Summarised inspection findings

St Andrew's RC High School

Fife Council

29 April 2025

Key contextual information

School Name: St Andrew's RC High School
Council: Fife
SEED number: 5407230
Roll: 941

St Andrew's High School is a denominational school situated in the town of Kirkcaldy, in the south of the Fife Council area. The school has a wide catchment area that covers towns in the north of Fife as well as the Kirkcaldy areas. The school has a current roll of 941. The roll has increased in recent years. The headteacher was appointed in August 2024. He is currently supported by three depute headteachers, one of whom is in an acting capacity.

In September 2023, 20 per cent of pupils were registered for free school meals. In September 2023, 32 per cent of pupils live in 20 percent of the most deprived data zones in Scotland. Exclusions are generally in line with the national average.

1.3 Leadership of change	satisfactory

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

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

■ The recently appointed headteacher recognised the need to revisit the vision, values and aims, to provide clarity to all stakeholders on the strategic direction for the school. As a result, the vision, values and aims have been recently refreshed in consultation with staff, young people and parents. The school's vision is centred on excellence, by encouraging 'everyone to give their best'. There are very early signs that the vision is creating a more ambitious improvement agenda for the school. For example, senior leaders have role-modelled assertive coursing conversations with young people and established a more aspirational presentation policy. The school's values of 'truth, faith, hope, courage, solidarity, and love' reflect the Gospel values and needs of young people. These values are at a very early stage of becoming embedded into the everyday life of the school. As a result, senior leaders should proceed as planned, to raise the profile of the school values across the school community so that they have a greater impact on young people.

■ Since coming into post, the headteacher has correctly identified a number of key areas of focus by informally monitoring and evaluating the work of the school. He is beginning to develop an understanding of the needs across a number of important areas of the school, including learning and teaching, curriculum, and attainment. The headteacher made the decision to replace the existing school improvement plan (SIP) with a new one, to give greater priority to those areas of the school that require improvement. The headteacher recognises the need for improved communication and more effective consultation with parents, staff and young people in agreeing priorities in the new improvement plan. The school improvement plan, in its current format, is overly complex and staff would benefit from a clearer focus on desired outcomes for young people. This will make it easier for school leaders and staff to demonstrate the impact of improvement work.

■ Senior leaders recognised the need to accelerate the pace of improvement across the school to support better the young people. A few staff feel that the pace of change has not been well managed. In moving forward, it may be helpful for senior leaders and staff to review the working time agreement so that it aligns more effectively to the SIP. For example, a review of the time allocation for developing assessment and moderation should provide increased time to further support staff's understanding of national standards and expectations.

■ The headteacher recognises the need to ensure coherence between the school improvement plan and departmental improvement plans. Departmental improvement plans would benefit from greater reference to desired outcomes for young people. There is strong practice in a few departments which could be shared across the school. In these examples, departmental plans have clear priorities for learning, teaching and assessment and raising attainment. In these departments, staff can demonstrate improved outcomes and experiences for young people. A

next step for staff is to formalise and link departmental plans to more robust approaches to self-evaluation. Staff development in the use of How Good Is Our School? 4th edition should support this.

■ The recently established senior leadership team are working well together. The recent appointment of a new acting depute headteacher has added valuable additional capacity to the leadership team. Several changes led by depute headteachers have resulted in improvements in practice and provision. Examples include a recent curriculum review which resulted in an increase in the variety of learner pathways for young people as they move into the senior phase. For example, young people undertaking National Progression Awards and skills for work courses is leading to improved destinations directly into employment. A more systematic approach to implementing policies for attendance and positive relationships has helped to reduce significantly the number of referrals and improve attendance rates. The 'pastoral island' and increased presence of senior leaders and guidance staff has resulted in more young people reporting an increased sense of safety. There is a recognition among senior leaders that improvements are required in the curriculum, particularly the re-design of the Broad General Education (BGE) that will allow young people to build on their prior learning more effectively. The headteacher should proceed as planned in reviewing the remits and responsibilities of the depute headteachers, and continue with the focus on learning, teaching and assessment and raising attainment. The headteacher has also introduced a number of promoted posts, such as principal teachers of raising attainment and achievement and home learning. It is too early to evaluate the impact of these posts.

■ The depute headteacher and principal teacher of pupil support have overall strategic responsibility for the department of extended needs (DEN) and are ably supported by the principal teacher in the DEN. They are leading developments well across the school and as a result, staff at all levels work effectively to meet the learning and wellbeing needs of young people. Staff have correctly identified the need to enhance further the strategic approaches to improvement planning and quality assurance in relation to meeting the needs of young people.

■ There are increasing opportunities for teachers to lead improvement across the school. The creation of ten school strategy teams allows teachers to take more ownership of school priorities, offering a wider perspective on how they can affect improvement and change. Teachers have responded positively to the scope and more focused work of the strategy teams. It is too early for staff to be able to demonstrate impact on improved outcomes or experiences for young people. In order to be able to demonstrate impact, the initial strategic exploration overviews for each strategy team would benefit from explicit reference to the intended outcomes for learners. The efforts of previous working groups have had limited impact across the school.

■ Staff benefit from collaborative career long professional learning sessions with other secondary schools within the cluster. Teachers have benefited from these visits and have introduced new initiatives. They are developing new approaches designed to improve learners' experiences, such as the increased use of digital tools to support young people's home learning. The headteacher is keen to develop staff capacity and has introduced professional learning working lunches. He has also encouraged each department to partner with another school, in an effort to look outwards to other practice. There is a need for teachers across the school to build their skills in monitoring and evaluating their practice against national standards and expectations.

■ Young people do not yet have sufficient opportunities to lead improvement across the school. Only a minority of young people feel that their views are sought and acted upon. While there is

a pupil council in the school which has affected changes to lunchtime provision in the canteen, young people now need opportunities to discuss aspects which will improve their classroom experiences. Senior leaders need to establish a more coherent approach to listening to, and including the opinions of, all young people in decision-making and school improvement.

■ A strategic working group was formed in 2022/2023 to take forward Developing the Young Workforce (DYW) priorities. Each department or faculty is represented in the group. However, the impact of embedding the priorities of DYW is limited across departments. The senior leadership team has a clear vision for the further implementation of DYW across the school. The target of increasing the numbers of young people moving on to positive destinations is leading to a refocus of priorities in the SIP. For example, the revised curriculum now includes tailored, cohesive and relevant pathways through increasing course offers in the senior phase. Senior leaders have shared and communicated their vision for the curriculum to staff and partners through presentations and events. However, as yet only a few departments have altered their departmental improvement plans in line with these priorities and the new vision. This is an area for action across the school.

■ Staff have benefitted from career long professional learning delivered by Skills Development Scotland (SDS). This has focused on the use of labour market intelligence to inform curriculum planning and the development of meta skills. In a few departments, staff have forged partnerships with employers. They have created useful curricular route maps for their subject areas, highlighting the employability and meta skills embedded within their subjects. Young people are able to articulate the skills they are developing for life and work and are recording these skills. Senior leaders should now develop clear targets to drive forward the DYW priorities across all departments.

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

■ There is a calm and purposeful learning environment across the school and almost all young people participate well in their learning. In almost all lessons, there are very positive and respectful relationships between staff and young people and this is encouraging them to embrace the school vision of always doing their best.

■ Almost all young people behave well in class and across the school. At times, a few young people demonstrate low level disengagement from their learning. This can be the case when lessons are overly teacher-led and young people are expected to listen passively to their teacher for prolonged periods. All staff should ensure that, when planning learning, that the pace and challenge of lessons is engaging for all young people.

■ The school's 'Learning Standard' is on display in most classes and this is providing a good routine in almost all lessons. The Learning Standard seeks to improve the consistency of learners' experiences across the school. A few teachers have embedded this routine in lessons. Middle leaders should ensure all teachers are fully integrating the standard into lesson planning. This should continue to be a feature of improving a more consistent learning experience for young people.

■ Almost all teachers demonstrate an awareness of young people who require additional support with their learning. A minority of teachers are using this information well to plan learning that meets the needs of all learners and provides appropriate challenge in learning. All staff should revisit how to effectively adapt teaching approaches to ensure that they meet the needs of all young people.

■ In a minority of lessons, teachers plan appropriately challenging tasks and activities for young people. However, this is not consistent across the school and, although the majority of young people remain on task, too often they are all doing the same task at the same pace. Teachers need to improve the pace of learning and set tasks and activities at the right level of difficulty for young people. They should more explicitly build on young people's prior learning, including in S1 from their primary school experiences.

■ There are a few examples of highly effective practice across the school where young people benefit from active learning approaches. They work collaboratively with others and make appropriate use of digital technology to support effective learning and teaching. Senior and middle leaders should identify such areas of good practice and share these approaches with all teachers. Teachers need to consider how to motivate young people further by offering more opportunities for them to have a greater say in what and how they learn.

■ Almost all teachers provide clear explanations and instructions which help most young people understand and participate well in their learning. They share the purpose of learning and how young people can be successful. The majority of young people are able to explain how they could be successful in their learning. Young people would benefit from being involved in co-creating what successful learning looks like, and teachers could make greater reference to this throughout the lesson. This would support young people to evaluate their own progress.

■ Teachers use questioning to check for understanding. A minority of teachers demonstrate skilled use of questioning to support young people to consider the context of learning more deeply. Senior leaders recognise that further work is required in this area and is an improvement plan priority this session. The recently developed 'Learning Toolkit' provides helpful support to teachers on skilled questioning. Young people are more challenged in their learning when teachers make good use of this guide.

■ The majority of staff use the Learning Standard well when planning learning and teaching. A few teachers check to see how well young people are progressing as an integral part of lessons. There are a few examples of strong practice including self and peer assessment, the use of exit passes, and show me boards that could be shared more widely across the school. In the best examples, teachers make effective use of assessment evidence to consistently inform subsequent planning of learning, teaching and assessment.

■ Young people receive regular verbal feedback and written feedback, which is often provided after summative assessments. Young people feel more able to take ownership of their own learning when they receive high quality feedback on their strengths and next steps in learning. Most young people in the senior phase know their target grades and the progress they are making towards achieving those grades. Young people in S1 toS3 at the broad general education (BGE) are less aware of their progress through the Curriculum for Excellence (CfE) levels.

■ In most faculties, staff use a range of effective assessment strategies. These allow young people to demonstrate their knowledge, understanding and skills appropriately. Staff should continue to develop a greater variety of approaches to formative assessment to inform young people's learning and to help them gather ongoing evidence of young people's progress. Teachers need to ensure all young people understand their strengths and next steps in learning. Regular learner conversations could help with this process.

■ Senior leaders have introduced a whole school tracking and monitoring tool. Most teachers are using this tool well to record young people's progress across the BGE and senior phase. This is beginning to support staff to have a clearer and more consistent understanding of assessment information. Tracking approaches across the school are becoming more consistent and staff are beginning to plan interventions more effectively and timeously. Most teachers' use of tracking and monitoring is stronger in the senior phase than at the BGE.

■ A few teachers work well collaboratively with primary colleagues to develop a shared understanding and application of the achievement of CfE levels. However, across the school, teachers' understanding of standards and expectations for the BGE are inconsistent. Moderation is stronger in the senior phase where a few staff are Scottish Qualification Authority (SQA) appointees. This supports a shared understanding of national standards across the senior phase in the school.

■ Young people in the DEN benefit from a caring, nurturing environment that enables them to engage in learning well. Staff have high expectations of what young people can achieve and

use a range of teaching strategies to effectively support young people. A few young people benefit from movement breaks and the use of the sensory room. These approaches are used by staff to ensure that learners can self-regulate, manage their anxieties and promptly return to learning activities. Young people who are attending mainstream classes are well supported by teachers and pupil support assistants. Staff should consider building links with similar specialist provisions in other schools to share good practice. This will further strengthen approaches to teaching and learning.

2.2 Curriculum: Learning pathways

■ Senior leaders are in the process of reviewing the curriculum. They are aware that the BGE needs to provide young people with more challenge in their learning. The rationale for these changes should now be developed with the wider school community considering the school's recently established values and specific context.

■ There are well established working relationships between the school and the cluster primary schools. Staff have developed a well-planned transition programme that supports children's wellbeing that includes effective enhanced transition experiences. The transition programme now needs to provide young people with much better continuity and progression in their learning as they move from P7 to S1. This work is in the early stages in literacy, initially with two cluster primaries focussing on a consistent approach to assessment. Senior leaders should now ensure that there is effective moderation across the P7-S1 transition. This should capitalise on national guidance using the moderation cycle.

■ Young people do not receive their national entitlement to experience the full range of experiences and outcomes across all curriculum areas at third level by the end of S3. Senior leaders should ensure that in their review of the BGE, learners receive their full entitlement. There are inconsistencies in learner experiences in S3. A few faculties have successfully mapped the experiences and outcomes from the third and fourth levels against assessment arrangements from National Qualifications (NQs) and as a result have ensured that learners are appropriately challenged. Senior leaders should support all faculties to ensure where appropriate, young people in the final year of the BGE have opportunities to experience learning at fourth CfE level. This will help to provide appropriate challenge to prepare them for the senior phase.

■ The school is meeting the minimum national recommendation in relation to physical education (PE) and religious education (RE). Young people do not receive their entitlement to a second additional language to the end of S3, in line with Scottish Government policy.

■ Guidance teachers support almost all young people well to make subject choices at key milestones. There is a helpful range of information events, learners have conversations with guidance teachers and the school website provides clear information on learner pathways to inform course choices. Careers education is supported well by referral and specialist support. All young people are aware of this specialist support and how to access it. The career education standards are not routinely used to underpin the curriculum offer. There is limited awareness amongst staff, and young people are not aware of their entitlements. In a few subject areas, teaching staff link their classroom teaching with employment and employment opportunities.

■ The school, in partnership with the local college, offers a range of appropriate learning pathways in the senior phase at Scottish Credit and Qualifications Framework (SCQF) levels 2-7. These include Foundation Apprenticeships, National Progression Awards and Personal Development Awards. The majority of young people across the school can identify and articulate the skills that they are developing, both in school and through wider achievement activities out with school. The school provides clear information on SCQF levels and skills development across the range of courses offered. This promotes parity of esteem across the offer. In a few curriculum areas, stakeholders and delivery partners make a significant contribution to the design and delivery of the curriculum.

■ The school has an extensive range of industry partnerships including hotels, restaurants and construction companies. These partners offer a range of meaningful inputs to the curriculum including mock interviews, visits to employer premises and delivering presentations to learners. Senior leaders should now look to extend these partnerships to ensure that all curricular areas are included.

■ Senior staff are using information from the data hub effectively to plan appropriate targeted support for young people at risk of not achieving a positive destination. The SDS careers advisor, DYW coordinator and partners meet regularly through Opportunities for All meetings to validate the risk matrix and plan targeted support for young people at risk. These meetings ensure vulnerable learners are provided with timely and appropriate interventions.

2.7 Partnerships: Impact on learners – parental engagement

■ The headteacher engages well with the Parent Council. Information is shared, Parent Council members have been consulted on proposed changes, and a culture of working together, based on trust has been established. The Parent Council is well attended and provides access to all parents, through the introduction of a hybrid, in person and online, approach to their meetings. Parent Council members feel that their views are considered and make a difference. Senior leaders are beginning to develop a broader range of strategies to more effectively engage with parents.

■ Parents appreciate the termly newsletter and the weekly update posted on the school website. The school uses a variety of approaches including social media and texts to communicate regularly with parents. A majority of parents feel that staff know their child well and are supportive of their wellbeing. Parents would welcome greater consistency in how the school deals with complaints and more effective, timely communication.

■ Parents value the regular study support sessions provided by staff to support their children's progress in learning. Most parents would welcome more regular feedback about their child's learning and would like more information, such as specific next steps in learning, so they can support their child's learning at home.

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 learners to maximise their successes and achievements. The themes are:

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

■ Positive, trusting and caring relationships are evident across the school community. Almost all young people are respectful and polite. Most young people say that staff and others treat them fairly and with respect and that the school helps them to understand and respect others. Most parents feel their child is treated fairly and with respect. As a result of these respectful relationships and a range of supports such as safe spaces, soft starts and breakfast club, most young people say they feel safe at school.

■ Most young people feel that the school helps them to be active and this is supported through participation in PE and a range of wider achievement activities. There is further work to be done to help young people to understand how to keep themselves healthy through informed choices, for example healthy eating and diet. Staff have responded to the increase in young people's mental health concerns with well-considered interventions. Young people support their peers through the recent introduction of senior wellbeing ambassadors. They are also supporting their own wellbeing through study for the Mental Health Award during personal, social education (PSE) lessons in S5 and S6. This is helping to reduce the stigma of mental health across the school.

■ Almost all young people who attend the DEN are benefitting from learning experiences which ensure that they are healthy, active and included. For example, young people are learning about the effects of exercise and how this contributes to their overall wellbeing. Young people learn about their place in the community and the wider world. Learners have created a class charter which is having a positive impact on responsible behaviour in the classroom. They experience learning about other cultures such as the recent topic on Japan, which included museum visits and guest speakers who attended the DEN. As a result, almost all learners attending the DEN are gaining in confidence and are increasingly included and engaged in the life of the school and community.

■ Guidance teachers maintain weekly contact with their house group through delivery of PSE lessons. They know young people as individuals very well and most young people say they have someone they would approach with a worry or concern. The PSE programme is comprehensive and provides clear progression from S1 to S6. Young people would welcome opportunities to review and evaluate the content of the PSE programme. This will ensure it is relevant, motivating and reflects the school's unique context.

■ Most young people can confidently discuss and evaluate their own wellbeing. They reflect on this by completing wellbeing wheels during PSE lessons. This supports them to develop important life skills, such as learning to become more emotionally resilient and how to keep themselves safe. This session, senior leaders have put in place tracking arrangements to

monitor more effectively young people's wellbeing. This information is being used by staff to identify young people in need of further support and make timely interventions. Senior leaders should now develop teachers' understanding of their responsibility to deliver wellbeing across the curriculum. This will help young people to better recognise the link between their wellbeing and achieving success across all areas of the school.

- Staff who provide additional, targeted support for young people have a clear understanding of their statutory duties. Pupil support, DEN and guidance staff identify young people with an additional support need at transition stage and provide appropriately planned and targeted supports. For example, the Learning Hub supports a few identified young people to consolidate their learning and achieve awards and qualifications. Where necessary, individual support plans are in place and young people and their families are involved in the development of these. Guidance staff regularly monitor plans and they arrange review meetings to evaluate the progress of young people in line with statutory guidance. Senior leaders recognise the need to review the quality of targets in pupil plans to ensure that they are more specific, measurable and meaningful. This should help senior leaders and staff to monitor more clearly learners' progress.

- Care experienced young people are supported well by staff and their attendance, attainment and wellbeing is tracked and monitored closely. A few care experienced young people are supported well by the MCR Pathways programme. This is contributing to improved engagement and attendance and these learners are appropriately supported towards a positive post-school destination. This session, guidance staff have also identified young people with caring responsibilities and are providing individualised support, often outlined in a young carer's statement. This is beginning to help most young carers to feel more included in school.

- Senior leaders and staff recognise the importance of improving young people's attendance as it is currently below the national average. There are robust and effective procedures in place to track and monitor the daily attendance of young people. These procedures are enhanced by additional staff who maintain a focus on a few young people for whom attendance at school is more challenging. Where there is an attendance concern, a plan is agreed with families. A few young people have agreed reduced attendance plans and attend school on a part time basis. These young people benefit from bespoke packages of support, tailored to their individual needs. For example, there is strong partnership work with Punch Beyond, Active Schools and Community Learning and Development staff who each deliver intensive small group programmes designed to re-engage young people in their learning. This is resulting in improvements in attendance, motivation and overall outcomes for these learners. Senior leaders should now consider ways to maximise the attendance of all young people.

- Most staff create a calm and supportive learning environment for young people across the school. They have engaged well with professional learning on trauma informed practice and approaches to dealing with challenging behaviour. This has resulted in most staff demonstrating relational approaches when dealing with incidents. Senior leaders and guidance staff have worked closely with young people at risk of exclusion, their families and external partner agencies to ensure appropriate supports and interventions are in place. As a result, violent incidents are very rare, and the number of exclusions is now in line with the national average.

- A few young people experience bullying and a minority say the school does not deal with bullying well. They feel there is a lack of consistency in how bullying incidents are dealt with

and the support they receive. Senior leaders should, as planned, review their approaches to anti-bullying. Young people should be involved in this work. There is scope to further embed the Mentors in Violence Programme (MVP) to support young people in S1 to S3 with peer relationships.

■ Young people have regular opportunities to develop their knowledge and understanding of equality, diversity and multi-faith issues in RE, PSE and through the school assembly programme. This is supporting a majority of young people to understand others and is increasing their awareness of different cultures. Most young people would benefit from learning in more depth about the importance of respecting the full range of protected characteristics. Young people would also welcome greater opportunities for their culture to be recognised and celebrated across the school. A next step for senior leaders is to develop a strategic overview of where and how young people learn about equalities, diversity and discrimination across the curriculum. This will support all young people to recognise and challenge discrimination and intolerance. The recently formed pupil-led 'solidarity group' is well placed to help drive improvement in this area.

■ 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. Minor areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement	satisfactory

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

In September 2023, the school reported that 75.7% of pupils had additional support needs (ASN). Senior leaders have reviewed ASN data and have highlighted that this figure is not accurate. The correct figure for this school session is that approximately 58% of young people require additional support.

Attainment in literacy and numeracy
BGE
- By the end of S3, between 2021/22 to 2023/24, most young people achieved CfE third level or better in literacy. Over the same period, almost all young people achieved CFE level 3 in numeracy. Over the same time period (2021/22 to 2023/24), by the end of S3, a minority of young people achieved CfE fourth level in literacy and numeracy. Performance levels in literacy and numeracy show a generally consistent pattern of improvement. Senior leaders must develop ways to track progression over time for learners in the BGE. This will support them to ensure all young people are making good progress and help young people to make appropriate course choices.

- Teachers with responsibility for literacy and numeracy engage in moderation activities within their faculties. An important next step is for them to work on moderation with colleagues in other secondary schools to improve the quality and reliability of their assessment judgements in literacy and numeracy. Lead teachers are at the early stages of working collaboratively with colleagues from some of their cluster schools on moderation projects. Senior leaders should ensure this work is prioritised to support improved assessment judgements and to support meaningful sharing of transition attainment information.

Senior phase
- Senior leaders have worked well to identify groups of young people who are at risk of not achieving awards in literacy and numeracy. A variety of carefully considered interventions support their achievement of the best possible literacy and numeracy attainment. This helps to minimise the number of young people who leave school without an award. As a result, over the last five years, almost all young people leave school with SCQF level 4 or better in both literacy and numeracy.

Literacy
- Teachers have maintained strong levels of performance in literacy over time. Most leavers achieved SCQF level 5 or better between 2018/19 to 2022/23. Over the same time period, a majority young people who left school achieved SCQF level 6 or better, which has been consistently significantly higher or significantly much higher than the school's virtual comparator (VC).

■ Most young people who have additional support needs who left school between 2018/19 and 2022/23 performed well in literacy.

Numeracy

■ Almost all young people achieved SCQF level 4 or better, significantly higher than the VC in 2021/22 and 2022/23. The percentage of young people who achieved SCQF level 5 or better has been inconsistent, although broadly in line with the VC since 2020/21. A minority of young people who left school between 2018/19 to 2022/23 attained numeracy at SCQF level 6 or better, in line with the VC.

■ The attainment for young people who have additional support needs has improved at SCQF levels 3 or better to 5 or better over the last five years. At SCQF levels 6, their performance has declined.

Cohorts
Literacy

■ At S4, almost all young people achieved SCQF levels 4 or better between 2019/20 to 2023/24, which is significantly much higher than the VC. The majority of young people achieved SCQF level 5 or better in literacy between 2019/20 to 2023/24 which is generally in line with the VC. By S5 based on the S4 roll, in 2022/23 most young people achieved SCQF level 5 or better in literacy, in line with the VC. Whilst in line with the VC, this however represents a decline in attainment at this level. A majority of young people achieved SCQF level 6 by S5. This is significantly higher than the VC in 2023/24, having been in line with the VC in 2021/22 and 2022/23. By S6 based on the S4 roll, a minority of young people achieve SCQF level 6 in literacy, in line with the VC. Whilst in line with the VC, there is no clear pattern of improved attainment at SCQF level 6.

Numeracy

■ At S4, almost all young people consistently achieved SCQF level 4 or better over the last five years (2019/20 to 2023/24) which is consistently significantly much higher than the VC. At SCQF level 5 or better, attainment is more inconsistent over time. By S5 based on the S4 roll, a majority of young people achieved SCQF level 5 or better in 2023/24, an increase on 2023/23, but in line with previous attainment at this level. This measure is significantly higher than the VC. A minority of young people achieve numeracy at SCQF level 6. Attainment at this level has decreased but has been broadly in line with the VC each year since for 2019/20. By S6 based on the S4 roll, the percentage of young people achieving SCQF level 5 or better has remained broadly in line with the VC. In 2023/24, a minority of young people achieved SCQF level 6, in line with the VC. There is no clear pattern of improving attainment at SCQF level 6

■ At SCQF level 5 or better, there is a notable difference between the success young people have in achieving numeracy through units when compared to the percentage who achieve this through a course award.

National Qualifications

■ Attainment in National 5 (N5) and Higher English is above the national average for all levels of awards.

■ Attainment in National 5 Applications of Mathematics is higher than national average. Overall attainment at National 5 is higher than the national average and attainment in Higher

Mathematics is broadly in line with the national average. A few young people are presented for both N5 Mathematics and N5 Applications of Mathematics. Senior leaders should consider the impact of dual presentation on learners and their overall attainment and take action to address this.

Attainment over time

■ A majority of young people achieved fourth level by the end of S3 in most curricular areas. Senior leaders should consider the ways that the new tracker system can capture young people's attainment at key points in the BGE. This will support staff to identify young people not on track and allow for appropriate supports to be put in place. A few departments have high quality moderation processes in place. Across the school, middle leaders should develop more robust moderation processes to ensure assessment judgements are reliable. There is a need to demonstrate more effectively attainment over time in the BGE. This is an important area for improvement across the school.

■ Senior leaders have reviewed the whole school approach to tracking young people's progress and attainment over time in the BGE. To date, almost all curriculum areas have their own tracking and monitoring systems. Staff are in the process of migrating to using the whole school approach. This has led to an inconsistency in the reliability of how young people's progress is measured currently. Senior leaders are confident that the new whole school approach will address such inconsistencies. Recently appointed middle leaders are focusing specifically on raising attainment in the BGE and senior phase.

■ A third of young people are dual presented for both National 4 and National 5 in one subject. Senior leaders should take action to address this. As more robust monitoring and tracking approaches develop, young people should be more appropriately presented for courses.

Senior phase

Improving attainment for all
Leavers

■ Overall, between 2018/19 and 2022/23, the attainment of the lowest attaining 20%, middle attaining 60%, and highest attaining 20% of young people was generally in line with the VC when using average complementary tariff points. The attainment of the highest attaining 20% is significantly lower than the VC in the latest year, 2022/23. Senior leaders have identified the need to focus on improving attainment of all young people. They have developed a more ambitious presentation policy to support young people to gain the highest possible qualifications.

■ When compared using average complementary tariff points, the attainment of young people with a recorded additional support need and who left school between 2018/19 to 2022/23 has remained consistent.

Cohorts

■ When using average complementary tariff points, the lowest attaining 20% at S4, by S5 and by S6 requires more consistent improvement. The attainment of the middle attaining 60% and highest 20% at S4, by S5 and by S6 is generally consistent and in line with the VC.

Breadth and depth

■ Senior leaders have worked closely with teachers to focus on improving the number of awards young people achieve. This has resulted in an overall increase in the number of awards at

SCQF levels 3 or better to 5C or better. Senior leaders have identified that all teachers now need to focus on improving the quality of awards young people achieve.

■ At S4, there are strong levels of performance at SCQF levels 4 or better with most young people attaining six or more courses. Performance is consistently significantly higher or much higher than the VC. A majority of young people attained one or more, to three or more awards at SCQF level 5C or better, which is generally in line with the VC. The school has maintained steady levels of performance. For awards at SCQF level 5A, almost all measures are generally in line with the VC.

■ By S5 based on the S4 roll, there is no consistent pattern of improvement at SCQF level 6C or better, including top quality passes, although performance remains in line with the VC.

■ By S6 based on the S4 roll, there is no consistent pattern of improvement at SCQF level 6C or better, including top quality passes, with performance at times being significantly lower than the VC in the latest year. At SCQF level 7 or better, performance shows a decline.

■ Senior and middle leaders are currently reviewing the senior phase curriculum to ensure that there are clear, progressive pathways for all learners. Senior leaders need to review the recently introduced added value of the three wider achievement periods, and the impact on attainment. In addition, a few newly introduced courses beyond National Qualifications are not ambitious or aspirational enough. Senior leaders should continue to track the value these courses add to young people's overall attainment.

■ At the BGE, young people in the DEN are making good progress according to their level of need and are working appropriately at CfE early to third levels. In the senior phase, learners are sitting a range of qualifications at SCQF levels three to six.

Overall quality of learners' achievement
■ Through a range of lunchtime and after school clubs, the majority of young people are becoming more active and engaged. A significant number of young people extend their achievements beyond school and participate in clubs and community groups. A few gain recognition through national and local competitions.

■ The Reading School, led by a small group of young people are successfully encouraging others to read. A few young people complete the summer reading challenge.

■ Active Schools staff are enhancing extra-curricular provision through competitive sports. As part of the Set for Success programme, a few young people at risk of not achieving are achieving higher levels of confidence and resilience. Young people in the Punch Beyond boxing programme are making positive choices and improving levels of physical activity.

■ Across the senior school, almost all young people engage in leadership programmes including buddying, MVP and peer mediation. Young people confidently describe how they are gaining skills that they can employ beyond school. A few young people speak confidently about the importance of developing life skills and working effectively as part of a team.

■ Most young people in the senior school achieve volunteering awards. They recognise and value the importance of giving back to their community. Over 200 young people gain Saltire awards each year. A few young people also celebrate their faith though The Caritas Award.

- Around 40 young people achieve the Duke of Edinburgh's award at either bronze or silver level each year. As a result, they are more confident, more able to work in a team and are contributing to their community though volunteering.

- Most young people recognise the skills and attributes they are achieving through achievements. Although still in development, young people are encouraged to take responsibility for their learning by recording their personal achievements in the school tracker system. To date, over 900 pupil achievements have been recorded. However, there is scope for senior leaders to embed the tracker system fully with all stakeholders.

Equity for all learners
- Senior leaders have recently used Pupil Equity Funding (PEF) to create posts where staff lead on specific areas that link to school improvement priorities. These posts aim to improve outcomes in areas such as attainment and achievement and provide targeted support relating to attendance and home learning. It is too early to evaluate the impact of these interventions. Senior leaders should ensure the participation of young people, parents and staff when allocating funding. Furthermore, senior leaders need to consider how the use of PEF is evaluated and need to make sure that outcomes are specific, measurable and regularly reviewed.

- PEF has been used effectively to reduce the cost of the school day for targeted groups of learners by allocating funding to provide school uniform. The school also provides breakfast items and soup at lunchtime, and these are made available for free for all pupils.

- Most young people who attend the school live in Scottish Index of Multiple Deprivation (SIMD) deciles one, two and three. For the cohort of leavers in 2022/23, using average complementary tariff scores, young people in SIMD decile one performed lower than other young people living in the same decile across Scotland. In 2022/23, leavers in SIMD deciles two and three were broadly in line with the performance of other young people in Scotland living in deciles two and three.

- There has been an improvement in the numbers of young people in SIMD one and two who are in the receipt of free school meal entitlement, moving into positive destinations over the last three years.

- From 2020/21 to 2022/23, most young people remain at school for S5 and the majority remain for S6. For the past five years, from 2018/19 to 2022/23, almost all young people who left school moved on to an initial positive destination. The majority of young people leave school to go to higher or further education.

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.