in S3. As a result of the S3 experience, learning becomes significantly narrowed and focused on attaining qualifications. Staff recognise the need to review these pathways to ensure that all young people benefit from their entitlement to a BGE to the end of S3.

■ Senior leaders should ensure that teachers become more familiar with the moderation cycle to plan for progression from S1-3. This includes at departmental level, and in aspects of responsibility of all such as literacy, numeracy and health and wellbeing.

■ Young people benefit from a wide range of courses from S4 to S6. For most young people there are clear progression pathways, often following NQs. Senior staff use local labour market intelligence effectively to inform their curriculum planning as part of their Future Skills strategy. For example, the planned development of a creative industry hub to support digital skills and the use of artificial intelligence to provide young people with progression pathways into the banking, e-sports, and business sectors.

■ School leaders use data effectively to identify young people for whom a more skills-based approach to learning may be more successful. As a result, an identified group of young people are learning valued skills and achieving SQA awards at level 4 and 5 at the on-site salon and barista café. This helps young people build their confidence and develop skills for life and work. These courses have led to a few young people gaining employment locally. Staff should continue with plans to develop barbering as an accredited course.

■ Young people who are engaging in college programmes report an increased motivation and confidence in their learning and progression to meet their employment aspirations. A range of informal and formal work placements are widely available and there is a systematic approach currently in place to support young people to engage in the world of work. This impacts positively on well informed career choices as young people have clear expectations.

■ Staff should continue to evaluate the impact of new pathways, for example the increased expectations for young people in S6. This will help to ensure they deliver wider achievement and increased levels of attainment. Additionally, staff should continue to consider the range of opportunities provided through the SCQF to ensure appropriate qualifications are accessible for all young people.

■ Young people do not receive their core entitlement to Personal and Social Education (PSE) in S5, or Religious and Moral Education in S5 and S6. Senior leaders are aware of the need to develop clear plans to address this gap. The school is meeting the minimum national recommendation in relation to Physical Education (PE) from S1 to S4.

■ Staff are developing literacy, numeracy and health and wellbeing as a responsibility of all. The library supports young people in S1 and S2 in English classes by providing them with an opportunity to exchange books fortnightly. Library staff also support literacy initiatives well. SLT should continue to consider and develop the use of the library to enhance literacy skills for young people.

■ Young people are supported at key points of transition very well. Pastoral and curricular staff have developed a highly effective programme which includes carefully considered enhanced arrangements for young people who require additional support. Young people who recently made the transition from primary school are very positive about the support they received which is helping them settle well as valued members of the school community. Almost all young people receive good support in planning for college or university applications which helps them move to an initial positive destination on leaving school.

2.7 Partnerships: Impact on young people – parental engagement

■ Parents value how well the staff know their children and appreciate the individualised support they receive. The majority of parents appreciate the return to in-person parents' evenings. Visiting the school and meeting staff is helping them build relationships with their children's teachers.

■ The SLT and staff have developed strong relationships with parents. Staff use a variety of methods to communicate with parents and are keen to develop these further. There is no consistent method of communicating with parents which, at times, has led to communication difficulties. SLT should work with all stakeholders to improve communication methods and channels across the school. This would further support parents' engagement in their child's learning both at school and at home. Additionally, more timeous information about key dates in the academic calendar, such as study skills evenings, exam timetables and option choices, would help more parents be better informed of important dates in the school calendar.

■ There is significant scope to develop the role of the Parent Council in supporting the school. A minority of parents do not feel informed about the work of the Parent Council or encouraged to become involved. Minutes of Parent Council meetings, posted on the school's website, are not informative enough. Currently the Parent Council is not fully representative of the pupils in the school, either across year groups or from the different associated primary schools.

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	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 young people to maximise their successes and achievements. The themes are:

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

■ Young people's wellbeing is central to the ethos of Uddingston Grammar School. Staff ensure that young people's wellbeing is front and centre, underpinned by the values of CARES. Young people feel included in the life of the school and deeply value the relationships they have with their teachers and support staff. This ensures that almost all young people feel a sense of belonging to their school. The highly nurturing environment helps them to be valued members of the school community. Young people are proud of their school.

■ Senior leaders and staff have worked well to develop an inclusive and supportive ethos across the school. This is underpinned by a climate of mutual respect between staff and most young people. Young people are clear that they have a range of staff from whom they can seek support and are confident in the effectiveness of the support they will receive. Staff know young people as individuals very well and are therefore well placed to identify wellbeing concerns.

■ Staff have a strong understanding of wellbeing. This results in young people receiving effective and appropriate support as required. Young people are encouraged to develop confidence and independence in self-identifying when they require support. This increasingly results in young people addressing their own wellbeing concerns or supporting peers with any issues or concerns.

■ Young people learn about the importance of wellbeing through a helpful Health & Wellbeing curriculum, through planned whole school initiatives and regular assemblies. Staff should continue re-developing the PSE programme, with learner involvement, so that it is progressive, reflective of the current context and meets young people's needs. Staff need to ensure the delivery of this programme is more engaging so that young people experience a more meaningful and relevant programme.

■ Staff focus diligently on sustaining a calm, positive and respectful atmosphere across the school. This enables young people to feel safe in school. Staff are responsive and visible which helps young people move safely around the building during periods of transition such as breaks and lesson changeovers. Young people believe that respectful behaviour from almost all of their peers help to maintain a safe and inclusive environment. Senior leaders and staff have focused on reducing exclusions so that more young people are included in school. As a result of these focused activities, the number of young people being excluded from school is reducing. Senior leaders need to ensure that their approaches to reducing exclusion align fully with local and national guidance. This includes rigorous planning to support young people sustain positive engagement with school.

- Almost all staff have a strong understanding of how to fulfil their statutory duties in relation to getting it right for every child. Senior leaders and staff work effectively with multi-agency partners as well as devising bespoke and creative in-house interventions to meet young people's additional support and wellbeing needs effectively. Staff are rigorous and systematic in their use of data to inform and monitor the effectiveness of their actions in supporting young people's additional support and wellbeing needs.

- Almost all young people with ASN are very well supported. This includes well-received input from highly skilled support assistants who work well with class teachers. Staff use a well-established 'ASN database' to understand young people's needs and strategies to support them appropriately in their learning. These are used effectively by most staff to meet the needs of young people with identified support needs. Staff should continue to develop their approaches to planning processes, particularly ensuring young people's views on how their needs can be met are fully captured.

- An important strength in the school's work is the well-planned and effective support for care-experienced young people. These young people are supported very well by specialist staff, including partners from the local authority. Staff track rigorously the progress and attendance of these young people and use this information to inform successful interventions. Young people benefit from an individualised tutor programme to make good progress in their learning.

- Staff are keen to identify young people who may have caring responsibilities. Staff work well with partners to ensure that young people's needs are known and met. Senior leaders should continue with plans to ensure that all Young Carers receive their entitlement to a quality statement in line with the Young Carers Act (2016).

- Staff are responsive to local needs as highlighted by recent work with key partners to reduce youth violence in the community. Incidents of bullying are low. Staff should continue with plans to re-fresh their anti-bullying policy within a wider equalities and relationships strategy to reflect their increasingly nurturing approach.

- Senior leaders and pastoral staff are working to improve young people's attendance at school as a priority. As a result of the robust and strong monitoring processes increased numbers of young people are maintaining regular attendance. Supports include, for example, the Attendance Support Group which provides individualised support to families. Staff have a relentless focus on supporting identified cohorts of young people. The attendance of young people being supported through these initiatives is improving.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff 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. Several areas for improvement have been agreed with the school and the school meals provider.

- Young people learn about equalities and inclusion through innovative approaches. This includes young people learning through an inclusion programme delivered by the PE department. Young people benefit from working with peers who are on specialist placements within the VIS. This enriches their understanding first-hand of the challenges that peers may face. As a result, young people appreciate better the challenges for others who live with

disabilities. These interesting and creative approaches are greatly increasing young people's awareness and empathy towards others.

- Staff in a few curriculum areas help young people learn about diversity very well. This includes through subject content, well-considered wall displays and a range of relevant texts in the school library. This is increasing young people's awareness of different cultures. Young people demonstrate their understanding of others by welcoming those who join the school, including those from abroad. These young people are very clear that they feel included in the life of the school. Senior leaders should now ensure a greater whole school focus on all aspects of diversity. Staff should proceed with plans to develop an equalities strategy which brings together existing work on ensuring children's rights so that all young people respect difference and are skilled in challenging discrimination.

3.2 Raising attainment and achievement	good

This indicator focuses on the school's success in achieving the best possible outcomes for all young people. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate young people' 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 young people' achievement
- equity for all young people

Attainment in literacy and numeracy
Broad General Education
- In 2022/24, almost all, by the end of S3, achieved CfE third level in literacy and numeracy. These high levels of performance have been maintained over time. Overall, the majority attained CfE fourth level in reading, writing and listening and talking while most attain fourth level CfE in numeracy. Teachers' professional judgements of achievement of a level are valid and reliable. By engaging further in a wider range of moderation activities these judgements will become increasingly more robust.

Senior phase
Leavers
Literacy
- Most young people leaving school from 2017/18 to 2021/22 attained SCQF level 5 or better in literacy. The majority of young people leaving school from 2017/18 to 2021/22 attained SCQF level 6 or better. Performance is generally in line with the VC.

Numeracy
- Most young people leaving school from 2017/18 to 2021/22 attained SCQF level 5 or better in numeracy. Overall, a minority of young people attain SCQF level 6 in numeracy, in line with the VC. Performance is generally in line with the VC.

- The performance of young people with ASN has improved at SCQF level 5 or better for both literacy and numeracy since 2017/18 to 2022/23. For young people with ASN who left school from 2017/18 to 2021/22, most attained literacy and numeracy at SCQF level 4 or better. The majority attained literacy and numeracy at SCQF level 5 or better and the minority attained literacy and numeracy at SCQF level 6.

- In each of the last five years (from 2017/18 to 2021/22) a few young people, left school with no literacy, or numeracy, qualification at SCQF level 3 or better. Senior leaders are aware of this and are addressing this through a variety of means. For example, an increased focus, through more rigorous tracking and monitoring, of those young people who may be at risk. This is enabling staff to provide more bespoke support for young people and their families. Senior leaders should also consider how young people may gain awards in literacy and numeracy through courses other than those provided in the English and mathematics departments.

Cohorts
Literacy
■ At S4, the school has maintained high levels of performance at SCQF level 5 or better with most attaining at this level. By S5 and by S6, the school has maintained levels of performance at both SCQF level 5 or better and SCQF level 6. The school has successfully ensured that young people achieve success with their overall course award. As a result, as young people move through the school, the strong performance at SCQF level 5 or better continues to strong performance at SCQF level 6.

Numeracy
■ At S4, the majority of young people attain at SCQF level 5 or better from 2018/19 to 2021/22. This has improved in the latest year, 2022/23 to most attaining at this level. This is generally in line with the VC.

■ By S5 the percentage of young people attaining SCQF level 5 or better has declined from being above the VC in 2019/20 and 2020/21 to in line with the VC in 2021/22 and 2022/23. Over the last five years, the majority of young people attain the course award at this level. A minority of young people by S5 and by S6, attain SCQF level 6 or better over the last five years. This is in line with the VC.

Attainment over time
BGE
■ Staff use a range of assessment information to inform their judgements of achievement of a level in all curriculum areas. These are largely based on summative assessment and linked to the national benchmarks at S1 and S2. Most young people make appropriate progress and attain appropriate CfE levels by the end of S3 in all curriculum areas. Senior leaders should continue to develop approaches to using tracking information to identify attainment patterns and gaps in learner progress for all young people in all curriculum areas, in the BGE.

Senior phase
Leavers
■ Based on average complementary tariff points, the attainment of all leavers from 2017/18 to 2021/22 was generally lower than the VC.

■ Attainment for the lowest attaining 20% of young people was significantly much higher than the VC in 2019/20. This declined to being in line in 2021/22. Attainment for the middle attaining 60%, and highest attaining 20% of young people, is broadly in line with the VC.

■ Young people with ASN who left school between 2017/18 to 2021/22 attained consistently above than the VC.

■ Senior leaders have developed a detailed tracking system which enables staff to track and monitor more rigorously attainment of individuals and cohorts. Senior leaders are supporting staff to use this information more effectively by developing 'data leads' in each department. Staff across the school are at the early stages of moderating assessments with staff from other secondary schools.

Cohorts
■ At S4, attainment for the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is generally in line with the VC. The complementary tariff points for the lowest attaining 20% of young people is improving.

- By S5, based on the S4 roll, the lowest attaining 20% and highest attaining 20% of young people attain broadly in line with the VC. Attainment for the middle attaining 60% of young people has declined from 2018/19 when it was in line with the VC to below the VC in 2022/23.

- By S6, based on the S4 roll, attainment for all groups is broadly in line with the VC. There is, however, no consistent pattern of improvement.

- At S4, the percentage of young people entered for National 5 English and National 5 application of maths is above the national average. Young people's attainment is broadly in line with national data. Entries and attainment at National 5 mathematics is generally in line with national data. By S5 and S6 the number of young people entered for Higher English and higher mathematics qualifications is in line with national data. The percentage of young people being successful is in line for mathematics, however lower than national figures for English.

- Senior leaders should continue to consider all factors relating to young people's attainment including reviewing the curriculum offer. They should consider developing further the whole school use of data and maintaining rigour around the tracking and monitoring processes. This will enable staff to identify early any issues relating to young people's progress.

Breadth and Depth
- At S4, the school has maintained levels of performance at SCQF level 5C or better over the last five years. The percentage of young people achieving three or more to seven or more course awards at SCQF level 5C or better is in line with the VC from 2020/21 to 2022/23. The percentage of young people achieving four or more to six or more course awards at SCQF level 5A or better has improved from 2021/22. This is now in line with the VC in 2022/23.

- By S5, the percentage of young people attaining one or more to seven or more qualifications at SCQF level 5C or better is generally in line with the VC. By S5 the percentage of young people attaining four or more, to seven or more qualifications SCQF level 5A or better is now below the VC, having been in line for the preceding four years. Performance at SCQF level 6C or better shows a general decline over time. In the latest year, 2022/23, the percentage attaining one or more, to four or more qualifications SCQF level 6C or 6A or better is now significantly lower or much lower than the VC, having been generally in line for the preceding four years.

- By S6, the school has maintained levels of performance at SCQF level 6C or better over the last five years. Young people attain broadly in line with the VC at SCQF levels 6C and 6A and at 7C or better and 7A, from 2018/19 to 2022/23.

- Senior leaders acknowledge that they need to review the range of qualifications offered across the school to ensure that they provide an appropriate range of qualifications to meet fully the needs of all young people. At S4, 86% of young people are presented for eight or more courses. The majority of young people achieve success at SCQF level 4 or better at eight or more courses. However, only 15% achieve success at SCQF level 5 or better for eight or more courses. Senior leaders, with the support from Pupil Support teachers should review the number of courses young people are presented for. They should review their aspirations and ambition for and with young people to ensure success at the appropriate SCQF levels.

- Additionally, senior leaders recognise the need to ensure better quality passes, particularly at SCQF levels 5 and 6 in order to improve attainment.

Overall quality of young people' achievement

■ Young people value the ways in which the school celebrates their successes in and out of school, through their social media channel, on notice boards and at awards evenings. Annual awards are held for the Young Sports Person of the Year, Young Musician of the Year and to celebrate academic achievement. This helps young people feel valued by staff and motivated to learn.

■ Most young people enjoy a wide range of lunchtime and afterschool activities matched well to their interests. The tracking system is beginning to assist school leaders in targeting young people with no known interests. Staff should now integrate accredited awards with wider tracking data and develop a skills matrix. This will help young people articulate better the skills they are developing as a result of engaging in wider achievements. Young people are confident to approach members of staff to suggest new activities.

■ Young people, mainly from S3 onwards, benefit from participating in a wide range of accredited awards. For example, the Duke of Edinburgh's Award (DofE) uptake is increasing. Young people also gain a national navigation award as a result of staff's dual accreditation approach.

■ Volunteering and leadership positions are helping young people, in the senior phase, to develop communication and social skills, team working and their organisational abilities. School leaders work well with young people to identify opportunities tailored to their aspirations. For example, the local shinty club developed from shinty coaching at the school and now supports young people as leaders, coaching younger peers.

Equity for all young people

■ Staff track and monitor young people supported by the Pupil Equity Fund (PEF) well and can demonstrate improved outcomes for young people living in the most deprived datazones. PEF is used to remove barriers to young people's participation in a range of events. For example, almost a third of the current cohort of young people taking part in the DofE's Award Scheme live in areas of socio-economic disadvantage. They are supported through the use of PEF to attend this valuable experience. Staff also support young people living in these areas to take part in activity days and trips during school holiday periods. This helps young people feel part of the Uddingston school community.

■ Using complementary tariff points for leavers, staff have reduced the poverty-related attainment gap between those in the least-deprived and most-deprived datazones in the catchment from 2020/21 to 2021/22. Senior leaders provided evidence which demonstrates that in the current year (2023/24) the gap is continuing to reduce for young people living in these data zones at S4 and S5.

■ Close collaboration and partnership arrangements are supporting almost all young people, from 2018/19 to 2021/22, into an initial positive destination. The percentage of young people leaving school and entering an initial positive destination is largely in line with the VC and local authority. Figures improved in the latest two years (from 2019/20 - 2021/22). In February 2024 the positive destination rate for the school again rose from 96.7% the previous year to 97.3%.

■ The majority of young people who left school between 2017/18 to 2021/22 went on to higher or further education. Around a quarter of young people leave school to employment. A few leave school for training, voluntary work or personal skills development opportunities.

Other relevant information

■ A small percentage of young people completed the pre-inspection questionnaires. This was due to technical difficulties. As a result, evidence from this source is not viable.

■ Senior Leaders use PEF effectively to support families with the cost of the school day. For example, by providing uniform, essential equipment and funding trips. Well-attended family learning events provide support with digital skills, literacy, numeracy, health and wellbeing and study skills. A nurturing breakfast club ensures young people feel motivated and ready to learn at the start of each day.

Quality of provision of Special Unit

Context

The Vision Support Team (VST) supports young people who are on specialist placement at Uddingston Grammar School ('the provision') because they have a moderate to severe visual impairment. The VST is led by a principal teacher and is staffed by qualified teachers of the visually impaired, support assistants and Braille transcription staff. The service manager is also a depute headteacher with whole school responsibilities.

Leadership of change

- Staff in the VST have recently reviewed the vision, values and aims of the provision. Appropriately, the stated aim of the service is for young people who have a vision impairment to have the right support, at the right time, every time. VST staff are committed to ensuring that all young people attain and achieve as well as possible and proceed to a sustained, positive destination.

- The provision puts together an annual departmental improvement plan, which articulates well with the school improvement plan. To achieve this, staff review effectively their work using a range of self-evaluation tools. Views of young people are routinely sought and acted upon through the annual review process.

- VST staff are trained to work with visually impaired young people, with teachers undertaking formal visual impairment qualifications as appropriate, from a range of providers. They are also kept up to date with targeted specialist training. VST staff regularly update their subject colleagues with information about the young people they work with and run visual impairment training for new staff as appropriate. This has a positive impact on the inclusive nature of learning activities in classes across the school.

- VST staff have been using small tests of change to review and improve their work. This has included reducing the amount of support which some young people with visual impairment receive in class. They regularly host and visit staff from similar provisions to improve their work with young people. VST staff also carry out wider school surveys of their work to get feedback from subject teachers. They regularly consult with parents and young people to ensure that their work is appropriately relevant and inclusive.

Learning, teaching and assessment

- Staff in VST know the young people very well and engage their interest during lessons. VST teachers have very positive relationships with them and match activities to their needs and interests well. Young people are encouraged to lead their learning and to give their views on lessons. VST staff also support young people unobtrusively when they are in subject classes and ensure that they are able to make progress in their learning.

- VST teachers are skilled practitioners. They are well organised for the lessons they run during young people's Additional Learning Time (ALT) when they are out of subject classes, developing their skills for learning, life and work in an appropriate context. VST teachers are clear in their explanations and their questioning leads to better understanding. They select and deploy relevant resources. VST teachers work effectively with subject departments to ensure that the curriculum has been appropriately adapted for young people with visual impairment.

- Ongoing assessment is central to the work of VST staff. The provision has an assessment calendar which is used to ensure that this is an ongoing process. Reading and spelling assessment is used by VST staff to target support. Vision assessment is vital to ensuring that

appropriate interventions are being used, in case some deterioration, or improvement, occurs. VST teachers have recently implemented an online log which enables staff to share updates on a period-by-period basis, alerting each other to any important events or changes.

- VST staff track and monitor young people's progress on a regular basis, prompted by the assessment calendar. For example, Additional Support Plan targets are monitored monthly.

Ensuring wellbeing, equality and inclusion
- Young people who have been allocated to the provision demonstrate that they feel safe, healthy, active, nurtured, achieving, respected, responsible and included. They also play an active part in ensuring that the wider school understands their needs and how they can be met.

- VST staff have a clear focus on the wellbeing of young people with visual impairment. They ensure that the PSE learning activities during ALT are appropriately centred on issues which directly affect these young people. VST staff also respond to individual issues and include them in the programme to meet young people's needs.

- Each young person in the school has a key adult who acts as their mentor and helps them to set and monitor personal targets. This is a pupil support teacher. Young people with visual impairment additionally have one of the VST teachers as a key adult to help them deal with vision needs. This ensures that they continue to be part of the wider school system but have a single point of specialist contact if needed.

- VST staff run a successful enhanced transition programme for young people progressing from primary to secondary school. Overall, VST teachers and staff aim to enhance inclusion and equality by making learning as accessible as possible. One of the ways they do this is by providing appropriate assistive technology and ensuring that the young person is trained to use it skilfully. Information on visual preferences for each young person is shared with staff so that learning resources can be designed to meet them.

- VST teachers are skilled in identifying and providing bespoke arrangements for young people's subject assessments. They use this information to make SQA Assessment Arrangement requests when certificated work is being carried out. This ensures that young people can demonstrate their understanding and are not disadvantaged by the assessment process.

Raising attainment and achievement
- Young people are making good progress in literacy and numeracy from their prior levels of attainment. They work well in class with their peers. As appropriate, they follow up on their work in ALT periods.

- In literacy, young people listen effectively and make effective contributions verbally. They are becoming increasingly skilled in making presentations to their peers in class and at assemblies. They have a range of communication devices which they use to capture their thoughts in writing.

- In numeracy, young people access work in an appropriate format, which may include enlarged text. They have access to appropriate equipment for calculations, including large format virtual calculators.

- Data is tracked for young people with visual impairments across the BGE and senior phase in the same way as for all other pupils. Young people with visual impairments make good progress in their learning. VST teachers now need to consider how best to record their decision

making when amending aspects of provision for young people not covered by their Additional Support Plan targets.

- Young people with visual impairments undertake a range of standard certificated awards. Where appropriate, they use personal development awards to work on identified social skills. VST teachers also provide courses to help young people to improve their skills in Braille and touch typing.

- VST staff have worked well to continuously improve the resilience of young people and to prepare them for life after school. This has included taking them through mock job applications, preparing them for interview questions and organising work experience.

- The school was successful in applying for National Lottery Community Funding. This was specified to increase access to organised sporting activities and residential experiences for young people with visual impairments.

- In recent years, all young people have attained a positive destination when leaving school.

Practice worth sharing more widely

■ The VST supports young people who are on specialist placement at Uddingston Grammar School because they have a moderate to severe visual impairment. The VST has highly trained, appropriately qualified staff who have high expectations of the young people they support. VST staff ensure that young people attend subject classes with their peers, with appropriate support in place. They help them to make progress in their learning, to attain well and to develop skills to become increasingly independent within the school. VST staff also enable young people to become more confident and articulate, developing skills for learning, life and work. This prepares them well for life beyond school and all young people move on to positive destinations.

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.