

Summarised inspection findings

Castlebrae Community Campus

The City of Edinburgh Council

19 August 2025

Key contextual information

School Name: Castlebrae Community Campus

Council: City of Edinburgh

SEED number: 5531934

Current role: 540 young people in the school and 17 young people in the Enhanced Support Base (ESB).

Attendance is generally below the national average.

Exclusions are generally above the national average.

In September 2024, 39% of pupils were registered for free school meals.

In September 2024, 73.3% of pupils lived in the 20% most deprived data zones in Scotland.

In September 2024, the school reported that 66.8% of pupils had additional support needs.

Currently, almost a quarter of young people leave the school following S4. Just under 30 % of the S4 cohort stay on at school until S6.

Castlebrae Community Campus opened its new building in August 2022. The school serves the area around Niddrie, in the East of the city of Edinburgh. The recently appointed headteacher took up post two months ago. He is assisted by two deputy headteachers, one of whom is also a recent appointment to the school, and another who has recently returned to the school from a secondment. The school also houses a City of Edinburgh Council Enhanced Support Base (ESB). The ESB was also inspected as part of this visit. The inspection findings for the ESB are included at the end of the summary of inspection findings. The ESB inspection findings have contributed to the overall grading for each of the two quality indicators.

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

- Staff support young people well to engage in learning at Castlebrae Community Campus. Respectful relationships and a calm, nurturing approach create a supportive climate for learning. Young people are positive about the care their teachers demonstrate towards them and how well staff know them as individuals. This is leading to a sense of belonging and most young people engaging positively in their learning. At times, a few young people demonstrate behaviours that cause low level disruption to learning. Senior leaders should continue to work with staff to develop a consistent approach to promoting positive behaviours and communication. Their ongoing work through the review of the school's 'Relationships for Learning' policy will help to support young people.
- Middle leaders responsible for improving learning and teaching have developed a collaborative enquiry approach to teacher professional learning. This is helping to inform and upskill staff in a range of areas of practice under the headings of the school's 'learning and teaching charter'. As planned, senior leaders should now ensure a more focused approach on the key priorities to improve learning and teaching. This will lead to more consistently high-quality learning experiences for young people.
- Across the school, almost all teachers make use of the agreed school structure of an effective lesson. Most teachers use starter activities that recall prior learning before moving on to introduce new content and activities. In most lessons, teachers explain clearly the purpose of learning and how young people will be able to demonstrate success. In the majority of lessons, this includes differentiated success criteria. In a minority of lessons, most young people do not make progress through the success criteria, as this is not always set at the appropriate level of challenge. Teachers should ensure that they challenge every young person to achieve as well as they can during lessons. There is scope for teachers to involve young people more in using success criteria to reflect on their progress throughout their learning.
- In most lessons, teachers plan well to engage young people in a balanced range of activities. They provide clear instructions that ensure most young people participate effectively. Young people enjoy working collaboratively and engage well in independent tasks. Where there are opportunities to lead their own learning, this is supporting engagement and should be further developed across the school. In the senior phase, teachers are supporting young people to engage in a broadening range of qualifications. This includes delivering multiple qualifications within a class. Teachers skilfully balance the elements of learning required to support young people to be successful.
- In a minority of lessons in the broad general education (BGE), young people are challenged in their learning through taking responsibility for completing tasks at an appropriate level of challenge at an appropriate pace. Too often across lessons, all young people undertake the same activities at the same pace. This is leading to a lack of challenge for a few young people

and acting as a barrier to access learning for a few young people. As a result, at times a minority of young people are passive or not engaged in their learning. Teachers should further develop approaches to planning learning experiences that ensure appropriate pace and challenge. Most young people in the BGE are not confident in their understanding of the features of effective learning.

- Almost all teachers are aware of the needs of learners and access helpful information through the support for learning database. Almost all teachers support young people in lessons individually when required. Teachers plan for differentiation in all lessons. However, this is often in the form of generalised support and not specific enough to meet the needs of individuals. Senior and middle leaders should, as planned, undertake further review of their approaches to meeting the needs of learners and adapting planned learning. They should continue to monitor and review the impact of this for young people.
- Staff's use of formative approaches to assessment is not consistent. A minority of teachers use open ended questions skilfully to check for understanding and promote deeper thinking or to develop higher-order thinking skills. There is scope for teachers to use information gathered more effectively when checking for understanding, in order to adapt planned learning. This will help to ensure young people develop deeper understanding throughout their learning and make better progress. As planned, senior and middle leaders should support staff's improved understanding of effective formative assessment strategies and ensure the development of a more consistent, whole-school approach.
- In most lessons, digital technology is used well to engage young people and improve learning. All young people have access to a one-to-one device. These are used regularly in most classes to access resources, research information and complete tasks. Most teachers share learning and revision resources well through online platforms. Young people are positive about their ability to access these and the organised format in which they are presented. A few young people benefit from using assistive technologies to support their access to learning, including the use of text to speech, immersive reader, language translation and to complete assessments.
- Teachers in most departments use a variety of assessment approaches to form holistic judgements of learner progress in the BGE. Teachers use assessments well to check for understanding. They do not yet use this information effectively to adapt planning for learning. Where departments are engaging in moderation of planning, learning, teaching and assessment in the BGE, this is improving teachers' confidence and the quality of planning for learning. Senior leaders should ensure a more consistent approach to moderation across the school. This will improve the reliability of assessment judgements and consistency in learning expectations.
- Overall, teacher engagement with internal verification, rather than moderation in BGE, is evident. Strengthening feedback and moderation across all stages, including continuing with planned cross-school collaborations, will ensure more robust and consistent assessment practices. Planned quality assurance processes will also strengthen teachers' understanding of shared standards and expectations. Scottish Qualifications Authority (SQA) appointees are supporting and increasing staff's understanding of standards at National Qualifications (NQ)s. To improve attainment, middle leaders should collaborate to refine the use of national Benchmarks across all subject areas, ensuring assessments guide effective interventions and next steps in learning within their subject areas.
- Senior leaders recently introduced a new whole-school tracking system for the senior phase. Although at an early stage, this allows teachers to identify individuals and cohorts of young

people who would benefit from additional supports. Senior leaders and teachers should focus on improving the consistency and quality of assessment, tracking and monitoring in the BGE. This will help young people to understand their progress and next steps in their learning.

- Most young people in the senior phase value one-to-one learner conversations which help them to set their next steps for learning. Staff should ensure high quality personalised learning conversations are consistently used to support young people's understanding of progress and next steps in the BGE.
- The majority of teachers use information well to support individual learners through helpful profiles, pupil pivot wheels and the support for learning database. Senior leaders should ensure that this information is used more effectively to plan appropriately to support learners.

2.1 Safeguarding and child protection

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

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

- Over the past five years, young people's attainment in literacy and numeracy by the end of S3 has been below that of the local authority and national figures. In 2023/24, the majority of young people achieved Curriculum for Excellence (CfE) third level in literacy and in numeracy. In the same year, a minority of young people achieved CfE fourth level in literacy and in numeracy. However, this has improved from 2021/22, when just over a quarter of young people achieved CfE fourth level in literacy. Overall, teachers across the school need to capitalise in more regular, planned opportunities to develop their skills in moderation with colleagues beyond the school. This will help to strengthen their approaches to applying national standards and expectations when measuring young people's progress.

Senior phase

Leavers

- Attainment of young people who left school for literacy over the past five years has been broadly in line with the Virtual Comparator (VC). Across most measures over the past five years, there has been a gradual decline on leavers' attainment in literacy. Moving forward, senior leaders and teachers should continue to develop robust approaches to ensure that no young person leaves school without achieving a literacy qualification.
- For leavers who require additional support in their learning, a majority achieved Scottish Credit and Qualifications Framework (SCQF), level 4 or better in literacy over the past five years. A minority of leavers who require additional support achieved SCQF level 5 or better in the last five years. For the same group of leavers, a few achieved SCQF level 6 or better. However, over the last three years, the school has made steady improvements when measured against itself, at this level.
- Leavers' attainment in numeracy over the past five years has been broadly in line with the VC. In two out of the last five years, this was significantly much higher for those leavers achieving SCQF level 4 or better. Overall, there is no clear pattern of improvement in leavers' attainment in numeracy. Moving forward, senior leaders and teachers should continue to develop robust approaches to ensure that no young person leaves school without achieving a numeracy qualification.
- Over the last five years, most leavers who have additional support needs (ASN) with their learning from 2019/20 to 2021/22, have achieved SCQF level 4 or better in numeracy. This decreased to the majority in 2022/23. This is broadly similar to the VC, but below national

figures and shows a gradual decline over the last five years. A minority of leavers who have ASN achieved SCQF level 5 or better in numeracy over the last five years. Overall, this is below both the VC and national figures.

Cohorts

Literacy

- At S4, attainment at SCQF level 4 or better has fallen gradually to being significantly much lower than the VC currently. Attainment at SCQF level 5 or better shows no clear pattern of improvement over time. However, in the past two years, this has improved from being significantly lower than the VC, to now being broadly in line with the VC. By S5 and S6 based on S4, attainment in literacy is broadly in line with the VC. By S5, there has been a gradual pattern of decline. By S6, attainment fell to being significantly much lower in 2022/23 from SCQF level 3 or better, 4 or better and 5 or better.

Numeracy

- At S4, most young people have achieved SCQF level 4 or better in numeracy in three of the last five years. In 2019/20, attainment was significantly much higher than the VC. Young people's attainment in numeracy at SCQF level 5 or better has remained in line with the VC, from being significantly lower in 2021/22. Currently, only a minority of young people gain a National 5 award in numeracy. Few young people gained numeracy through achievement of the full National 5 course award in three out of the last five years. By S5 and by S6 based on S4, attainment in numeracy is broadly in line with the VC but showing no pattern of improvement. In 2022/23, for S6, this fell to being significantly much lower than the VC across three levels.

English and mathematics

- At S4 in English, a lower proportion of young people are presented at National 5, than the national figure. In 2023/24, a higher proportion of young people were unsuccessful in gaining the award. By S5 and S6 in English, presentation levels and success rates are below national figures at National 5. In 2023/24, a low proportion of young people were presented for Higher English compared to national figures. Of these young people presented at Higher, a majority achieved a grade A-C award. However, a quarter were awarded a grade D or 'no award.' A group of young people were presented for English for Speakers of Other Languages at Higher in S5 in 2023/24. Most of these young people successfully achieved the award.
- At S4 in mathematics and applications of mathematics, much lower numbers were presented for the courses at National 5 in 2023/24, compared to national figures. Of those young people presented, overall, a minority achieved the qualification in applications of mathematics and a small majority gained the qualification in mathematics. Most of young people were awarded a grade D or 'no award' in applications of mathematics and half were awarded this in mathematics compared to national figures. By S5, numbers of young people in 2023/24 presented for Higher mathematics, was below national figures. Of those young people presented, a majority were successful in achieving a grade A-C.
- Overall, staff who lead mathematics and numeracy need to review approaches to improving the presentation levels of young people for courses at all levels to help to improve their outcomes. There continues to be important weaknesses in presentation levels and outcomes for young people in numeracy and mathematics. Positively, senior leaders and leaders for numeracy and mathematics have begun to address these issues as an urgent priority.

Attainment over time

BGE

- In most departments across the school, teachers have approaches in place to monitor young people's progress and to inform reporting. These approaches have just been introduced in recent months, so are at the early stages. Senior leaders should support teachers to develop a whole-school approach to monitoring young people's progress at subject level. This will help to communicate better young people's strengths and next steps for improvement. This should also help to ensure that more young people are being appropriately challenged in their learning and choice of courses. Overall, too few young people are experiencing challenging learning at BGE fourth level by the end of S3. As a result, this is holding back improving young people's outcomes in attainment throughout the senior phase. Whilst senior leaders have begun to take steps to widen and improve the school's curriculum offer to young people, they are aware that aspects of the curriculum need to be improved as a key priority, both in the BGE and senior phase. Senior leaders and teachers need to continue to review and improve the school's curriculum offer in order to improve outcomes for more young people.
- From S3 and throughout the senior phase, senior leaders and teachers should review subjects where young people are engaging with NQ assessments in S3, and where they are being dual presented across SCQF levels in subject areas. At times currently, this is detracting from young people's ability to experience greater depth in their learning.

Senior phase

Leavers

- Using average complimentary tariff scores, overall attainment of the lowest attaining 20% and middle attaining 60% of young people, has been in line with the VC over the last five years. In 2021/22, attainment of the lowest attaining 20% of young people rose to being significantly higher than the VC. For the highest attaining 20% of young people, attainment has been broadly in line with the VC. However, this fell to being significantly much lower than the VC in 2022/23.

Cohorts

- At S4, and by S5 and S6, cohorts of young people are at times engaging with assessment in a high volume of SQA qualifications. Senior leaders should review this as a matter of priority. This will help to ensure that young people can devote more time to improving their attainment and achievements across key areas of the curriculum, in line with national expectations. This will also help to provide young people with a wider suite of options beyond S4, which may include more young people choosing to stay on at school.
- At S4, attainment of the lowest attaining 20% and middle attaining 60% of young people has been broadly in line with then VC over the past five years. In one out of the last five years, this was significantly higher than the VC for the lowest attaining 20% of young people. For the middle attaining 60% of young people, this was significantly much higher than the VC in 2019/20. Overall, there is no pattern of improvement. For the highest attaining 20% of young people at S4, attainment was much lower than the VC in 2021/22 and significantly lower in 2022/23. By S5, attainment of the lowest attaining 20% of young people has consistently been in line with the VC. For the middle attaining 60% and highest attaining 20% of young people, attainment has broadly been significantly lower or much lower than the VC over the past 5 years. By S6, the attainment of the lowest attaining 20% of young people has been in line with the VC over the past five years. For the middle attaining 60% of young people, this fell in 2023/24, to being significantly much lower than the VC. For the highest attaining 20%

of young people, attainment overall has been significantly much lower than the VC in 2020/21 and 2022/23. This improved in 2023/24, to being in line with the VC.

- Recent appointments to senior and middle leadership, including the very recently appointed headteacher, are bring about a refreshed agenda for change and improvement. A few middle leaders are prioritising new approaches to bring about essential improvements in young people's quality of learning experiences and attainment and achievements. It is currently too early to see the desired impact of these reviewed approaches. This needs to be rolled out across the school so that more young people experience more success across the school. The variability across subject areas' performance is resulting in ongoing important weaknesses in the school's approaches to raising attainment.

Breadth and depth

- At S4, a minority of young people achieve one or more awards at SCQF level 5C or better. This is a decrease from 2020/21 where most achieved at this level. Attainment at this level is in line with the VC for 2023/24, having been both significantly lower and significantly much higher in previous years. A minority of young people achieved three or more to five or more awards in 2023/24. There have been improvements from 2021/22 to 2023/24 with attainment moving from being significantly much lower to being in line with the VC. At S4 at SCQF level 5A, attainment has been consistently in line with the VC over the last five years for young people achieving five or more to seven or more courses. For young people presented for one or more to four or more courses during the same period, attainment has been less strong with no pattern of improvement.
- Using additional breadth and depth information provided to reflect the high percentage of leavers following S4 and S5, attainment by S5 and S6 is more stable and in line with the VC. At SCQF level 5C or better by S5, young people's attainment in one or more to five or more courses is broadly in line with the VC. This was significantly much higher in one or two of the last five years, across most measures. However, attainment at SCQF level 5C or better has shown an overall decline over the past five years across all measures. In 2023/24, there was an improvement at SCQF level 5C or better across almost all measures. Senior leaders and teachers need to identify approaches that are resulting in improvements in attainment, so that they can build sustained levels of improved attainment over time. At SCQF level 6C or better by S5, attainment is broadly in line with the VC, but shows gradual patterns of decline. Only a few young people attain at SCQF level 6A or better in two or more to five or more courses, in line with the VC.
- By S6, based on S6, attainment at SCQF level 6C or better is broadly in line with the VC and has improved in the latest year. Attainment at SCQF level 6A by S6 is broadly in line with the VC. This fell to being significantly much lower in 2022/23 for one or more, to three or more courses. Overall, attainment at this level has shown signs of improvement in the latest year. In 2023/24, 30% of young people who remained at school until S6 achieved one or more award at SCQF level 7. This has been an improving picture over the past three years. Subject departments should collaborate to share good practice in helping more young people who stay on until S6, to experience success at this level across more subject areas. The local authority consortium arrangements are also helping more young people to engage in learning at SCQF level 7.

Overall quality of learners' achievement

- Senior leaders have established and nurtured a broad, extensive and innovative range of partnerships with businesses, community organisations, universities and third-sector agencies. These partnerships significantly enrich young people's achievements beyond the classroom.

Young people value these experiences, which are helping to raise aspirations and connect learning to real-life contexts.

- All staff have undertaken professional learning on meta skills. As a result, teachers have begun to incorporate these skills into a few lessons and the S1/2 elective programme. Senior leaders and staff should now work towards consistency in this area, on building progression in skill development, and on young people's ability to articulate their skills development journey.
- Staff support young people well to develop skills for learning, life and work through purposeful wider achievement experiences that are mapped across the curriculum. Staff are continuing to develop the wider achievement tracker. It currently provides a helpful starting point to identify young people's participation. This is also beginning to enable staff to monitor equity of access. Senior leaders should continue as planned to develop this strategy to ensure consistency across departments in how achievements for young people are offered and tracked.
- A range of accreditations are available to pupils via wider achievement initiatives and partnerships, for example National 5 Hospitality and Creative Industries qualifications, and this is supporting success for learners. As planned, senior leaders and staff should continue to develop these pathways further by embedding them more formally into curriculum planning.
- Staff and partners plan outdoor education, sport, business and community initiatives well to support young people's social, emotional and physical wellbeing. Some targeted experiences have had a significant impact on pupils' engagement by helping to build confidence, attendance, and future pathways.
- Through a values leadership programme, groups of young people are empowered to take on leadership roles, for example as sports leaders, delivering activities for local primaries. These experiences are well received by these young people, and they benefit from authentic responsibilities to lead within community and curricular settings.
- A range of extra-curricular clubs provide valuable enrichment to extend young people's learning beyond the classroom. Staff actively seek pupils' views on the types of clubs offered, and they are shaping this programme to take account of young people's views and interests.
- The annual prize-giving event, concerts, exhibitions and sports award ceremonies are ensuring that success is shared with families. Young people value the ways in which their achievements are celebrated, and this is helping to foster a positive school ethos.

Equity for all learners

- Most young people reside in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. When compared using average complimentary tariff scores, the attainment of young people who left school between 2019/20 and 2023/24, and who live in SIMD deciles one and two, is significantly lower, or significantly much lower, than that of young people who reside in similar deciles nationally in most years. Attainment is broadly in line with the national measure in all other deciles.
- Senior leaders have used Pupil Equity Funding (PEF) to provide attendance and attainment support to those who require it, through a new attainment hub. As yet, there is no systematic approach to tracking the achievement and attainment of the young people who are supported in the attainment hub. As planned, senior leaders should now monitor the impact of this intervention to ensure that they are accelerating the attainment of the appropriate young people.

- Young people who are care-experienced are supported well by staff. Their attendance and progress in literacy and numeracy is tracked and monitored increasingly well by specified staff. Young people who are part of The Promise working group have implemented The Promise policy in the school. Additional experiences are put in place to provide extra support for care-experienced young people, with a focus on healthy eating and lifestyles. As part of this, young people enjoy outings to the gym, swimming, making healthy foods and have been issued a free gym membership. The young people say that they feel included, cared for and supported. The majority of young people who are care-experienced are making good progress in literacy and numeracy.
- When using average complimentary tariff points, the attainment of young people who left school and who require additional support is above the VC for the lowest attaining 20% and the highest attaining 20% of young people in 2023/24. The middle attaining 60% of young people attain broadly in line with the VC.
- Young people who have English as an additional language (EAL) are supported well by teachers and staff. There are 38 languages spoken by young people in Castlebrae Community Campus and 14 languages spoken by staff. Young people benefit from translation support and a staff mentor where appropriate. The young people with EAL feel a sense of belonging to the school through their involvement in the school life, school clubs and additional support where required.
- Almost all young people who left school in 2023/24 moved on to a positive destination. The number of young people going into higher education on leaving school is lower than national figures and the virtual comparator. The proportion of young people moving on to further education has been higher than the national figure in three out of the last five years. The proportion of young people going into training is higher than national and virtual comparators and local authority averages. Senior leaders should continue to review the curriculum to ensure courses are aspirational and relevant to the future needs of young people.
- Attendance was in line with the national average in 2022/23, but has dropped below the national average in the latest year 2024/25. Senior leaders have recently reviewed the attendance procedures and policies. This has resulted in very clear roles and responsibilities for school staff in recording, reporting, monitoring and promoting good attendance. A few young people receive targeted support to improve their attendance. This includes interventions from the wellbeing hub, external partners and small group work in the school. Senior leaders should continue to monitor late coming of young people and attendance of specific cohorts.
- The number of exclusions was above the national average in the most recent year 2023/24. Although exclusions remain higher than the national average, there is an overall decline between 2018/19 and 2023/24. The new headteacher has plans in place to continue to reduce exclusions further. As planned, senior leaders should ensure that they review the use of part-time timetables, including for a few young people who have previously been excluded. This will ensure that the appropriate supports are in place and that the young people receive their full entitlement to education.

Quality of provision of Special Unit (contributes to school evaluations)

Castlebrae Enhanced Support Base (ESB) was established in 2021. Staff work with young people from S1 to S6 who require significant additional support for their learning. There are 17 young people from across Edinburgh City Council attending the ESB. A newly appointed deputy headteacher has strategic responsibility for the ESB. She is supported by a curriculum leader who assumes operational responsibility for the ESB. Young people attend lessons with their peers from across the school and access more intensive support within the ESB.

QI 2.3 Learning, teaching and assessment

- Staff within the ESB have created a calm and welcoming environment where young people feel safe and enjoy their learning experiences. All staff work well together to nurture and care for the young people within the ESB.
- Teachers, pupil support officers and pupil support assistants offer well-judged support to young people within the base and across the school. They accompany young people from the ESB to lessons across the school, liaising with mainstream teachers to gather important feedback about young people's progress, which they discuss with the curriculum leaders. Senior leaders should continue to work with staff in ESB and the mainstream school, to ensure that work is set at the right level of difficulty.
- All young people make good use of digital technology provided for them, including assistive software on tablet devices. This includes speech-to-type technology and auto readers. Staff within the ESB make careful judgements about when to encourage, and when to limit, young people's use of devices. This is helping to ensure that young people do not rely on technology and that they have sufficient opportunities to build their reading and writing skills.
- Young people work in the ESB in small groups, often accessing one-to-one support in literacy and numeracy. This is helping to accelerate learning and progress for almost all young people. In the ESB and across the school, most teachers display the purpose of the learning clearly and discuss it with young people, checking for understanding. In a few lessons, teachers share the purpose of the learning, but do not link the subsequent tasks well enough to the intended learning goals. This can make it difficult for young people to understand how the task relates to the intended learning. It also makes it difficult to assess whether young people have been successful in their intended learning. In a few lessons, tasks are too focused on young people's digital interests and are therefore not challenging enough. Senior leaders should work with staff to ensure that all learning is relevant, and that young people understand better the purpose of tasks.
- Staff within the ESB understand the needs of their young people well. Staff in the ESB make use of a variety of assessments tools to understand young people's progress. They plan assessments as part of learning. Staff communicate relevant information about young people's needs and progress systematically and effectively using documents which they share with relevant staff. Senior leaders record young people's views, and the views of their family, at planning meetings. This is helping young people to have an active role in planning for their future and is supporting them to understand their own learning needs.
- Senior leaders use school tracking systems to gather data about young people within the ESB. Their system helps staff understand where young people have gaps in their learning. They should continue to develop ways to monitor how well young people make progress over their time within the ESB.

QI 3.2 Raising attainment and achievement

- Most young people within the ESB are making good progress with their literacy and English, and numeracy and mathematics. The majority of young people are building successfully on their prior learning.
- At the BGE, young people enhance their literacy skills in English and in subjects across the curriculum. Most young people are working well across early to third levels. Staff are supporting young people to work through appropriate experiences and outcomes well. In numeracy, most young people are successfully meeting their targets. Most learners are working well across the early to third levels.
- In the senior phase, most young people are successfully working on course awards at SCQF levels 2 to 4 across literacy and numeracy. A few are working toward units in National 5 numeracy. Young people achieve a combination of units and full course awards. Teachers should continue to identify progressive qualifications and wider awards to ensure all young people gain as wide a range of accreditation as possible.
- Staff carefully consider young people's needs and their range of abilities to ensure that all young people make good progress over time. The ESB has been open for four years. Staff are beginning to make predictions about young people's expected levels of attainment. As a next step, senior leaders should consider how to evaluate and track the accuracy of predictions. This will support staff to understand better young people's progress and enable them to assess more accurately the impact of any interventions put in place. Senior leaders should also consider how they will track attainment of cohorts, for example, by undertaking analysis by year group, social background or gender.
- All young people secure a wide range of achievements which are focused on enhancing communication and life-skills. From S1, young people discuss the skills they are building in stage-appropriate terms. Staff work with young people to help them identify which opportunities they might enjoy in the community and within school. Staff in the ESB have built a range of partnerships to benefit and support learners to increase skills and experiences. For example, in the senior phase, young people work closely with a local partner, which provides employment and learning opportunities for young people with disabilities. Staff are beginning to work with agencies which bridge the gap between school and post-school experiences. This should help young people build relationships before they leave school for a new placement. It helps young people understand what to expect and prepares them for reduced levels of support.
- Young people attend courses at Edinburgh College, and work placements at Bridgend Farm, which is a community hub with a training kitchen and café. They participate in a variety of gardening projects, water sports, music projects and outdoor education activities. Staff from the ESB also make effective use of the links which the rest of the school has in the local area. Overall, young people are gaining a range of skills and experiences which are helping them to navigate their local area, build confidence and prepare for the world of work. Senior leaders should now begin to track the benefits and skills which young people gain from these opportunities. They could do this by devising a framework for skills, or by explicitly building these skills into young people's targets and plans.
- Overall, young people's attendance in the ESB is good. Most young people have very high levels of attendance. For the few young people who have low attendance, staff deploy effective strategies to raise attendance. Staff can demonstrate significant improvements in attendance for young people from when they begin to attend the ESB.

- All staff have a good understanding of the needs of young people, including care experienced learners. They use information about health, learning and social context to support young people and their families well. Staff work effectively with families and partners to provide meaningful support to help them access benefits such as free transport and financial support. Senior leaders should work with staff to evaluate the impact of these interventions and how effectively they close gaps in learning and accelerate young people's progress.

Other relevant evidence

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. Areas for development have been agreed with the school. Additional issues for the local authority catering provider need addressed as a matter of urgency.

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.