

# Summarised inspection findings

Clyde Valley High School

North Lanarkshire Council

17 March 2020

School name: Clyde Valley High School  
Council: North Lanarkshire Council  
SEED number: 8517932  
Roll (Sep 2017): 621

Attendance is generally below the national average.

Exclusion figures are above the national average.

In February 2019 23.9 per cent of pupils were registered for free school meals.

In September 2018 47.1 per cent of pupils live in 20 per cent most deprived datazones in Scotland.

In September 2018 the school reported that 16 per cent of pupils had additional support needs (ASN).

## Key contextual information

Clyde Valley High school was rehoused in a new build four years ago. The headteacher is supported by three substantive deputies and a Pupil Equity Funding funded deputy. The building is a shared campus with Orchard Primary School and a local authority communication unit.

### 1.3 Leadership of change

weak

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

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

- The headteacher and senior team have prioritised building relationships and developing a collaborative culture as the important foundations for moving the school forward. The school vision, values and aims were developed and consulted with the community several years ago and they remain relevant to the current school community. The vision underpins relationships and is supporting the culture of the school, where almost all staff and pupils treat each other well. The school has a positive friendly atmosphere.
- Almost all parents and community partners have a positive relationship with the school. Together with staff, they have an understanding of the school's socio-economic context. The core values of 'Believe, Achieve, Accomplish' are highly visible in posters and displays across the school. They are also publicised well on the school website and in social media communications. Parents, staff and young people are fully aware of these and are beginning to demonstrate the values in their behaviours. This shared understanding is a good foundation on which staff could now ensure that the values more fully inform the work and life of the school. Whilst staff understand the social context of the school, this is not always evident in how they work with and support young people, especially those who struggle in managing their own behaviour.
- The senior team are aware of the context of the school and they prioritised four key areas of change. These were to improve the perception of the school in the community, to develop a positive culture across the school, to improve the life chances of young people and to raise the aspirations of all. Over several years, these four areas have been the main focus for the school's work on change and improvement. There has been some success in overtaking the first two of these areas. An important next step is that priorities related to raising attainment, and improving leadership of the curriculum and leadership of pupil support should become more central to all school plans for change.
- The school moved into a new building four years ago and staff believe that this is helping the community to develop a renewed sense of pride in their school. Staff have also worked with parents and pupils on improving the school uniform which has further instilled in young people a sense of pride in their school. Parents, as well as pupils and staff, feel that there is a notable improvement in the school ethos and the attitude of young people.
- The school improvement plan (SIP) targets are linked to the National Improvement Framework and to local authority targets. It is important that all staff now work together to shape SIP targets which more clearly define priorities that need to change and improve in the school. The current plan is not clear enough. It does not outline how the planned targets will lead to improvements nor how the outcomes of the changes can be measured. There are a large number of targets to be overtaken in one year. A more concise annual plan would help staff to

understand their role in supporting change. It would also enable staff to feel a sense of achievement having overtaken specific targets.

- Moving forward, senior staff now need to empower parents, pupils and partners in making key decisions about the specific aspects of the school which require to be improved. There should be open and straightforward discussions to make sure all of the community have their voices heard. The identified areas for improvement should be refined into targets and all stakeholders should know what the targets for improvement are. Agreed targets and the success in overtaking them should be regularly communicated to the wider parent body and to all staff. Senior leaders need to be more rigorous in monitoring and tracking the work of staff to make sure that all changes are leading to improvement.
- In recent years, the school has experienced a number of challenges in relation to staffing and this has led to ongoing changes to the staff team. This has impacted on continuity in some areas and also on planning and carrying out school improvements. It is important to continue to develop leadership capacity across the whole staff team in order to empower all staff to lead and support improvement. There are middle leaders who have the capacity to develop and support improvement across the school. There should also be more collaborative work with teachers who are enthusiastic and eager to take on leadership roles.
- The headteacher has been supporting a positive thinking culture across the school and this is promoted in school publicity materials and in presentations to young people such as through assemblies. Young people can talk about a positive mindset and they understand how this supports them in their approach to school. Most young people are happy and eager to learn. It is important now for moving forward, to develop positive thinking in all aspects of school life. This could include, for example, promoting positive behaviour approaches and how staff support young people to raise attainment and achievement.
- The senior team should continue to encourage staff to be more involved in school improvement and have set up a number of school improvement groups. All teaching staff are represented in these groups but they do not yet have an understanding of their role as agents of change. Currently, almost all improvement groups are linked to the SIP although the headteacher is aware that, as yet, there is no clear overview of the work of the groups. The headteacher needs to take a stronger strategic lead in order to make sure the groups are linked to purposeful outcomes for young people. The Teacher Learning Community (TLC) group, for example, is undertaking some interesting work but lacks strategic direction and clarity of purpose. It is important for staff to engage in professional learning and reading to ensure the best outcomes from the work they are doing. The work of the TLC has focused on the Clyde Valley lesson. There now needs to be greater clarity from senior leaders to support the embedding of consistent high quality learning teaching and assessment across the school, incorporating the work done by the TLC group.
- The pace of change across the school has been led in a considerate manner by the headteacher. This has enabled staff to feel confident in preparing to move the school forward and they are now ready to do so. Senior leaders now need to be more strategic in increasing the pace of change, supporting and challenging staff to ensure the best outcomes for all.
- The school approach to implementing change has mainly involved presentations to staff by senior leaders followed by teacher discussion groups. This is a helpful start and staff have discussed some important issues in relation to their work, such as closing the poverty gap. They now need a clear model for change in order to clarify how the work they are carrying out will lead to improvements. There needs to be greater clarity around the expectations following the presentations to staff in order to make sure all staff know what is expected of them. The

plans for implementing change and improvement need to be clearly communicated to all stakeholders in order to ensure all of the school community are on board in moving the school forward.

- The SIP and the Faculty Improvement Plans have the same key targets. However, the work that is being done in faculties is not yet linked nor consistent across the school. It is not clear how the targets are being led at a whole school level. It is important that senior staff now make clearer plans to review and quality assure the work of all improvement groups as well as the work of departments. This will help to ensure that all staff have a good understanding of the bigger picture and how their work will lead to better outcomes for young people. It will also prevent duplication of work for staff and lead to an improved sense of wellbeing.
- Senior leaders require further professional learning in leading change and improvement. In moving the school forward, staff should be encouraged to look inwards and also outwards and to engage in professional dialogue and learning specific to their remits. Developing a culture of evidence based practice is a next step in ensuring all changes lead to improvement for learners. There are a few examples of sharing good practice across departments/faculties. This practice should be extended in order to build greater consistency of approach, especially in relation to teaching, learning and assessment.

## 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 positive climate for learning which is calm and purposeful. This reflects the school vision statement of a 'caring community where everyone is valued, healthy, and happy and succeeds together'. The relationships between most young people are respectful. Senior staff have prioritised the creation of an environment where all young people are cared for and valued. Almost all young people behave well in classes and around the school. Young people are taking a leading role in working towards a rights based award. A next step is to ensure that the rights are clearly communicated to all and are integral to everyday practice across the school.
- Young people speak highly of their teachers and are proud of their school. They are positive about the opportunities to gain extra support, such as through supported study.
- In most lessons the purpose of learning is shared with learners although this is of variable quality across the school. In a few lessons, teachers use creative approaches to share what successful learning looks like. In these lessons young people understand and reflect on their learning. Teachers should now extend this approach to include a focus on the skills being developed. This would enable learners to link their learning to real life contexts and to develop a clear understanding of the skills they are learning across the curriculum.
- Most teachers begin lessons with explanations and instructions to assist learners. In the majority of lessons teachers use questioning techniques to engage learners. Across the school however, the quality of explanations and questioning is too variable. The majority of lessons are overly teacher led and lack differentiation which leads to some young people becoming disengaged from the learning. A focus on the development of higher-order thinking would enhance opportunities for extending learning. In a few lessons, active learning strategies ensure young people are appropriately challenged and enhance the pace of learning. Young people would benefit from more consistent approaches to active learning across the school. In the majority of lessons, the pace of learning and level of challenge do not meet the needs of learners. A focus on appropriate differentiation for all young people will improve learner engagement.
- Staff who are involved in the TLC have established the Clyde Valley lesson which provides a structure to support a common approach to learning. This collaborative approach has the capacity to further improve the quality of learning by putting the needs of all young people at the centre of their work. The school should ensure that the work of the TLC looks beyond the school to share and learn from best practice. Teachers could further enhance their teaching using professional enquiry approaches and relevant findings from educational research. Senior leaders should continue to work closely with middle leaders to develop a consistent understanding of what high quality learning, teaching and assessment looks like. They must then ensure that the agreed approach impacts on classroom practice.

- In almost all lessons, teachers make use of digital technologies to display resources. In a few lessons the learning is enhanced through the use of virtual learning environments and game-based learning platforms which enable young people to lead their own learning and collaborate with their peers.
- Across the school there are a few examples of teachers using a variety of assessment approaches which allow young people to demonstrate their progress in learning. In most areas staff are engaging with the experiences and outcomes to plan learning and use the National Benchmarks to plan assessment within the broad general education (BGE). Whilst there are a few examples of approaches to effective moderation, a shared understanding of standards is not evident across the school. In the senior phase, assessment approaches have been developed to support young people to make progress in their learning and understand the standards required for qualifications. Senior leaders should work in partnership with middle leaders to develop a whole school approach to assessment in order to ensure greater reliability of assessment practices.
- Middle leaders would benefit from closer working with senior leaders to establish a more consistent approach to teacher professional judgement of levels in the BGE. Teachers need a clearer understanding of the evidence required to make judgements on young people's progress in the BGE. Teachers need to gather a variety of assessment evidence across a wider range of learning. Young people would then better understand their progress and be able to make informed decisions about their next steps in learning. This is an important area for improvement.
- The school has recently moved to an authority-wide system for tracking progress within the BGE. Staff should continue to develop arrangements to ensure all learners are aware of their working levels and next steps in learning. Staff have developed an internal tracking system for the senior phase. Both of these systems have the potential to monitor and evaluate the progress of young people across all curriculum areas. Staff should further develop these to ensure that attainment data is used to plan timely and effective interventions to support learning for groups of young people.
- The majority of young people within the senior phase are not aware of their target grades or working grades. In a few departments high quality learning conversations are helping young people to understand their learning better and identify their next steps in learning. Senior and middle leaders should agree on an overarching strategy to ensure that the responsibilities for target setting and subsequent interventions are clearly managed.
- In order to further improve outcomes for young people, staff should focus on improving pace, challenge and differentiation through robust processes for assessment, tracking and monitoring.

## 2.2 Curriculum: Learning pathways

- Senior leaders have been reviewing the model of their curriculum. There are factors which are supporting greater flexibility, such as a common timetable across the local authority. This is affording young people more choices in the senior phase. There is scope to develop a clearer curriculum rationale for Clyde Valley High School which reflects national and local advice, while taking account of the school's unique local context.
- Across the school, there is evidence of teachers collaborating to deliver inter-disciplinary learning experiences. The current work is on the theme of learning for sustainability. Young people designed and sold a Clyde Valley water bottle as an alternative to plastic bottles. There are also a few opportunities for young people to develop their understanding of global citizenship and learn outdoors. Staff now need to bring together all aspects of learning for sustainability into an overarching framework.
- Young people have access to a range of opportunities for personal achievement in and out of school where they can develop their skills. Young people are able to develop their leadership skills in a variety of ways. For example, as peer educators, sports leaders, house captains and through the pupil council. There is a strong leadership pathway for young people through sport. The school should now develop a more strategic approach to recording and tracking achievement and leadership opportunities. This will help to ensure that all young people can progress their skills in other areas and contexts, and gain accreditation where appropriate.
- There are strengths in the pastoral transition arrangements from P7. Senior and middle leaders are aware that there needs to be better continuity and progression in young people's learning from P7 to S1. The implementation of a new tracking and reporting system which tracks young people's progress from primary to secondary school has the potential to provide information about previous learning and achievement. This will enable teachers to plan for progression and a more appropriate pace of learning.
- The curriculum is designed to provide a BGE for all young people in S1 and S2. The BGE ensures that young people acquire a breadth of experience across all eight curriculum areas. Young people have an opportunity to specialise within the curriculum areas in S3. The current arrangement is that young people make eight subject choices at the end of S2. This results in young people not receiving their entitlement to the full range of experiences and outcomes, across all curriculum areas, at third curriculum level by the end of S3.
- S1 and S2 courses provide learning mainly at third curriculum level for most young people. Teachers need to have a better understanding of prior learning in order to make sure the level of learning is appropriate. There is variability in how well departments plan for progression in the BGE. There are a few departments who are planning for progression effectively through second, third and fourth levels. This allows learners to progress in different ways and at different rates. It is important that senior leaders review these arrangements to ensure that all young people achieve the best they can from the BGE and have a solid foundation for progressing into the senior phase.
- The course choice arrangement at the end of S2 effectively encourages young people to decide on the subjects they wish to study for S3 and S4. The choices made at this stage significantly impact on their learning pathways through the senior phase. It is important to ensure that young people are supported to make informed choices as they enter the senior phase. These decisions, reached during S3, must be informed by reliable assessment of young people's progress through the BGE.



- In moving forward, senior leaders recognise the need to evaluate the design of the curriculum to inform ongoing developments. Further considerations are needed around progression to the end of S3 and the importance of providing opportunities to specialise at fourth curriculum level in order to ensure appropriate challenge, continuity and progression into the senior phase. The curriculum is not yet resulting in improved attainment and achievement, and closing the poverty-related attainment gap.
- The move to a 33 period week across the local authority has afforded greater flexibility in the curriculum. Senior leaders have introduced a period of House Time across the BGE. They should evaluate this provision to ensure it is adding value for young people. Additional periods have also been provided for literacy and numeracy to support improvement in attainment and to reduce the poverty-related attainment gap.
- The common timetable enables a shared timetable model across the local authority for the senior phase. This arrangement allows greater flexibility in subject choices across schools. For example, the school links with the local college to offer an appropriate range of vocational pathways to young people. Young people recognise the wider range of options, and benefit in a variety of ways from the experience of working in other schools and with the local college.
- In S4 young people study seven courses, two of which are English and mathematics. A few young people are supported to follow flexible pathways which for some includes work experience or courses at college. Staff recognise that there is scope to increase awareness of the Scottish Credit and Qualifications Framework (SCQF) in order to consider a wider range of qualifications and other learning experiences. In S5, young people study five courses. This may be all, or a mixture of, SCQF level 5 and six courses. For a few young people, this will include additional opportunities offered through, for example, the shared timetable model. In S6 most young people study three or four courses from a range of levels including SCQF level 6 and 7.
- Senior leaders report that staffing constraints are having an impact on the senior phase curriculum offer and delivery. Teacher availability and shortages of staff in selected subjects, such as home economics, were cited by senior leaders as factors that influence subject availability. This is having an adverse impact on progression in specific subjects throughout the senior phase.
- There are a few subjects where young people study different levels of qualification within a single class. There is flexibility to allow young people to move up or down the qualifications ladder as the year progresses. Senior leaders indicate that viable class sizes necessitate the need for multi-level classes. There are very few subject areas that cite challenges of this arrangement.
- There is no current coordinated work to help young people to achieve positive destinations through the planned curriculum. An audit is underway of curriculum activity which may contribute and this is intended to underpin changes. There are a few areas of good practice in, for example, travel and tourism, where individual staff have engaged young people in useful career and work related activities.
- Labour market information is not used systematically to help plan the curriculum offer. The subjects on offer and the careers events follow a consistent pattern over a number of years despite significant changes in the local economy. Where a few adjustments have been made in, for example, providing more opportunities in child care, there are missed opportunities to revise the offer to match local employment in a clearer way.

- Partners and stakeholders have limited influence on the curriculum, and have no formal mechanism to influence planning. Partners are engaged in discussion and feedback in their own particular offer to the school, but do not contribute to evaluation or planning of the wider school offer. Staff are not familiar with the Career Education Standards, and do not use them routinely within their practice. Posters and information are widely available, but the standards are not well understood and do not underpin planning of provision.
- Staff in a few areas link learning to employment, but this is not done as a matter of routine. Young people rarely reflect on how their learning at school will help them in their further study or employment. Staff are broadly unaware of work placement standards, and the current model of work placement should be extended to include more young people. The SQA Work Placement Unit is used, which does support useful planning and reflection on the part of young people, but offers limited advice to parents or employers. There is the opportunity for one week placement in S4, sourced by the young people and taken up by around 75% of learners. Young people reflect limited value to this, as subject options have already been selected, and the work experience available is limited.
- Pupil support staff and Skills Development Scotland (SDS) staff contribute well to provide an overall careers guidance offer which is appropriate and helpful. Introductions to careers and My World of Work (MyWoW) website start early in S1, and are reinforced through sessions for all pupils in S3 to encourage reflection on planning for the next stages. There is ready access to SDS careers staff, and young people find the general advice and one to one interviews particularly helpful.
- An appropriate range of Foundation Apprenticeships are offered and promoted well within the school. Although uptake in the current year is low, there has been an overall good uptake, and a good general awareness of the options and the value of this route for learning.
- The school is at the early stages of developing literacy, numeracy and health and wellbeing across the curriculum as a responsibility of all. Emerging work is being led by both literacy and numeracy coordinators to develop a shared understanding of expected standards across the BGE. The context of the school should be taken into account when planning for health and wellbeing. Learning through home economics and PE should be better linked to the overall health programme in order to ensure progression in young people's understanding of health and wellbeing.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents across the school are positive and supportive of the developing culture of the school. They are appreciative of the work of the headteacher and the staff to support the reputation of the school and of the school ethos. The Parent Council are very positive in their praise of the efforts of staff and the members work hard to support aspects of the school, such as fundraising for school trips. A few parents would like more information about the work of the Parent Council.
- A few parents responded to the consultations on the school vision and values. A few are involved in reviewing the agreed school improvement plan. There is scope to involve parents more fully in selecting the priorities for improvement. Less than half of parents would like more information about the attainment of their children, especially through more detailed school report cards.
- Parents are beginning to become more involved in supporting the learning of their children, for example the family cooking club and literacy/ numeracy workshops. Departments use a digital app to support homework which parents appreciate. Staff should work more closely with parents to plan approaches to supporting greater parental involvement and understanding of their role in supporting learning. Parents should have a clearer understanding of the areas of the school requiring improvement and the areas of strength, specifically in relation to how the school raises attainment. Communication with parents needs to be reviewed to make sure all parents receive all information, regardless of whether or not they are able to access the internet.

## 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 that need to be addressed as a matter for urgency.

### 3.1 Ensuring wellbeing, equality and inclusion

weak

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff show care for young people and relationships between staff and learners are respectful and positive. Most young people feel safe in the school and have an adult to speak to if they have any concerns. Most young people feel that staff treat them fairly and with respect. The majority of young people feel other learners treat them well. Most young people feel that the school is helping them to increase their confidence.
- Young people are encouraged to participate in a range of activities in physical education and wider achievement opportunities. As a result, most young people understand the importance of daily activity in maintaining a healthy lifestyle. In moving forward, all aspects of provision and practice should reinforce health promoting attributes and behaviours.
- Senior leaders are at an early stage of implementing a system for tracking and monitoring aspects of young people's wellbeing. They should continue to develop this more fully to include all aspects of wellbeing and to support all young people. Senior leaders should then be able to evidence the progress of young people by analysing and using this data more rigorously. This should help them to identify more effectively where interventions are required.
- A majority of young people feel included in the life of the school. Most young people feel their views are sought but only a majority feel that the school takes their views into account. Senior leaders use a range of approaches to gather learner's views but this information needs to be used better. This should mean more young people feel listened to and involved in the life of the school.
- Professional learning in areas such as adverse childhood experiences, trauma and neglect has enhanced staff's understanding of their role in promoting aspects of health and wellbeing. An example of this is 'GIRFEC: Making it Meaningful'. As a result of this staff created informative displays showing how young people can develop their wellbeing across learning. This is leading to most young people increasing their awareness of the language of wellbeing. An important next step will be ensuring consistency of approach taken by staff and that this learning is embedded into practice as this is not yet having the desired impact.
- The health and wellbeing staff group has taken forward a few priorities across all curriculum areas. This, along with the increased focus on promoting positive mental health, is increasing young people's awareness of the impact of mental health on them and others.
- The quality of personal, social and health education (PSHE) courses and the weekly house time period is inconsistent across the stages. Most young people from S1 to S4 are seen weekly by their pupil support teacher in PSHE which helps to develop relationships with key adults in the school. Young people in S5 and S6 have inserts for PSHE on topics, such as

employability. A range of partners support and deliver these inserts. Learners would benefit from more meaningful, planned opportunities to discuss contemporary issues affecting their lives. For example, senior pupils would benefit from more focus on sexual health. Pupil support staff should continue to develop courses and programmes for PSHE, involving young people and taking into account the findings of the recent national review. All courses need to be planned to ensure relevance and progression for all young people.

- Systems and processes are in place for identifying young people's needs and their barriers to learning, however these are not yet used consistently by all teachers. Staff are following the local authority model for stages of intervention, which identifies a range of universal, additional and intensive supports. This includes support from other agencies. Staff also support a few young people through an effective enhanced transition programme. Targeted strategies supporting a few young people in literacy and numeracy are helping those involved make progress. Staff use wellbeing indicators to assess the needs of young people. Pen portrait and GIRFme plans are in place for most young people with additional support needs (ASN). These plans do not yet contain enough information or strategies to support teachers and support staff in meeting learners' needs. These plans do not include quality individual planning and learning targets which are informed by the views of young people, staff and parents. Improving planning and target setting for young people should enhance the quality of personalised learning for all young people. Additionally, young people for whom a coordinated support plan may be required should be considered for this level of support. This should also help staff to better meet their duties under the Additional Support for Learning Act.
- The school's current policy with regard to behaviour of young people involves them being removed from lessons as a consequence for disruptive actions. A few young people are supported outwith the mainstream environment in the 'Learning Zone' provision. This provision aims to offer young people the opportunity of time out, de-escalation, reflection and to regulate their behaviour. It is also intended to provide additional support for literacy, numeracy and nurture. It is not yet realising these aims fully and is not yet leading to positive outcomes for all young people who access this support. Senior leaders should review this strategy and take steps to ensure that it is meeting its intended purpose.
- A few young people have been repeatedly excluded from school. The current system for recording and reviewing absence from school is not sufficiently rigorous to maintain accurate records of young people's attendance. Staff across the school need to recognise their role in reducing exclusion and in improving young people's attendance. Building on approaches in place, senior leaders should take further account of current national guidance relating to promoting attendance and preventing and managing exclusion from school. This should help to ensure that all young people are more appropriately supported across the school.
- Most young people and their parents feel that the school deal well with bullying. Senior leaders have developed an anti-bullying policy and record instances of bullying appropriately. They should enhance the existing policy by seeking the views of all stakeholders to ensure it focuses on promoting positive relationships across the school community. Senior and middle leaders should when reviewing bullying records consider areas that should be addressed, for example through PSHE courses or where personalised support is required. This should help ensure that policies and procedures fully reflect current national guidance related to anti-bullying and promoting positive relationships.
- Principal teachers of pupil support (PTPS) use a range of data to help inform strategies for supporting young people. This includes attendance figures and tracking information. This is not yet sufficiently systematic or rigorous to lead to improved outcomes for all young people. PTPS should increase their use and analysis of data to identify and support learner's needs. Senior

and middle leaders should monitor, evaluate and review the impact of all interventions to ensure that they result in improved outcomes for all young people.

- The main duties under the Health Promotion and Nutrition (HPN) Act are being met. There are suitable arrangements and provision in place to promote the school meal service to parents and young people, to ensure access to free drinking water throughout the day and to protect the identity of those entitled to a free school meal. The nutritional analysis of the three week menu shows that further work is required to meet all standards. Food standards for lunchtime provision are not fully met.
- Gaps in knowledge, understanding and application of current national guidance and statutory duties with regard to wellbeing, inclusion and equality at all levels across the school leads to inconsistency of practice. Senior leaders should develop further systematic, rigorous and robust approaches to meeting young people's needs. Senior leaders need to continue to improve the strategic leadership of wellbeing, inclusion and equalities across the school. Pupil support staff need to develop further their leadership role in supporting all young people. Staff across the school need to improve their understanding of their role in ensuring all young people's needs are met and in improving outcomes for young people.
- In S5 and S6, young people have limited opportunity to consider and discuss cultural differences and diversity through the current method of delivering PSHE. Senior leaders need to consider and review this to enable young people to develop skills and understanding of issues relating to equality, including all protected characteristics. In addition, senior leaders need to monitor the gender balance across all curriculum areas to ensure there is no conscious or unconscious gender bias.
- The pupil led 'Lesbian, Gay, Bisexual and Transsexual and Allies' group is supporting young people to promote diversity and tolerance throughout the school. The rights respecting school group led by young people advocate children's rights and raise the awareness of the United Nations Convention on the Rights of the Child across the school. The work of this group was recognised by the school gaining a bronze level award.

## 3.2 Raising attainment and achievement

weak

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

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

### Attainment in literacy and numeracy

#### BGE

- Attainment information provided by the school shows that by the end of S3, almost all young people are achieving third level or better in literacy and most do so in numeracy. This level of achievement has been sustained over a four year period in literacy. The data on the percentage of young people achieving fourth level in literacy and numeracy has varied considerably over the last four years, due mainly to the changing confidence of staff in assessing the achievement of a Curriculum for Excellence (CfE) level.

#### Literacy

- From 2016 to 2019, data provided by the school shows that by the end of S3, almost all young people consistently achieved third CfE level or better in reading, writing, listening and talking. Senior leaders recognise that continuing work is needed to develop a shared understanding of standards. They have planned moderation activities in literacy through the current school improvement plan. This will include working with primary colleagues.

#### Numeracy

- From 2016 to 2019, data provided by the school shows that by the end of S3, the percentages of young people achieving third CfE level or better in numeracy has declining trend from most to a majority. In 2019, less than a fifth of young people achieved fourth CfE level in numeracy. Senior leaders feel that professional judgement is now more robust and that previous BGE attainment data is on hindsight, too positive. The current third year tracking data predicts an improvement in numeracy data for 2020.

#### Context

- It is noted by the inspection team that the school has not accurately recorded the number of young people with ASN. The inspection team has taken into account that the level of ASN in the school is higher than the level reported and therefore this will affect the virtual comparator (VC).

#### Senior phase

##### Literacy

- Leavers between 2014 and 2018 most young people left school achieving literacy at SCQF level 4 or better as part of a course award. The percentage achieving this through a unit was significantly much lower and lower than the virtual comparator (VC) in the latest two years. The percentage of leavers attaining SCQF level 5 or better has improved between 2014 and 2018. In 2018 the level achieved both through a unit and through a course award was the best performance achieved in the five year period. The percentage achieving at this level through a unit has often been significantly lower than the VC. Almost half of leavers achieved SCQF



level 6 in 2018 and although this was an improvement on the previous year, it was still significantly lower than the VC. There was a decline in the percentage of S4 leavers achieving SCQF level 4 or better in literacy in the latest year.

- In S4 the percentage of young people achieving literacy at SCQF level 5 or better through a course award has improved each year from 2014/15 to 2016/17. In the latest year the percentage of young people being presented for National 5 English was in line with the National Average and the percentage achieving an A-C award was in line with the National Average.

## Numeracy

- The percentage of leavers attaining SCQF level 4 or better and 5 or better in numeracy has improved between 2014 and 2018. The percentage achieving SCQF level 5 in 2018 is the highest in the five year period. Most young people left in 2018 having achieved a numeracy award at SCQF level 4 or better. The percentages achieving numeracy at SCQF 5 or better has been significantly lower or much lower than the VC in the latest three years. The percentage of leavers achieving numeracy at SCQF level 6 improved in 2018 and is now in line with the VC.
- In S4 the percentage of young people achieving numeracy at SCQF level 5 or better through a course award is significantly much lower than the VC between 2014 and 2018. The percentage of young people being presented for National 5 mathematics in the latest year was been significantly lower than the National Average. The proportion achieving an A-C pass has been significantly lower than the National Average in the latest year. The maths department have been exploring research, working with a mathematics consultant and are working on changes to pedagogy for next session.
- The school are aware of the reason behind a proportion of young people leaving school in the latest year without achieving literacy or numeracy or both, across the senior phase. The school is putting interventions in place at an earlier stage this session to ensure that young people will leave school with the best possible awards and qualifications. In particular, after the number of young people leaving last year without any qualifications, it is placing a priority on ensuring that no pupil leaves without achieving a qualification.

## Attainment over time

- The school is using a new approach to monitoring and tracking young people's progress in the BGE this session. In the BGE, staff are increasingly working with the National Benchmarks and are reporting to parents on young people's progress towards achieving CfE levels in all curricular areas. The new system will enable them to track cohorts, groups and individuals to plan interventions and support. It should also support best use of data to inform strategic decisions such as the planning of learning pathways. The new system requires more time to be fully embedded. Currently the approach is overly bureaucratic and involved duplication of data entry.
- Senior leaders meet with principal teachers at the start of each academic session to discuss examination performance and agree action points for improvement. They meet with principal teachers monthly to discuss departmental business. It would be beneficial to link these meeting more explicitly to the raising attainment agenda and to follow up on action points more robustly.
- Senior leaders are not measuring value added from P7 through each year to S3 for literacy and numeracy. Doing this would enable a stronger focus on raising attainment and ensuring that performance constantly has a high profile.

## Senior phase

- The average total tariff scores for all leavers has improved over the period between 2014 and 2018. The school performs in line with the VC in 2018, having performed significantly lower or much lower than the VC in previous years. The school recognises that it needs to improve the tariff scores of the lowest achieving 20% and highest achieving 20% of leavers. Over the five year period between 2014 and 2018, these scores are often significantly lower or much lower than the VC.
- In S4, the complementary tariff scores are often significantly lower or much lower than the VC. There have been no steady improvements in attainment over the past five years.
- The complementary tariff scores for the lowest achieving 20% in S4, by the end of S5 and by the end of S6 for all pupils based on the S4 cohort have been significantly lower or much lower than the VC in each of the latest five years. The school recognises that there is significant scope to raise the attainment of the lowest attaining 20% of young people.

## Breadth and depth

- In S4, the majority of young people between 2016/17 and 2018/19 were presented for seven qualifications. There has been a decline to the lowest percentage of young people achieving seven or more qualifications at SCQF 4 or better. In 2019 less than half achieved seven or more qualifications at SCQF 4 or better. The percentages achieving one or more to five or more at SCQF 4 or better in 2019 is significantly lower than the VC. There has been a fall in the percentage of young people gaining 5,6,7 or more to the lowest in the past five years. The percentages at this level are mostly significantly lower or much lower than the VC. The quality of passes has also declined in the latest year as shown by the low percentage of young people gaining three or more courses at SCQF level 5A or better. There is significant headroom for improvement in attainment at S4.
- By S5, between 2016/17 and 2018/19 the percentage of young people achieving one or more to three or more National Qualifications at SCQF level 6C or better is in line with the VC having previously been either significantly lower or much lower than the VC. The percentages gaining four or more and five or more is significantly lower than the VC. The percentages achieving one or more to five or more awards at level 6A or better is in line with the VC.
- By S6, The percentages of young people achieving one or more to six or more at SCQF level 5C or better and A or better has improved for the school over 2016/17 to 2018/19. In the latest two years the percentage of young people achieving one or more to four or more National Qualifications at SCQF level 6C or better has improved. From one or more to four or more the school is in line with the VC and at five or more and six or more it is significantly lower than the VC. The percentage of young people achieving one or more at SCQF 6A or better in 2019 is the highest the school has achieved in a five year period and is in line with the VC.

## Overall quality of learners' achievement

- Young people are encouraged by staff and their peers to participate in the wide range of activities, trips and opportunities available. A few young people organise and lead many of the activities themselves and are developing their leadership skills as a result. These young people are also developing their confidence, public speaking skills and able to work more effectively as a team. The annual school show is a particular highlight in pupil participation with around ten percent of young people participating each year. Through this young people are developing skills such as team working, taking responsibility and resilience.

- Young people actively contribute to their community through volunteering and fundraising. The house captains lead the annual charities week. A number of young people and staff take part in fun runs, hill and Munro climbs each year. For example, a long-standing partnership with the St Andrew's Hospice has raised a large sum of money over the last ten years. Most young people who volunteer achieve a Saltire Award.
- Young people's achievements are recognised and celebrated well through social media, newsletters and daily announcements. The annual prize giving includes a range of awards that recognise personal success for a few young people, such as outstanding citizenship, sporting achievement and endeavour. Staff should track those who receive awards and achievements in order to ensure all young people are valued and included in celebration events. Young people speak proudly of their achievements and are supportive of their peers. In addition to Saltire, a few young people are gaining youth awards in recognition of their personal achievements including John Muir and Duke of Edinburgh's Award. Overall, accreditation of achievement is low and should be further developed so that more young people can gain awards and progress in this aspect of their learning. Young people talk about how they contribute to the life of the school and the wider community through assuming leadership roles as ambassadors for mental health, My World of Work and sports or by volunteering in the primary school or acting as peer educators to younger pupils. They are able to articulately describe the benefits they get from these opportunities, such as developing their leadership and teamwork skills. They talk positively about the impact of the work undertaken by the school around positive thinking.
- The school has recently introduced a new approach to record young people's participation in wider achievement such as school clubs, volunteering and achievements outwith school. Achievements are not yet linked to the development of skills. The school also needs to use this achievement data to identify young people who are currently not participating in these opportunities. A strategic approach to planning and tracking wider achievement would help to ensure that all young people can participate, progress in their skills and gain recognition or accreditation where appropriate.

### **Equity for all learners**

- Staff have good knowledge of young people, their families and the social context of the school community. They work well to ensure that personal circumstances are not a barrier to achieving positive outcomes. For example, they are working towards ensuring equity of access in wider achievement opportunities. There are effective working arrangements with the local college regarding transitions for the few young people requiring additional support who attend college. A good flow of information, joint planning and well planned support ensure successful placements on the appropriate programmes.
- A Pupil Equity Funding plan with clear priorities and monitoring and evaluation strategies is supporting targeted young people to make progress and begin to close the equity related attainment gap. Evidence shows that there are marginal gains in outcomes with some pupils showing improvements in attendance and fewer exclusions, but there has not yet been the full desired impact of the plan. Senior staff should review the cost of the school day to ensure equity in relation to school trips and other activities. In particular, they should carefully monitor subject charges to make sure all young people are able to fully participate at all stages.
- Over the five year period between 2014 and 2018, most young people leaving Clyde Valley High School moved to an initial positive destination. The percentage of young people leaving school at the end of S4 is higher than the VC, local authority and national average over the

latest five years. In 2018, the highest proportion of leavers overall move to Higher Education and this has been an increasing trend over five years.

- The average complementary tariff scores of leavers living in SIMD 1 has improved over the last five years. However, in each of these five years, the scores have been significantly lower or much lower than the average tariff scores of those living in the same decile across Scotland. The average complementary tariff scores of young people in S4, S5 and S6 living in SIMD 1 have almost always been significantly lower than the national figure in each of the latest five years. The school recognises that it has more work to do to raise attainment of young people who live with socio-economic disadvantage to close the attainment gap.

## Choice of QI: 1.1 Self-evaluation for self-improvement

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

- Self-evaluation for self-improvement has been a priority within the SIP over the last three years. Emerging work in this area by all staff reflects an early stage of collaborative working to support school improvement. A recently established cluster-level approach to improvement-planning has the potential to extend coherence in planning across sectors.
- Staff are ready to be empowered to lead change as part of a wider learning community. Almost all teachers feel they are actively involved in ongoing self-evaluation. All teachers are members of at least one School Improvement Group (SIG) and the work of most SIGs is aligned to school priorities. These groups include a focus on aspects such as improving relationships, promoting aspiration and developing self-evaluation. Greater strategic planning of the work of these groups would lead to stronger impact on outcomes for learners.
- Staff engagement in self-evaluation activities is supported through an annually published self-evaluation cycle and calendar. Activities include high-profile visits by senior leaders to curriculum faculties to evaluate the quality of learners' experiences. Such an approach has the potential to improve quality and consistency across the school. The impact of these visits is limited and would be enhanced by a clarity of purpose, confirmation of reference points and provision of high quality feedback that confirms next steps for improvement.
- The headteacher encourages members of staff to engage in professional learning inside and outwith the school. A few members of staff have led practitioner research projects. For example the school implemented changes to their approach to promoting positive thinking as a result of locally-based research. Through the context of Teach Meets, teachers and other professionals support the professional development of other colleagues. Similarly, the TLC has started work to become a vehicle for self-improvement based on collaborative working and dissemination of effective practice through teacher trios. These examples are helpful starts and with greater strategic direction, should enable a more outcome based approach.
- Ensuring that self-evaluation activities consistently improve outcomes for young people is a priority for the school. Senior leaders and the SIG for improving self-evaluation should now develop plans for providing professional learning on the skills and processes that secure such effective self-evaluation.
- In a few curriculum areas young people are using 'How Good Is OUR School' as a resource to support their reflections on learning to provoke improvements in classrooms. School leaders are aware of the need to extend approaches that directly engage young people in providing feedback on their learning experiences. In addition, the school is at an early stage of developing approaches to learner participation in school improvement.
- Through the Parent Council, parents are consulted on aspects of the SIP but a minority of parents feel that the school takes their views into account when evaluating and planning improvements. Parents have also been consulted through questionnaires and surveys. Partners express confidence in arrangements for working with the school and strongly welcome the collaborative nature of their liaison. Through collaborative practice a number of support agencies working with the school are having a positive impact on the experiences of particular young people. Engagement of parents and partners at all stages of the

self-evaluation and improvement process could support the school's aspiration for deeper collaboration.

- Following professional learning, staff now have an improved understanding of how to use Insight to analyse attainment data. This is supported by the use of a results analysis tool. School leaders should now consider how this analysis informs the identification of priorities for improvement across the school and in faculties. Additionally there are annual attainment review meetings across all curricular areas. Clarity of expected outcomes from such meetings would support better targeted subsequent actions. Greater impact on raising attainment would also occur through the planned sharing of any confirmed aspects of high quality practice that emerge from such evaluation activities.
- The school has been successful in improving its culture and ethos. Across the school there is an enhanced respect for learning and young people show pride in Clyde Valley High School. Relationships across the school have improved. Such positive developments were significantly based around extensive self-evaluation and reflection that saw widespread engagement with staff, parents and young people regarding the school's vision and values. The school also has been successful in becoming a rights based school. Parents report that the reputation of the school has improved significantly over recent years. Overall, there is now a positive environment in which young people should be able to achieve success.
- In a few curricular areas, staff are able to confirm how self-evaluation has led to improved experiences and outcomes for learners. For example, in physical education a 'You said... we did' display confirms interventions made as a result of listening to young people. There is a need for greater rigour by middle leaders in monitoring and evaluating the work of departments/ faculties to ensure improved outcomes for all.

## 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.