

Summarised inspection findings

John Paul Academy

Glasgow City Council

28 February 2023

Key contextual information

School name: John Paul Academy
Council: Glasgow
SEED number: 8458731
Roll: 893

John Paul Academy is situated in Summerston in Glasgow. The school links with three associated primary schools. The headteacher has been in post for less than a year. He is supported by three full-time depute headteachers, two of whom are substantive, and one part-time depute headteacher.

In February 2022, 50 per cent of pupils were registered for free school meals. In September 2021, 68.8 per cent of pupils lived in the 20 per cent most deprived datazones in Scotland. In September 2021, the school reported that 51.6 per cent of pupils have additional support needs.

Attendance was below the national average in 2021. Exclusions were below the national average in 2021.

A local authority Integration Centre is located within the school, led by a principal teacher. This centre is for young people with a wide range of needs. All these young people are integrated into the school's mainstream classes.

1.3 Leadership of change

very good

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

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

- The headteacher's vision for the school community centres around the recently rebranded school values, which are central to the experiences of all young people and their families. These values underpin the work of the school, where there is a climate of high aspirations for every learner. Young people can articulate how the school values impact on their school day and how they help nurture very respectful relationships and positive experiences.
- The headteacher has led and managed change very well. He and his team demonstrate values-based leadership, and they work well together to provide effective and supportive leadership that is continuing to improve the school. The headteacher's vision of excellence for the school community has involved sustained and successful relationship building with parents, staff, external partners and young people. It has also involved an ongoing commitment to consultation and working together.
- Senior leaders and almost all staff have a clear understanding of the social, cultural, and economic context of the school and know all young people well. Almost all young people agree that their teachers want the best for them and will always go "above and beyond" to see them succeed. Staff are passionate about the school being a thriving hub in and for its community. A next step for senior leaders will be to develop stronger links between the school and community organisations such as North United Communities. This would ensure an improved connection between the school and support networks that can provide further assistance to families with the cost-of-living crisis, financial inclusion, and wider dignified food distribution.
- Teachers work effectively to lead learning. They place a high priority on improving classroom experiences for learners. They engage in meaningful opportunities for professional learning and development. The digital learning team leads and supports teachers and learners well to expand their digital literacy. Support staff would welcome further training in this area. There are good examples of staff leading aspects of the school's work, for example in relation to the Pupil Equity Fund (PEF). Staff are also developing their leadership skills through, for example, shadowing and mentoring their peers. Senior leaders should now formalise and extend opportunities for staff to develop leadership skills to support further the school in realising its high aspirations for young people and the community.
- Young people say that staff listen to them. They value having regular opportunities to share their opinions through surveys. Staff should take forward their plans for a more formalised pupil participation framework. This should provide young people with increased and improved opportunities to share their views and develop leadership skills, particularly in the broad general education (BGE).

- Senior staff are fostering a sense of collective responsibility for improvement amongst staff, where staff learn with, and from, each other. This is evident in the way that the professional learning of staff has impacted positively on classroom routines. Consistent, calm, 'adult' behaviour is evident in almost all classrooms, which supports young people well to be ready to learn. A few departments have developed these routines innovatively, which is also helping to improve learners' understanding of appropriate classroom conduct.
- Middle leaders support senior leaders well in driving forward improvements and in ensuring rich professional learning opportunities for staff. They have led professional discussions at collegiate meetings and encourage staff to work across and beyond the school. This has energised staff, developing in them a forward-looking approach to learning, reflection and leadership development. Each department is working as part of a trio of schools, and some staff contribute to city wide networks. This is supporting teachers to look outwards and become more confident in, for example, moderation and assessment practices.
- The headteacher and senior leadership team are to be commended for inspiring colleagues to extend their own horizons as leaders of learning. They should continue to do this, using a blend of appropriate support and challenge, as they work with staff from all curriculum areas.
- Leaders use data well to inform most aspects of school planning and decision-making. However, they could make even better use of their statistical-data analysis. This would allow them, for example, to set attainment targets for each subject area on a more formal basis, which would support learners' progression more effectively. Further data analysis would also ensure improved decision-making about the levels of courses and programmes required when refreshing the school's curriculum offer.
- The way in which senior leaders and staff use the improvement planning process to improve practice in learning and teaching is a strength. The school improvement plan demonstrates well-judged and focussed priorities. A next step for the school will be to ensure that the targets within the school and departmental improvement plan targets are more outcomes focused. This would be particularly helpful in formalising attainment targets. Teachers welcome the changes made by the headteacher in the renewed approach to self-evaluation. They feel more involved in school improvement as they work together increasingly to reflect on the school's practice. This allows many planned opportunities to them to share, discuss and learn meaningfully from a range of views.

2.3 Learning, teaching and assessment

very good

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

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The climate for learning at John Paul Academy is strongly influenced by the aspiration of 'Excellence In Every Classroom'. Young people benefit from highly respectful relationships within a very positive and inclusive ethos. This ethos supports the school's calm and restorative learning culture, in which all young people are valued. Young people are very motivated to learn and are courteous and well-behaved. They trust their teachers.
- Almost all young people engage well in their learning. They are motivated to learn by their frequent involvement in pair and group work as well as having the opportunity to learn independently. In a few lessons, young people's learning is enhanced through highly effective examples of peer support. In most lessons, young people experience learning that is well-paced. This helps to maintain their focus. In a few curricular areas, the learning experience is too passive and overly teacher-led.
- Young people are also motivated to learn by their engagement in a range of reflective and evaluative activities outwith the classroom. For example, young people have been significantly involved in leading aspects of the school's validated self-evaluation programme (VSE). Young people value such opportunities, especially when they can contribute to improving the learning process.
- Teachers were very involved recently in the creation of an aspirational learning and teaching policy. Their implementation of this policy is now encouraging all young people to be ready, respectful, and resilient in relation to their learning. It is also leading to increased consistency in the quality of teaching. Almost all young people value the quality of teaching in John Paul Academy.
- Teachers are highly committed to inclusive practice. As trusted professionals they respond calmly when young people require intervention and support. They are also sensitive to instances when young people provide relevant but mistaken answers. Teachers have created engaging and stimulating learning environments. Almost all classrooms feature vibrant displays and examples of work by young people. This helps young people to feel valued.
- In almost all lessons teachers show an impressive knowledge of young people and their individual needs, including those who work in the co-located Integration Centre. These young people are included well in mainstream classes. Teachers plan lessons diligently and, in nearly all cases, they share with learners the purposes of learning and how they can be successful. A next step for staff will be to develop opportunities for young people to be more involved in planning their learning.

- In most lessons, teachers use well-structured questioning to engage young people and gain insight into their learning. Similarly, most teachers design tasks and activities that are appropriately challenging. In a few lessons, teachers used a clear hierarchy of thinking skills to ensure ongoing challenge.
- Most teachers support learning effectively through the provision of feedback to young people, such as comments about learners' work and discussion in lessons. Teachers also use digital contexts effectively to provide feedback and to support young people's engagement in learning more generally. In the majority of lessons, teachers provide feedback through structured plenary activities. While reports to parents also provide an outline of young people's progress, senior leaders are aware these reports could provide more helpful detail.
- Teachers show great commitment to improving the quality of their practice. A clearly collaborative and collegiate culture assists them to do this. Very effective self-evaluation processes are in place to evaluate regularly the quality of learning and teaching and the sharing of high-quality practice. These processes are leading to improved consistency in the quality of learning and teaching across the school.
- Teachers use an appropriate variety of approaches to assess progress made by young people. In the BGE and the senior phase this includes use of summative tests, scrutiny of jotters and teacher-led conversations. In most faculties young people also have opportunities for peer and self-assessment. In almost all curricular areas, the quality of learning is assessed through learning logs that are created jointly by teachers and young people. Young people reflect well on their learning. Overall, young people can speak confidently about their learning, but not all young people are clear about their next steps to improve their learning.
- Curriculum leaders use a variety of tracking and monitoring systems to help improve outcomes for learners. At all levels in the school, data is analysed and used to plan learning that is matched increasingly to the needs of young people. Across all curricular areas, teachers use available data regularly to review individual learners' progress. Almost all teachers use data to review their approaches to learning and their plans for teaching. This helps them to ensure they continue to meet all young people's needs as effectively as possible.
- Almost all faculty heads and principal teachers analyse assessment data and tracking and monitoring data thoroughly. They discuss this data through a series of well-planned review meetings with senior leaders. Collectively, they use this data effectively to evaluate and revise young people's learning programmes. Senior leaders are aware of the need to improve further how the analysis of attainment data leads to better-defined attainment targets for young people.

Curriculum: Learning pathways

- The school's clear curriculum rationale provides an effective framework for meeting the needs and aspirations of the young people. Most young people agree that they have been well supported in making choices at each stage.
- Due to staffing constraints, the school does not yet reflect national guidance in respect of its provision in modern languages or geography.
- Young people experience learning across all eight curriculum areas in the BGE. They have important opportunities to exercise choice and personalise their curriculum pathway as they progress to S2, S3 and S4. At S2, young people follow a core curriculum of English, mathematics, social sciences, Spanish, home economics, physical education (PE), religious education (RE) and personal, social and health education (PSHE). They then choose two technologies subjects from three on offer, and two expressive arts subjects from four on offer. At S3, young people's core curriculum includes English, mathematics and PE, with choices from sciences, technologies, social subjects and the expressive arts, as well as one further choice from across the range of options.
- At S4, young people study English, mathematics, RE and PE, with a further five subjects chosen from across a wide range of options including college programmes. Young people in S5 and S6 choose subjects from six sets of options, at Scottish Credit and Qualifications Framework (SCQF) levels 4 to 7. Particularly at the senior phase, young people can add important contributions to their curriculum pathways through the school's wider achievement programme. These contributions are designed to challenge young people by encouraging them to experience new activities and interests. Opportunities include Scottish Qualifications Authority (SQA) awards and other qualifications at SCQF levels, through awarding bodies such as Sport Scotland, Saltire, the Duke of Edinburgh's Awards Scheme and others. Staff also offer popular options for outdoor activities, including climbing and kayaking.
- The school's provision for vocational pathways shows particular strength and gives an appropriately high status to these options. Staff actively promote the wide range of options linked to apprenticeships. They work well with a range of partners to offer relevant vocational pathways. This has a positive impact on those young people who are furthest from the job market and living challenging lifestyles. Examples include a construction training company, that provides a paid eight-week training programme. This includes vocational skills development to prepare young people for the world of work. Eighty percent of the participating young people achieve a modern apprenticeship. Work at a Ranger's Charity Foundation hub is supporting learners and their families to engage with the hub's literacy and mental health initiatives

2.7 Partnerships: Impact on learners – parental engagement

- The school values its relationships with parents. This is demonstrated in the many ways in which staff throughout the school work to meet parents' needs. Commendable examples include how the school continues to help families through times of hardship. The school's partnership with parents continues to help remove barriers to young people's readiness to learn.
- Most parents express positive views of the school. Most agree that their child is making good progress.
- Parents would welcome more support in helping them understand how to support their child's learning at home. The school should proceed with its plans to seek improvements in this respect.
- Staff are now seeking to rebuild links with parents, which were affected as a result of COVID-19. They are promoting once again the work of the highly valued and enthusiastic Parent Council.
- The Parent Council is highly supportive of the work of the school. Members praise the headteacher's successful approaches to keeping parents fully informed about the work of the school and their children's progress. They believe that senior leaders take prompt action to deal with any issues raised by parents. Staff across the school are perceived as very committed to young people's progress and welfare.
- Senior leaders and staff, along with the Parent Council, should continue to develop ways to connect with and involve more parents in the life of the school. In particular, they should continue to reach out to those parents who may be less inclined to make contact with the school.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school values of love, inclusion, faith, and excellence underpin the school's approach to supporting and developing the wellbeing of all young people.
- All staff have participated in professional learning on nurturing approaches. These approaches are very evident in interactions between staff and young people and between peers. This is resulting in almost all young people feeling cared for and treated with respect.
- Departments have nominated 'nurture link' teachers, who receive training and support to promote and embed the principles of nurture across the school. These teachers enable staff to meet better the needs of all learners, and they are a helpful point of contact for young people in departments. Most young people feel safe and report that the school helps them to feel safe. For example, young people have access to a range of clubs and support spaces, including the library area and wellbeing hub, which provide welcoming and safe environments for them.
- Senior leaders and staff demonstrate a strong commitment to supporting the wellbeing of all young people, including young people from the Integration Centre. Almost all staff have a very clear understanding of the context of the school including the socio-economic challenges faced by young people and their families. This contributes to the very positive school ethos where almost all young people feel they belong. Supporting the dignity and worth of every individual is a strong feature of practice in the school, although there is an underdeveloped emphasis currently on developing young people's rights. A next step for the school will be to develop further opportunities for young people to influence improvements linked to the United Nations Convention on the Rights of the Child (UNCRC).
- All staff have undertaken professional learning in understanding the behaviours of young people. This is helping them to ensure that they are well-equipped to address all situations in a supportive and sensitive manner. This leads to young people feeling listened to, valued, and respected. Additionally, professional learning in restorative practice has supported staff and young people to address conflict in a solution-focused way. Senior leaders should ensure that support for learning workers have equal access to professional learning to support these staff in feeling well-equipped to support young people in the classroom.
- A structured PSHE curriculum supports young people's wellbeing. Through this curriculum, young people maintain regular contact with their pastoral care teacher. This allows positive relationships to develop and provides universal support to all young people. Inputs on citizenship, relationships and study skills enable young people to discuss and explore topical issues. As planned, senior leaders, staff and young people should undertake a review of the content and structure of the PSHE curriculum. It should be developed further to provide

relevant support that reflects the lives, experiences and challenges faced by young people across this community. This would develop further these young people's understanding of their own wellbeing.

- While young people's wellbeing plans are reviewed regularly, staff should continue with their plans to ensure these are reviewed more systematically than at present.
- Staff across the school enjoy celebrating success with young people, including, for example regarding their learning, attitudes, resilience, and attendance. This helps to improve the self-esteem, ambition and aspirations of all young people.
- Staff are aware of their statutory responsibilities around young people. This includes them complying with national guidance and implementing appropriate universal and targeted supports. The school should review its current policy documentation to reflect fully national guidance, for example "Respect for All". The school should continue to review its processes linked to child-centred planning.
- Attendance is an area of concern for a minority of young people, who experience a range of significant, personal challenges. Senior leaders and pastoral staff are working very well with key external partners to support young people and their families in addressing this issue. Using a range of carefully planned strategies, they are already impacting positively on the attendance and engagement of a few young people. Strategies include young people working with staff from the school's Health and Wellbeing Hub. They also include staff ensuring that all young people are supported effectively to attend school, for example in relation to them having appropriate clothing.
- The local authority submitted self-evaluation 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. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.
- Senior leaders and staff should continue to monitor and promote the uptake of school lunches for those young people registered and entitled to receive them.
- John Paul Academy provides a very inclusive and supportive environment for all young people. All young people benefit from carefully planned learning opportunities in almost all classes, enabling them to access successfully all their learning opportunities. Young people with additional support needs are very well supported and have their needs met through a range of strategies employed by skilled classroom practitioners.
- Almost all staff are aware of the needs of individual young people in their classes through a staged intervention database linked to individual profiles. This provides all staff with key information related to young people. It also suggests comprehensive intervention strategies for staff to use in classes to help all young people engage well in their learning. These strategies are impacting well on young people's engagement throughout the school.
- All staff have undertaken professional learning in supporting young people with autism. This enables everyone across the school community to understand the impact of school life on

these young people and provide high-quality support for them. The school is at the early stages of becoming an autism-friendly establishment.

- Staff work with a range of partners to support young people. This includes, for example, partners focussed on skills development and employability. Partners who support equality, wellbeing and inclusion in John Paul Academy describe their engagement with staff and young people as highly rewarding and effective. Partnership working provides effective support and opportunities for targeted young people. The work of the partners supports young people's attendance and confidence and is improving their employability skills and a range of outcomes.
- Staff are committed to ensuring that young people do not experience financial or other barriers in accessing their education. They support families across the community by providing appropriate resources for learning. This includes, for example, digital resources, food-bank provisions, school uniforms, and other clothing. Parents appreciate the care and kindness shown to them by staff. Diversity is recognised and celebrated both within departments and across the school. During 'black history month', young people celebrated a range of cultures and languages represented within the school community. These interventions and events support all young people to feel valued, cared for and included.
- Staff and young people enjoy positive relationships with staff and children from the school's associated primary schools. Teachers share important information relating to children's transfer from primary school to John Paul Academy effectively. Along with careful planning, this ensures that the needs of all young people are well-understood. Pupil support staff visit the associated primary schools in P6 and P7 to ensure that transitions for all young people are smooth. The strong transition programme supports the wellbeing of young people, ensuring their confidence as they continue learning in John Paul Academy.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

Broad General Education (BGE)

- Senior leaders and staff are placing increased focus on developing young people's skills in literacy and numeracy to raise attainment.
- Staff are developing ever more robust links with the school's associated primary schools. This is enabling them to moderate young people's work and to share standards more frequently. It is also leading to young people experiencing increasingly consistent experiences across the BGE.
- Staff are promoting reading more widely across the school to develop young people's literacy skills. Young people read increasingly for pleasure and benefit from the school's comprehensive library facilities. Staff are also using different, creative pedagogies to support young people's learning in numeracy. These are beginning to lead to noticeably improved outcomes for young people.
- In 2022, by the end of S3, a minority of young people are achieving third Curriculum for Excellence (CfE) level or better in literacy and a majority of young people are achieving this level in numeracy. Over the last three years, from 2019-20 to 2021-22, the percentages of young people achieving these levels have fluctuated but remained broadly the same. In 2022, by the end of S3, a minority of young people achieved fourth CfE level or better in literacy and a few young people achieved this level in numeracy.

Senior Phase

Literacy (leavers)

- Almost all young people left school with Scottish Credit and Qualifications Framework (SCQF) level 4 or better in literacy from 2016-17 to 2020-21. Most young people left school with SCQF level 5 or better in literacy in three of the five years. The percentage of young people attaining SCQF level 5 or better in literacy, including the course award, shows signs of improvement over the five-year period. The majority of young people left school with SCQF level 6 in literacy from 2017-18 to 2020-21.

Numeracy (leavers)

- Almost all young people left school with SCQF level 4 or better in numeracy in most years from 2016-17 to 2020-21. The majority of young people left school with SCQF level 5 or better in numeracy over this time period. The percentage of young people attaining SCQF level 5 or

better in numeracy, including the course award, shows signs of improvement over the five-year period. A minority of young people left school with SCQF level 6 in numeracy in 2019-20 and 2020-21, which is in line with the virtual comparator (VC).

- Staff continue to review the courses and levels for which young people are presented, to ensure that all young people can achieve as highly as possible. For example, they are aware of not allowing overly-aspirational targets for some young people to get in the way of them achieving unit passes.

Literacy (cohorts)

- The school has maintained high levels of performance in S4, by S5 and by S6 from 2017-18 to 2021-22, with young people often performing significantly higher or significantly much higher than the VC.

Numeracy (cohorts)

- The school's performance is generally in line with the VC in S4, by S5 and by S6 from 2017-18 to 2021-22, with a few exceptions. In S4, the percentage of young people achieving SCQF level 4 or better, including the course award, shows signs of improvement over the five years.

Attainment over time

BGE

- Senior leaders can demonstrate all young people's attainment over time. By the end of S3, a majority of young people achieve third CfE level in a minority of their curriculum areas. All or most young people achieve third CfE level in a few of their curriculum areas. A majority of young people achieve fourth CfE level in a minority of their curriculum areas. Almost all or most young people achieve fourth CfE level in a few of their curriculum areas.
- Almost all curriculum areas use effective tracking and monitoring systems to record young people's attainment and progress over time. An effective school tracking and monitoring system is also in place, highlighting the levels at which young people are working. Increasingly, senior leaders and staff are developing a comprehensive overview of BGE assessment data across all curriculum areas. This is helping them to better support all young people's needs and demonstrate young people's progress and attainment over time.

Senior Phase

- When compared using average complementary tariff points, the attainment of the lowest-attaining 20% of young people and the middle-attaining 60% of young people is generally in line with the VC from 2016-17 to 2020-21, with a few exceptions. The attainment of the highest-attaining 20% of young people is often significantly lower than the VC.
- When compared using average complementary tariff points, in S4, from 2017-18 to 2021-22, the attainment of the lowest-attaining 20% of young people and the middle-attaining 60% of young people is often higher than the VC. The attainment of the highest-attaining 20% of young people is in line with the VC. During this same time period, by S5, the attainment of the lowest-attaining 20% of young people and the middle-attaining 60% of young people is in line with the VC. The highest-attaining 20% of young people is generally in line with the VC, with a couple of exceptions. By S6, the attainment of the middle-attaining 60% of young people is often significantly higher than the VC, with the attainment of the lowest-attaining 20% of young people and the highest-attaining 20% of young people being in line with the VC. There is no consistent pattern of improvement in the average complementary tariff scores in S4, by S5 and by S6 across all young people's attainment.

- The school presents young people for a broad range of SCQF qualifications, including other SQA qualifications and those from providers other than the SQA. This includes foundation apprenticeships, skills for work courses and other awards, including wellbeing awards. Across almost all curriculum areas, the percentages of young people presented for National Qualifications at National 4, National 5 and Higher are generally in line with or significantly higher than the national average in 2021-22.
- In S4, at SCQF level 4 or better, the school is often performing significantly higher or significantly much higher than the VC from 2018-19 to 2021-22. At SCQF level 5C or better, the school has maintained high levels of performance from 2017-18 to 2021-22 and is often performing higher than the VC. At SCQF level 5A or better, the school is performing in line with the VC.
- By S5, at SCQF level 5C or better, there are signs of improvement in the percentages of young people gaining two or more to seven or more qualifications from 2017-18 to 2021-22. At SCQF level 5A or better, the school is performing generally in line with the VC, with a few exceptions. At SCQF level 6C or better, there are signs of improvement in the percentages of young people gaining one or more and two or more qualifications from 2017-18 to 2021-22. Similar signs are not seen in the percentages of young people gaining three or more to five or more qualifications. At SCQF level 6A or better, the school is performing in line with the VC, with a few exceptions.
- By S6, at SCQF level 5C or better, the school is generally performing significantly higher or in line with the VC from 2017-18 to 2021-22. There are signs of improvement in the percentages of young people gaining four or more to six or more qualifications in 2020-21 and 2021-22. At SCQF level 5A or better, there are signs of improvement in the percentages of young people gaining two or more to six or more qualifications from 2017-18 to 2021-22. At SCQF level 6C or better, there are signs of improvement in the percentages of young people gaining one or more to six or more qualifications from 2017-18 to 2021-22.

Overall quality of learners' achievement

- An increasing number of young people enjoy gaining skills through a wide range of out-of-class activities and projects, such as sport, music, film and book clubs. They are developing skills in, for example, leadership and teamwork.
- Staff celebrate regularly young people's achievements through social media, public address announcements, bulletins and praise cards to recognise success. This helps young people to feel that their achievements are valued.
- Young people succeed in a wide range of well-established sports activities, including the School of Football and Netball Academy. Engagement in school sport continues to have strong participation levels. A minority of young people benefit from ski lessons, circular rowing and cycling programmes, which are encouraging these young people to be more active. They are also improving young people's wellbeing and fitness.
- The well-established leadership and wider certification programmes provide a variety of flexible opportunities for senior pupils to develop leadership skills, many of which link to the SCQF. An increasing number of young people achieve awards, such as a Mental Health and Wellbeing award, Caritas awards, and Sports Leadership awards. Young people are also improving their citizenship skills, through raising funds for charitable causes and actively contributing to the life of the school and wider community.

- A minority of young people are successful in completing Duke of Edinburgh's awards each year. Young people value the problem-solving, resilience and team working skills they gain through this programme. Young people would welcome the school introducing the Duke of Edinburgh's awards programme to other year groups.
- The school gathers information about young people's participation in achievement activities. However, there is currently no strategic overview of achievement and its impact on young people, which staff acknowledge is a next step. The school would benefit from developing clear processes to ensure these opportunities reach those that would benefit most. Young people would also benefit from working with staff to consider how the skills they develop could be better recognised and built upon.

Equity for all learners

- Senior leaders and almost all staff have a clear understanding of the social, cultural, and economic context of the school. They emphasise the importance of understanding this context to provide an extremely nurturing and highly aspirational learning environment for all young people. They use their understanding of the school's context very well to meet the needs of almost all young people.
- Staff continue to use the school's PEF allocation to meet the needs of individuals and groups of young people very effectively. The PEF has been used to provide new equipment for the health suite and fitness area, to encourage and benefit young people's sporting experiences across the school. They have also been used to support valuable health and wellbeing initiatives, such as a Girls in Sports day. Additionally, senior leaders and staff use the PEF to ensure all young people's dignity, providing uniforms and equipment for the most vulnerable young people to help them attend school confidently. They also use the PEF to provide breakfast provision in the school, which helps young people to be more able and ready to learn.
- The headteacher has also appointed a few key staff members through the school's PEF allocation, such as a principal teacher of nurture and a wellbeing officer. These appointments are enhancing the school's capacity to provide very strong care and nurture for young people. Additionally, the headteacher has used the PEF to support aspects of professional learning for staff, which have led to staff using increasingly calm behaviour and consistent approaches and routines. These support the wellbeing and learning of all young people, especially the most vulnerable.
- Almost all young people leaving school from 2016-17 to 2021-21 moved to a positive destination. Generally, the majority of young people left school for further or higher education.

Quality of provision of Special Unit

Context

The co-located Integration Centre at the school is a local authority provision for young people from across Glasgow with additional learning needs. The needs of young people attending the centre arise from a wide range of factors. These include autism, social and emotional needs, adverse childhood experiences and learning disabilities. The local authority identifies children in primary schools who would benefit from opportunities to access mainstream classes through the Area Inclusion Group. A majority of young people live in the local learning community, and others travel to the centre from elsewhere in the city by taxi. Young people engage in a BGE from S1-S3. The aim is to integrate these young people into mainstream by the senior phase. Current staffing in the centre comprises a principal teacher and five classroom teachers from across the school. A deputy headteacher oversees the work of the centre. There are also five support for learning workers who assist young people in their learning. The current roll of the centre is 30: 17 young people in BGE and 13 in the senior phase.

Leadership of change

- Led effectively by the principal teacher, there is a strong, inclusive vision for the centre's young people in the school and wider community. All the centre staff are highly committed to ensuring the best possible outcomes for the young people placed with them. They collaborate actively with mainstream and wellbeing hub colleagues to ensure inclusive experiences for learners. The principal teacher should continue to involve young people and other stakeholders in developing the Integration Centre's own vision and aims.
- The principal teacher and staff of the centre feel empowered to initiate well-informed change. The principal teacher is mindful of the need to manage the pace of change sensitively and in a considered way. Together with the deputy headteacher, she introduced a new BGE curriculum for the centre this session. This aligns young people's entitlements with their mainstream peers well, and provides very good opportunities for inclusion. As a result, almost all young people experience mainstream classes and have access to all curricular areas.
- The principal teacher has introduced a useful quality assurance calendar for the centre's work. The centre's improvement plan aligns well with the support department and whole school priorities. It includes appropriate priorities and milestones as well as outcomes for learners. Teachers seek feedback from young people regularly about the quality of their support for learning. The principal teacher should continue to develop approaches to evaluating the work of the centre, including gathering the views of all stakeholders. The principal teacher and teachers should continue to develop approaches to collating and monitoring data about young people's attainment, achievement and progress.

Learning, teaching and assessment

- Highly respectful and caring relationships are very evident between centre staff and young people. Staff know the circumstances and additional support needs of individuals very well. They provide a calm, predictable and safe environment that supports young people to attend school and engage in learning. Teachers and support staff are highly skilled at responding to unforeseen events and the changing needs and behaviours of young people.

- Staff know young people's preferred learning styles and interests, and teachers plan bespoke learning experiences based on this knowledge. Young people learn in small groups in the centre, within the mainstream areas of the school and more recently in the community. Staff's explanations and instructions are clear and they use meaningful praise to motivate young people. Teachers should continue to develop outdoor learning on Fridays, including planning clearer intended outcomes for young people's learning and wellbeing.
- Teachers use a range of assessment approaches, including self-assessment, to allow learners to demonstrate their knowledge and understanding and skills. Staff make good use of questioning to engage learners and check their understanding. A useful next step would be for young people to apply their learning in new and unfamiliar situations.
- Given the extensive range of learners' needs, teachers should continue to develop robust approaches to moderation, including with other schools.
- Teachers monitor young people's progress continuously and introduced a well-received new reporting document for parents this session. Monthly 'catch-ups' with the principal teacher support young people effectively to reflect on how they are managing in each subject. Teachers should continue to support young people to share learning with parents.

Ensuring wellbeing, equality and inclusion

- All staff who support learners in the centre have a strong understanding of each young person's wellbeing. Young people benefit from staff checking in with them regularly, and receiving the support that they need. All young people feel safe and valued in the nurturing environment that staff provide. They learn to respect themselves and others. Young people have good opportunities to be active through taking part in physical education and other activities. They learn about healthy eating and develop cooking skills in home economics lessons. Young people feel included through taking part in mainstream classes and experiences across the school. Almost all young people's attendance improves after they come to the centre.
- The centre works closely together with the school's wellbeing hub to provide additional support for learning for young people. Helpful personal profiles for each young person includes their strengths and interests, as well as suggested support strategies. This information helps mainstream teachers to include young people from the centre in their classes very effectively.

The principal teacher complies with statutory duties and guidance to ensure that all young people receive the support that they need. This includes young people being considered for coordinated support plans, as appropriate. Young people now need to have a greater understanding of their own targets. Well-planned transitions support young people effectively to cope with changes.

Raising attainment and achievement

- Almost all young people at the centre who are in BGE are making good progress from prior levels of attainment in literacy and numeracy. Teachers can evidence progress that young people make across the curriculum through their individualised learning pathways. In the senior phase, all young people in the centre attain a range of National Qualifications, appropriate to their needs and interests. This includes Nationals, Highers and National Performance Awards in a range of subjects. The principal teacher should now develop a more robust overview of learners' attainment and achievement, including their progress with targets. This should help to

measure the impact of interventions and evidence the difference this makes for individuals and cohorts.

- Young people are developing confidence and communication skills through their varied learning experiences at the school. Young people in S3 are developing life skills by learning about first aid. They also develop leadership skills through taking part in the Rangers Wider Achievement programme. Teachers should continue to develop ways to accredit young people's achievements in a progressive way. Young people need to understand better the skills for learning, life and work they are gaining as a result of their achievements.
- In the senior phase, young people are developing useful skills for work through work placements and college courses. Almost all young people move on to and sustain positive post school destinations at college, in employment or in a supported placement.
- Staff are very mindful of the cost of the school day and are committed to equity for their learners. They work closely with a range of partners to provide discreet support for young people and families who need it. Pupil Equity Funding is used well to ensure equity in the centre and reduce gaps related to poverty. For example, young people benefit from additional support to improve their attainment in the senior phase. The provision of art therapy supports identified learners' wellbeing and engagement in learning. Staff also ensure that no young people miss out on school trips and excursions.

Practice worth sharing more widely

Senior leaders and staff work well with a range of partners to offer relevant vocational pathways. This has a positive impact on those young people furthest from the job market and living challenging lifestyles. Examples include a construction training company that provides a paid eight-week training programme. This includes vocational skills development to prepare young people for the world of work. Eighty percent of the participating young people achieve a modern apprenticeship. Work as a Ranger's Charity Foundation hub is supporting learners and their families to engage with the hub's literacy and mental health initiatives.

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.

