

Summarised inspection findings

Woodlands School

The City of Edinburgh Council

3 September 2024

Key contextual information

School Name: Woodlands School
Council: Edinburgh City Council
SEED number: 5500540
Roll: 80

Woodlands School is a special school in the south-west of Edinburgh. The school supports young people with a range of significant additional support needs. Young people are placed at the school through the Education Placement Group and attend from across the city. Young people are currently engaging in learning at Milestones to first level of Curriculum for Excellence (CFE) in the broad general education and National 1, 2 and 3 at the senior phase.

Woodlands School shares a campus with Currie High School. The building is split over two levels and has 10 classrooms and a range of specialist learning areas, including home economics, science, art, and craft design and technology (CDT). Young people also have access to break spaces, a sensory room, three playground spaces, and a multi-purpose, all-weather sports pitch.

The school's leadership team comprises a headteacher, deputy headteacher and three principal teachers. The headteacher took up post in June 2023. The school has an active Parent Council and a Friends of Woodlands fundraising group that supports the school's work.

15% of pupils are free school meals entitled and reside in the Scottish Index of Multiple Deprivation (SIMD) deciles one and two. The remaining 85% of pupils reside in SIMD deciles three to five. Overall, school attendance is in line with the national average; however, 15% of pupils have lower than average attendance. There have been no exclusions in the last three years.

1.3 Leadership of change

satisfactory

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

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

- The headteacher provides the school community with effective leadership. She has identified correctly important areas of school improvement. She accurately understands the school's development needs. For example, she has taken effective action to introduce a base class model where all young people spend key times of the day with the same teachers. This approach has led to more effective working relationships between staff, young people, and parents. As a result, staff feel more confident in meeting the learning and wellbeing needs of a changing, more complex population of learners. The base model is supporting improvements in young people's learning experiences.
- The headteacher has a clear ambition to put learners' needs at the centre of the school's work. All staff embrace this, and work together effectively to provide a clear purpose for the school. The headteacher correctly recognises the need to refresh the school's vision, values and aims to drive her aspirational vision further.
- Senior leaders have implemented helpful systems and processes to monitor and review the quality of learning and teaching. They have taken forward observations of learning and begun to identify the next steps in this important area of the school's work. The headteacher and depute headteacher have been responsive to staff's views and have introduced collegiate working groups to review planning and assessment frameworks. This is supporting staff in developing a shared understanding of effective planning. While at an early stage, new monitoring processes are beginning to help improve the quality of teachers' planned learning. Senior leaders need to monitor and track rigorously the impact of this work to ensure that these processes lead to improved outcomes for young people.
- Senior leaders have identified correctly the need to ensure a more coherent approach to self-evaluation. Newly introduced collegiate meetings and discussions are involving staff in taking forward improvement and change. Senior leaders have introduced quality assurance activities which prioritise time across the school year to allow all staff to engage more effectively in self-evaluation. All staff would now benefit from engaging with self-evaluation frameworks in 'How good is our school? 4th edition' (HGIOS4). The school improvement plan correctly identifies important areas for improvement. In taking improvement planning forward, senior leaders should refer to national guidance to ensure that the plan contains a more manageable number of priorities. Senior leaders should also ensure that self-evaluation data is used more effectively to inform school improvement. They must support staff in developing their skills in analysing a wider range of data to help identify improvement priorities.
- Across the school, senior leaders and teachers are committed to improving learners' outcomes. They engage well in opportunities to work collegiately. Teachers are beginning to attend annual professional development meetings. This is leading to increased opportunities for teachers to participate in relevant professional learning. The headteacher should ensure that

all staff receive suitable opportunities to discuss their learning needs. This will help support building a culture of learning and development across the school.

- Staff are beginning to develop their leadership roles across the school. Principal teachers are leading work on establishing baselines and processes for improvement in assessment, tracking and monitoring, literacy, numeracy, and wider achievements. Senior leaders now need to establish a strategic overview of how leadership at all levels contributes to improvements across the school. They need to guide carefully the pace of change, ensuring this leads to sustained positive outcomes for learners.
- Young people enjoy opportunities to share their thoughts and views during social interactions and in registration classes. They are beginning to develop their skills in sharing their views more formally in "My Views" forms and "Young People Planning Meetings" (YPPM). However, young people have limited opportunities to contribute to school improvement or develop leadership skills. Senior leaders should develop relevant and meaningful ways for young people to be more involved in evaluating the school's work.
- The school has an established Parent Council and Friends of Woodlands charity group. The Parent Council has been involved in reviewing aspects of the school's work, for example the curriculum. Senior leaders should consider extending this consultation to a broader range of areas to support improvement, for example the use of Pupil Equity Funding (PEF).
- The school's PEF plan details a small number of targeted interventions focused on raising the engagement levels of a cohort of learners and their families. Senior leaders now need to use data more effectively to track individual young people's progress. They should record more clearly how effectively targeted interventions are closing the poverty-related attainment gap. Senior leaders should also consider what further interventions will accelerate the progress targeted learners make.

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 develop and maintain positive relationships with young people across the school. They treat all young people with dignity and respect. As a result, most young people behave well and respect each other and their environment. Young people show consideration for others and often help each other with their learning. The establishment of the base class structure supports a calm and purposeful learning environment across the school. This now allows all young people to understand better who their teacher is and where they learn. As a result, young people feel relaxed and more able to engage in their learning.
- Most staff support young people sensitively if they become dysregulated. They have undertaken helpful professional learning in approaches to managing young people's behaviour. Staff have developed a framework and resources that support how they intervene to help young people if they become distressed. They use a range of strategies including, modelling to support concept understanding, breaking down tasks into smaller steps and providing emotional language to aid expression. This helps young people remain calm and engage in their learning. Senior leaders need to continue to support staff in developing their skills in this area. A shared development of a refreshed vision, values and aims would support this area of the school's work.
- Staff have recently developed a learning and teaching policy, 'The Woodlands Way'. This details the expectations of what good learning and teaching looks like at the school. Senior leaders recognise the need to connect these standards more effectively to a refreshed vision for the school. Teachers have developed clear routines and visual structures in classes. This helps young people's motivation and readiness to learn. A few staff could make better use of communication and visual supports to help young people make sense of their routines and be more independent in their learning.
- In a few lessons, teachers use the wider school campus and community appropriately to enrich young people's learning experiences. For example, when learning social enterprise skills in the school café or developing their life skills when using public transport and visiting local shops. Young people working towards national accreditation awards in the outdoors welcome the opportunities to learn about their wider community. Teachers need to use a wider range of learning environments more effectively, including the outdoors, to enhance young people's learning experiences further.
- Teachers are beginning to develop their skills in planning lessons which provide young people with learning at an appropriate level. In most lessons, teachers deliver whole class activities that meet the needs of most learners. In a minority of lessons, young people's learning is set at a level that is either too difficult or too easy for them. Teachers need to take greater account of individual young people's abilities to ensure planned learning helps them make progress. Staff

should consider ways to document more effectively what strategies best support individuals. This will develop a shared understanding of the learning and support needs of all young people.

- Teachers use interactive whiteboards appropriately to support young people's learning. They use interactive whiteboards most effectively in literacy and numeracy lessons. For example, they model concepts and use visuals with commentary to help young people understand what they are learning and how they can be successful. Teachers need to continue to develop how they use digital technology to enhance and enrich young people's learning further across the curriculum.
- In most classes, teachers settle young people quickly into learning. However, most lessons are overly teacher-led. This results in young people listening to teachers explain their learning for extended periods of time. This leads to a few young people being passive and disengaged from their learning too frequently. Teachers need to develop how they plan learning, which engages young people more actively in their learning. This should include considering how they can provide a few learners with more brisk learning that is set at more challenging levels of difficulty.
- Overall, teachers are developing their understanding of how to explain young people's learning in ways learners will understand. In a majority of classes, teachers use learning intentions and modelling, including the use of visuals and objects, to explain well to young people the purpose of their tasks. Teachers need to continue to develop how they help all young people understand the purpose of their learning. This should include ensuring young people know what is expected of them and how they can be successful.
- In most lessons, pupil support assistants support young people well to regulate their behaviour and settle in class. In a minority of lessons, they are deployed well to support young people's learning. This includes when working with individual young people or small pupil groups. Senior leaders and teachers should review how pupil support assistants are deployed across the school.
- Most teachers use verbal praise consistently to help young people understand when they have done well. Where appropriate, they use ticks, smiley faces, and written feedback comments on young people's work to praise their efforts. Teachers need to develop further how they use feedback appropriate to each learner. This to help young people understand better how well they are progressing.
- Teachers use individual education programmes (IEPs) to inform how they plan to meet individual young people's needs. They are improving how they identify young people's individual targets captured in IEPs. Young people's progress against their targets is discussed at recently initiated review meetings. This helps staff to identify how well young people are progressing in their learning. Senior leaders should continue to support parents and young people to be included more effectively in reviewing young people's progress. Young people's targets currently focus on literacy, numeracy and wellbeing. Teachers should consider how young people's targets reflect more accurately each young person's individual barriers to their learning.
- Senior leaders have introduced an assessment framework to support teachers to measure young people's progress consistently across the school. This includes opportunities, where appropriate, for young people to evaluate their own progress. Teachers assess young people's progress appropriately against how well they have engaged in an activity and their required

level of support. As a result, teachers are beginning to gather and collate a range of useful evidence of young people's progress across all eight curricular areas. Staff use the assessment framework to gather evidence related to young people's targets in their IEPs. Teachers are developing their skills in gathering an appropriate range of evidence, which is beginning to help them evaluate young people's progress better. Teachers need to continue to develop their skills in analysing a wider range of assessment evidence accurately to support their evaluation of young people's progress. Teachers' assessment of young people's progress is not yet consistently informing planning for young people's learning. Teachers need to use their analysis of assessment evidence more effectively to ensure young people's learning builds on what they can already do.

- Teachers have begun to explore the purpose of moderation and how this will support their assessment of young people's progress. For example, they have moderated the quality of progressive planning. Senior leaders need to continue supporting teachers develop moderation approaches, including developing their skills in assessing standards. This will help teachers analyse assessment evidence more effectively and support their professional judgements.
- Senior leaders have introduced a Woodlands standard for planning to support teachers to plan young people's learning more consistently across the school. Teachers are developing their confidence and skills in using the new planning framework to plan young people's learning termly. Teachers plan activities that take better account of each young person's developmental stage. However, teachers' planning is not yet leading to young people consistently experiencing learning at an appropriate level across the school. Teachers need to take increased account of each young person's skills, attributes, personal interests and needs. This will help ensure all young people experience learning at an appropriate level. Teachers planning needs to take better account of the national Benchmarks.
- Teachers track and monitor young people's progress through their targets as set in their IEPs. Senior leaders have very recently introduced a framework to support teachers to track and monitor young people's progress more widely across the curriculum. Teachers are at the early stages of using this framework to check young people's progress. They have begun to baseline young people's skills and abilities. Teachers need to continue to develop how they track and monitor young people's progress with an increased focus on young people's outcomes.

2.2 Curriculum: Learning pathways

- The school is in the early stages of planning a new curriculum. Young people's progress in learning is guided by the Milestones, national Benchmarks, and planned targets in their IEPs.
- The base class model has changed how young people are supported to access the curriculum. The increased focus on health, wellbeing, and emotional regulation supports young people's readiness to engage in other curricular areas, such as literacy and numeracy. Progression frameworks are in place for literacy and numeracy. Senior leaders and staff now need to develop a shared rationale for the curriculum. This includes recognising how in class and out of class activities link to the curriculum.
- Skills for life are a key feature of the school curriculum. Young people learn through planned routines and in real-life contexts, such as shopping, cookery, and gardening. The senior phase life skills course focuses on essential skills such as managing money and personal care. Staff should support young people's understanding of how the curriculum helps develop their skills for life and prepares them for life after school.
- Young people receive their entitlement of two hours of quality physical education each week. These opportunities support young people to develop their physical, and social wellbeing through participating in group and individual sports.
- Across the school, young people enjoy handling books and texts and almost all enjoy being read to. A few classes have developed library areas. Staff should consider developing further the range of texts available to all young people. They should use digital tools more effectively to support all learners to develop their reading skills and enjoy reading for pleasure.
- Young people in the senior phase are offered subject choices in addition to core subjects, which allows for personalisation and choice. The senior phase is currently planned around the delivery of National Qualifications. Awards such as the Duke of Edinburgh and John Muir also enhance accreditation at the senior phase stages. The school has explored wider awards and as planned, should now consider how these programmes might fit into a more formalised structure to enhance progression from BGE to senior phase.
- Teachers should improve how they monitor and track young people's skills development through participation in activities. Senior leaders and teachers should ensure that they are clear on how the achievement offer for all young people connects to the wider curriculum. For example, where literacy and numeracy or health and wellbeing is a feature of achievement opportunities. As a next step, senior leaders, staff and partners should review the impacts of partnership working. The introduction of more formal arrangements for joint self-evaluation would support this process.

2.7 Partnerships: Impact on learners – parental engagement

- Parents feel their views are listened to and acted on appropriately. They value senior leaders and find staff approachable and flexible. Parents appreciate the headteacher's warmth and her open-door policy, which fosters trusting relationships. This, in turn, creates a comfortable environment for parents to raise issues or concerns. Parents believe any issues are acted on appropriately to young people's benefit and that their young people are safe, happy and secure at the school. Most parents feel that introducing a base model for classes has positively impacted on young people's wellbeing and learning across the school.
- Senior leaders and staff communicate well with parents including telephone calls, emails and home school diaries. Parents appreciate newsletters, learning journals and being invited to assemblies to share young people's successes. Home school diaries help families engage in dialogue with their young person about their day. Parents would like teachers to use learning journals and home school diaries more consistently across the school. They feel these are beneficial in supporting their young person's learning. Parents think Young People's Planning Meetings focus effectively on learning and wellbeing needs.
- The school has an active Parent Council who work well alongside staff. They hold the leadership team in high regard and feel they are responsive to their needs. Since the headteacher has taken up post, the parent body is benefiting from improved levels of engagement with the school. Members feel that their views are being sought in important areas of school life and that they are beginning to be acted upon, for example, through a recent parental home-school communication survey. The school further benefits from a Friends of Woodland group. This group focuses on raising funds and, more recently, developing the outdoor spaces within 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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- All staff are compassionate towards young people. Relationships between staff and pupils are positive and caring, making young people feel valued and cared for. Relationships between young people and each other are positive and supportive. Young people interact well and can share tasks and activities, showing kindness towards each other. The new base class structure supports young people in feeling a greater sense of belonging. Changes to class structures have reduced the number of transitions young people make across the day. As a result, young people feel more able to settle into the school day. Young people learn in a calm, purposeful learning environment in which they feel safe and able to engage effectively in their learning.
- Young people are at the early stage of developing their understanding of children's rights. Most young people participate in emotional check-ins, and a few young people make choices in their learning. Young people can share their likes and dislikes about learning experiences with peers and staff. This supports them in expressing their views and understanding how they can influence decisions. Young people are beginning to work with staff to develop a whole school approach to creating a rights-respecting agenda. They are starting to plan for aspects of children's rights through the recently introduced planning tool. Staff need to continue to develop a shared understanding of children's rights throughout the school community. They should maintain a clear focus on broadening their understanding of their role in protecting children's rights. Where appropriate, teachers should explore how they can support young people in developing an understanding of their rights.
- Staff have created an environment where young people feel confident discussing matters that are important to them with adults they trust in the school. This helps young people know that staff will listen to them and take action to help address any concerns they may have. Young people need a better-developed understanding of the wellbeing indicators. This will help them to contribute more fully to making important decisions, for example on aspects of their wellbeing and transition on from school. Teachers are beginning to use the language of the wellbeing indicators more regularly within learning plans. However, they do not yet have a well-developed shared understanding of the wellbeing indicators. Senior leaders should continue to support staff to develop their knowledge and understanding of all aspects of young people's wellbeing and build the language of the wellbeing indicators more fully into the work of the school.
- Staff prepare young people appropriately for life after school through a range of experiences, such as shopping in local supermarkets. This helps young people to feel included in the local community when they leave school. Staff should continue to develop further these opportunities with a clear focus on young people's independence skills. A few young people's wellbeing benefits from learning outdoors in the local community. For example, when

visiting local parks. Staff should continue to develop creative ways to use the school campus for outdoor learning experiences.

- Staff are developing their knowledge of statutory requirements and codes of practice. Through engaging well in professional learning, staff are becoming more adept at identifying concerns regarding young people's behaviour or progress. They are improving their understanding of what actions they can take to support young people's health and wellbeing. As a result, staff intervene appropriately to support young people when they become distressed or dysregulated. This helps young people to remain calm and reengage in their learning. Senior leaders should ensure that young people's needs are reviewed as to whether they require a coordinated support plan.
- Senior leaders, with the support of the education authority, need to ensure that young people currently unable to attend school receive their full entitlement to education.
- Teachers are beginning to gather young people's views of their experience at the school. Through the recent health and wellbeing lesson focus, staff supported young people to think about what they liked and did not like about school, including lessons and activities. Staff used visual supports and picture cards to help young people create visual displays to represent their thoughts. These relevant and meaningful approaches help young people to know their views are sought. Senior leaders should continue with their plans to build on this work by putting in place a pupil council. This will help young people to feel more listened to and included in the life of the school.
- Teachers explore issues of diversity and equality through newly introduced school assemblies. This is helping young people to develop an awareness of different cultures and faiths. Teachers should continue to develop how young people can progressively build their knowledge and skills about diversity and equality through the curriculum. Pupil support assistants help develop young people's knowledge of relationships through pupil groups. As a result, young people are building and maintaining friendships with their classmates.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- At the BGE, taking account of individual learner profiles, most young people are making satisfactory progress in literacy and numeracy. A few learners require to be more appropriately challenged in order to achieve more.
- At the senior phase, taking account of individual learner profiles, most young people are making satisfactory progress in attaining a range of literacy and numeracy national course awards and national units. This includes National 2 English, National 1 communication and interaction, National 2 numeracy and National 1 mathematics in real life contexts. Across the senior phase a few learners require to be more appropriately challenged in order to achieve more.
- Attainment data provided by the school is not yet reliable. Senior leaders have recently introduced new planning and tracking systems to support young people to make better progress. Teachers need to develop their confidence in understanding national standards to improve the reliability of their professional judgement in particular at pre early Milestone levels.

Literacy and English

Talking and Listening

- Across the school, most young people are making satisfactory progress in developing their talking and listening skills. Young people at pre early level are able to engage in short communication exchanges. They demonstrate an awareness of others by using gestures, vocalisation and signs to communicate and respond in familiar routines. Young people at early level use symbols, core words and sentences to share news and recall stories.
- Most young people are improving their communication skills though the use of newly introduced Alternative and Augmentative Communication (AAC). Young people now need more consistent support from staff to develop their preferred methods of communication. This will ensure that every young person can actively participate in conversations to develop better their communication exchanges. Senior leaders and partners should work alongside staff to develop and implement a total communication approach to meet the diverse communication needs of all learners.

Reading

- Across the school, most young people are making satisfactory progress in developing their pre-reading and reading skills. At early level, most young people show an interest in books and texts, and are able to find and match pictures. They are able to retell familiar stories using pictures, symbols and key words to support their understanding. Most young people at early

into first level use their knowledge of sight vocabulary and core words to read text. When reading aloud, they take simple punctuation into account and are starting to read with more fluency and expression. They are able to understand stories, answer a range of questions, and discuss features of text such as events and characters.

- Young people benefit from using online reading programs to access a variety of texts. However, it would be beneficial for young people to have greater access to a wider range of relevant texts and genres that motivate their interests. Teachers should use the digital accessibility features available to them more consistently to enhance young people's ability to access texts and books. This will support young people to develop further their reading skills and foster a culture of reading across the school.

Writing

- Across the school, most young people are making satisfactory progress in developing their writing. Young people at pre-early and early level explore and develop their fine motor, pre-writing, and writing skills by engaging in activities such as cooking, art, and mark making. Young people at early level form letters and write simple sentences. Young people at first level can produce more extended and detailed pieces of writing using more advanced punctuation and grammar. Teachers should develop further how they support young people at Milestones into early level to express themselves creatively using digital and alternative writing tools. This will help young people to build confidence in expressing their thoughts and ideas in relevant and meaningful ways.
- At senior phase young people's literacy and English skills are being accredited through National 1 and National 2 qualifications. A few young people are capable of achieving more.

Numeracy and Mathematics

- Across the school, most young people are making satisfactory progress in developing their numeracy and mathematics. A few learners require to be more appropriately challenged.
- Across the school, most young people develop numeracy skills through the use of worksheets and desk based activities. Young people need greater opportunities to use concrete manipulatives to develop better their understanding of numeracy concepts. Almost all young people would benefit further from having numeracy and mathematics learning activities linked to more relevant and meaningful real life contexts.

Number, money and measure

- Young people working at Milestones can count accurately a small number of objects. They can respond to start and finished signifiers and can sort coins from other coins. Young people at early level have an awareness of numbers in a familiar sequence and can sequence numbers forward up to 20. They can link daily events to time sequences when using visual timetables.
- Young people at first level can identify the value of coins and use these to calculate the cost of items when visiting the local cafe. They perform additions and subtractions using single and double digit numbers.

Shape, position and movement

- At all stages, young people are building their confidence in understanding the properties of two-dimensional shapes and three-dimensional objects. Young people need to understand further the properties of shape through play and real-life situations.

Information handling

- Young people working at Milestones can match pictures to pictures when signing into class. At early level, young people can interpret simple pictographs and charts when using registration boards to find out who is in class. Most young people at first level gather information and illustrate their findings in a bar graph or tally chart.
- At senior phase young people's numeracy skills are being accredited through National 1 and National 2 qualifications. A few young people are capable of achieving more.

Attainment over time

- The school does not yet record accurately enough how well young people attain over time in the BGE. Senior leaders have newly introduced tracking systems and base line assessments. Senior leaders should continue to work with teachers to develop further the tracking system to capture the progress all learners are making more fully.
- In the senior phase staff can evidence more clearly the range of national awards young people have attained over time.
- Pupil attendance at the school from the last three years is in line with the national average for special schools. A minority of young people continue to have lower attendance. The headteacher regularly monitors attendance and engages with families to discuss any barriers they may face and support where possible. Staff need to continue to develop bespoke approaches to support this minority of young people to attend school more regularly.

Overall quality of learners' achievement

- Across the school, a few young people can evidence and talk about their personal achievements, such as taking part in sporting events and successfully managing their emotions. Young people's achievements are recognised through Woodlands Achievement Awards (WAA) and celebrated at school assemblies, in newsletters and as part of school displays. A few parents share their young person's achievements at home, as part of the digital 'your learning journals'.
- A few young people who engage in achievement opportunities recognise that they are learning important life skills, which will support them in the future. This includes how to travel independently and be safe during their visits to Edinburgh College. As part of the social enterprise academy, young people are learning how to prepare a shopping list and manage money during shopping trips.
- A few young people in the senior phase gained recognised accreditation for their achievements including Saltire Awards or Duke of Edinburgh's Awards. The social enterprise academy won an external award for their work. School staff's recent participation in training to deliver Award Scheme Development and Accreditation Network courses has the potential to increase young people's access to a wider range of awards. As a next step, staff should support all young people to more fully recognise the purpose of achievement opportunities. Staff should support young people to understand how these opportunities contribute to the development of important life and employability skills, and how these can support their next steps. Where possible, young people should be more formally recognised for their achievements through accredited awards.
- School staff are developing positive partnerships with businesses, such as local supermarkets and community projects. This is increasing the range of opportunities for young people to develop valuable life and employability skills out with the school. For example, partners, such as Enable Works and Developing the Young Workforce, are working well with teaching

staff to ensure young people's interests and needs are identified and taken into account. They plan external visits for young people, such as taster sessions in Edinburgh College or attend job fayres aimed at those learners with additional support needs. This broadens young people's awareness of further education, employability, and volunteering options. It is also helping to raise awareness of the necessary life skills to support transition to a positive destination. As a result, a few young people are progressing to Edinburgh College or moving to adult day services. School staff recognise the importance of partnership working to support young people during senior phase transitions. These programmes support young people in developing their learning in a more relevant real-life context, such as developing financial management skills while shopping in the community and extending their cooking skills in the kitchen. As a result, young people are developing their skills for learning, life and work. They have developed skills for life, can manage money and demonstrate responsibility by making more healthy food choices. As a next step, senior leaders, staff and partners should review the impact of this work to ensure that outcomes of partnership working are recorded and shared. The introduction of more formal arrangements for joint self-evaluation would support this process.

- Leaver destination information shows that during the period 2021-2024, there has been an increasing trend in the number of school leavers moving into day services. The number of school leavers progressing to college from 2022 to 2024 has decreased. Four-year trend data shows that of the 13 young people who left school 2023-24, seven have moved on to day service provision, and six progressed to Edinburgh College. In 2022-23, of the 16 school leavers, nine progressed to Edinburgh College, a few moved into day services, and a few into another destination. In 2021-22, of the 12 school leavers, eight progressed to Edinburgh College, a few moved into day services and a few into another destination. In 2020-21, of the 12 school leavers, six progressed to Edinburgh College, four moved into day services, and a few moved to another destination.

Equity for all learners

- Senior leaders and staff know young people and their families well. They understand the impact of socio- economic factors that young people and families face including the increase in the cost of living. Senior leaders use PEF well to provide targeted interventions for identified young people with a focus on raising learner engagement. This includes bespoke programmes of work for targeted families. Senior leaders now need to measure the impact of PEF interventions to understand if they are contributing to improving outcomes for learners and closing the attainment gaps.
- Senior leaders and staff provide additional support to young people who require more help to access achievement opportunities. This includes one-to-one support during and out with the school day. For example, Enable Works staff support young people with home to college travel. This is helping to develop young people's independent travel skills in preparation for transition to a college course.

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.