

Summarised inspection findings

Drumchapel High School

Glasgow City Council

4 March 2025

Key contextual information

School Name: Drumchapel High School
Council: Glasgow City Council
SEED number: 8459932
Roll: 763

Drumchapel High School is a six-year comprehensive school located in north-west Glasgow. Most young people live in an area of significant social and economic deprivation. In September 2023, 88% of young people lived in the 20% most deprived data zones in Scotland and 63% of young people were registered for free school meals.

Young people in the mainstream school transfer mainly from three associated primary schools. In September 2023, the school reported that 70% of young people required additional support with their learning. Attendance and exclusions are generally below the national average.

The headteacher has been in post for three years and three months. In addition to the headteacher, the senior leadership team consists of four depute headteachers. One of the depute headteachers is in an acting capacity and another is employed through the use of Pupil Equity Funding (PEF). There have been numerous changes within the SLT over the past four years.

The school also has a specialist provision for young people across the north-west of the city, the Language Communication Resource (LCR). This provides enhanced and targeted support to forty-three young people who require specialist input beyond that available in the mainstream setting. This resource is part of the wider faculty of Learning and Development (LAD). This faculty provides enhanced and targeted support to a further thirty-two young people. They are supported to develop their skills in an environment which accommodates their learning, sensory and social needs while enabling them to experience mainstream provision.

1.3 Leadership of change

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 is leading significant improvements to the ethos of the school. She is highly regarded by the school community. Staff, parents and young people value her visibility, approachability and integrity. Working with senior leaders, she has improved the culture of the school with a determined focus on improving young people's wellbeing and developing the school's sense of community. The headteacher's enthusiasm for school improvement is motivating staff to lead meaningful change. She has judged and managed the pace of change well. Most parents and almost all staff feel that the school is well-led and managed.
- Senior leaders and staff articulate a sound understanding of the school's local context. They have a deep understanding of the impact of the COVID-19 pandemic and the cost-of-living crisis on the wellbeing and development of young people, and the challenges faced by families. Senior leaders have prioritised supporting the wellbeing of young people and ensure that they learn within a culture of care, compassion and dignity for all.
- The senior leadership team, in consultation with stakeholder groups, recently refreshed the school values. The renewed values of Resilience, Opportunity, Ambition and Respect are visible and well understood by staff and young people across the school. The values underpin the very positive and respectful relationships between staff and young people.
- Senior leaders and staff have led initiatives to improve the curriculum and the attainment of young people. This includes, for example, young people in S1-3 learning through improved course programmes as a result of the development of a consistent planning approach by teachers. Staff have also undertaken a significant amount of work to improve aspects of the attainment of young people in S5. The school is well placed to improve further as they continue to increase expectations and develop higher aspirations for all young people.
- Staff and young people understand clearly the rationale for changes being implemented to improve the school. However, senior leaders recognise that the overall vision needs to be clear and succinct to inform future school improvement priorities. Senior leaders are well placed to build on the positive developments in their approaches to inclusion, equality, diversity and children's rights as they clarify the vision and strategic direction of the school. Senior leaders should ensure the vision has a strong focus on high expectations and informs improvement priorities that lead to improvements in young people's attainment and achievement.
- Senior leaders work well with the school community to develop priorities for improvement. Senior leaders have successfully overcome challenges to increase parental engagement. The school improvement plan broadly identifies the priorities required to lead to improved outcomes for learners. Staff, parents and young people are consulted on planned school improvement. Over the past few years, there has been significant improvement in developments with the

curriculum offer as well as in young people's wellbeing, inclusion and equalities. Senior leaders have implemented systems and processes to improve learning and teaching and to raise attainment. These are insufficiently embedded to impact more positively on learners' experiences. Staff now need to prioritise their focus on making greater improvements to learning and teaching as well as raising the attainment of all young people.

- Senior leaders have developed a helpful quality assurance calendar which clarifies expectations for teachers. Staff are beginning to undertake a greater range of activities including data analysis, departmental validated self-evaluation, teaching sprints and engagement with stakeholders. These activities are leading to a consistent approach by faculties in using data to support young people more effectively. Senior leaders monitor improvements well and they should continue to strengthen approaches to self-evaluation to ensure that rigorous and robust evidence is gathered across the school. They should review current approaches to classroom observation to inform more clearly their whole school approach to improve learning, teaching and assessment.
- A few faculty leaders demonstrate effective strategic leadership of their departments. All middle leaders should continue to work together to develop their approaches to self-evaluation. This should help them to provide clear evidence of progress. Senior leaders should work with middle leaders to ensure that the strongest practice in robust self-evaluation processes evident in a few faculties is shared across the school. Senior leaders have implemented more robust and consistent systems for faculties which are beginning to identify more clearly the priorities required to improve learning, teaching and assessment and the need to improve attainment across faculties.
- The headteacher models effectively to staff the importance of research informed professional learning. Staff come together regularly to engage in professional learning activities which support improvement. A few staff have taken on significant professional learning, including that at Master's degree level. This has led to significant improvement in approaches to wellbeing, nurture, equalities and inclusion across the school. Senior and middle leaders should continue to develop their approaches in evaluating the impact of collegiate time and professional learning activities to ensure they continue to achieve improvement priorities.
- Senior leaders are building the leadership capacity of staff at all levels successfully. The headteacher works closely with the senior leadership team to build their capacity. Together they have created a climate of collegiality where staff are encouraged to contribute to school improvement with a shared sense of responsibility to improve. Senior leaders encourage the majority of staff to undertake leadership roles. Staff are empowered to lead initiatives that have improved significantly the school ethos and ensure that young people learn in a calm and respectful environment. This includes improving approaches to nurture, wellbeing and equalities.
- Young people lead change very effectively across the school. This is an important strength within the school's work. Young people's contribution to leading change is enabled by a broad range of leadership opportunities. Young people in the senior phase, including school captains and prefects, play key roles in acting as role models for younger peers. A few young people take a strong lead in the school's work on equalities. The Anti-Racism Society has been instrumental in developing the equalities policy, designing and delivering a series of lessons through the personal and social education programme (PSE). They are contributing to the review of the broad general education (BGE) curriculum, they lead the community culture day and organise "safe spaces" and "calm corners" to support the wellbeing of young people. The pupil parliament is proactive in leading change including approaches to anti-bullying and

promoting positive behaviour. Through their leadership roles, young people are clear about their importance in representing the views of peers as well as leading aspects of school improvement. Senior leaders should continue with plans to inform young people more regularly about how offering their views leads to change.

- School leaders have a clear vision for developing the curriculum in line with Developing the Young Workforce (DYW) priorities. This vision should now be clearly reflected in school improvement planning to enable senior leaders to evaluate impact more effectively.
- Senior leaders and staff are proactive in working with a wide range of community partners which support young people and their families effectively and thoughtfully. Staff collaborate very well with partners to improve the learning offer and highly-impactful support for young people. Senior leaders and staff meet regularly with individual partners to plan and review their programmes. Staff should work with partners collectively in a more structured way to plan and evaluate the impact of partnership working. Senior leaders should ensure that all stakeholders contribute to planning for improvement, including PEF planning.

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

- Across the school, almost all staff and young people enjoy positive and highly respectful relationships. Teachers have established effective classroom routines of Ready, Respectful and Safe. These are being used well to support effective participation by young people in learning. In the majority of lessons, young people are focused on learning and participate well in class discussions and activities. Almost all young people feel able to approach staff when they need help. In the majority of lessons, a few young people are not on task and their behaviour can negatively impact on the learning experiences of others. Teachers engage positively with young people in a sensitive and appropriate manner to minimise the impact of dysregulated behaviour.
- Almost all teachers demonstrate an awareness of young people who require additional support with their learning through the recently introduced additional support needs' overview. In a minority of lessons, teachers use this information well to plan learning at an appropriate level. All staff now need to make stronger use of this information to have a sharper focus on how they plan learning. They should focus on meeting the needs of all young people who require additional support with their learning more effectively.
- In a few lessons, teachers plan appropriately challenging activities for young people. However, this is not consistent across the school. Too often all young people are doing the same task at the same pace. Teachers need to improve the pace of learning and plan greater levels of challenge for all young people. They should ensure young people make greater progress in their learning.
- In the majority of lessons, teachers deliver clear explanations and instructions which help young people to complete planned activities. However, lessons are often too teacher led, resulting in young people being passive in their learning. Teachers need to improve the variety and quality of teaching approaches across the school. Senior and middle leaders should develop a clear approach, supported with appropriate professional learning, to improve the quality and consistency of learning experiences across the school.
- The majority of teachers use questioning regularly to encourage young people to participate in class, to recall prior learning or to check for understanding. In a few lessons, teachers use very effective questioning to support the learning needs of young people. All teachers should extend the use of questioning techniques to support and deepen learning.
- Most teachers share the purpose of the lesson and highlight the measures of success. The quality of these strategies is variable across the school. The majority of teachers should ensure that success criteria support learners to understand better the purpose of their learning and how to make progress. Staff should develop a consistent approach to checking for

understanding to support more effective planning of future learning. A minority of staff use effective plenary discussions well to help young people reflect on their learning.

- In a few lessons, teachers use digital technologies creatively to enhance young people's learning experiences. All young people have access to a digital device and access content and resources in the majority of subject areas. Most young people use their devices confidently. Staff use digital technology effectively to support young people with learning at home. Teachers should consider how to expand the opportunities for young people to use digital technology more effectively to deepen and enhance their learning.
- Most departments have assessment plans in place across the BGE and senior phase. Staff are developing their confidence in planning a range of assessment approaches effectively, including holistic judgments in the BGE. However, teachers are not yet using this information well enough to inform next steps in learning. Senior and middle leaders need to ensure all teachers develop their understanding of the relationship between checking for understanding, assessment and planning of future learning.
- All staff engage in BGE moderation activities within the school and across schools with their Glasgow City Council trio. As planned, teachers should continue to develop a stronger understanding of the learning, teaching and assessment cycle to support improvements in young people's learning in the BGE. Senior leaders should continue to support staff to engage in well planned and extensive moderation activities. This work needs to result in more reliable assessment judgements in the BGE.
- In the senior phase, almost all teachers use summative assessments well to measure progress and attainment. All faculty leaders participate in subject networks which supports confidence in judging attainment levels. A majority of staff undertake Scottish Qualification Authority duties and participate in professional learning events relating to understanding standards. As a result, most teachers have a sound understanding of assessment standards in National Qualifications (NQs) and plan learning appropriately.
- In most curriculum areas, staff engage in learner conversations with young people. In a few subject areas, these conversations support young people well to understand better the progress they are making in their learning. Young people would benefit from a more consistent approach so that they know their strengths and what they need to do to improve.
- Teachers use well considered departmental tracking and monitoring systems in all curriculum areas. This helps faculty leaders to understand the progress being made by learners. However, the impact of how staff use this information to inform support for young people is inconsistent across the school. Senior and middle leaders need to support all staff to understand their role in using tracking data to identify and support young people who are not making expected progress.

2.2 Curriculum: Learning pathways

- The headteacher has rightly prioritised developing the BGE curriculum to improve the range of appropriate and aspirational learning pathways for young people. Teachers are now using a consistent approach to planning appropriate courses, taking account of national guidance. They also use P7 transition information effectively to inform the development of courses and programmes in the BGE. Senior leaders are developing teachers' understanding and skills to plan courses which provide young people with a coherent transition to the senior phase. They need to continue to strengthen course choice processes to ensure that all young people undertake an aspirational range and level of courses.
- Senior leaders and staff are developing clearer progression pathways through the senior phase. They are expanding their use of the wider Scottish Credit and Qualifications Framework (SCQF) to provide a range of courses to meet a greater number of young people's needs. Senior leaders recognise that an important next step is to ensure this offer is part of a planned and progressive pathway for all young people. Staff should involve colleges and other external stakeholders in the rationale, design and development of curriculum pathways. They should also consider developing their range of vocational pathways by increasing opportunities such as Foundation Apprenticeships and greater use of work placements to experience the world of work. Senior leaders should expand their range of partners to develop employability, career management skills and meta-skills through the senior phase curriculum. They should make greater use of Local Market Intelligence to inform curriculum planning and design and make effective use of the Career Education and Work Placement Standards.
- Staff are creative in developing appropriate partnerships to increase the range of young people's learning pathways. Staff use local authority opportunities for young people who require additional support to participate in a wide range of vocational activities. Staff work well with Skills Development Scotland (SDS). This partnership is effective in supporting almost all young people to make informed career choices and progression to positive post-school destinations. Young people's learning and wellbeing is supported by a wide range of carefully considered partners. Partnership working is helping to develop young people's skills for learning, life and work.
- Young people receive their entitlement to learn in all curricular areas in S1 and S2. They do not experience their full entitlement to the range of experiences and outcomes across all curriculum areas by the end of S3. Young people experience their entitlement to high quality physical education. They also receive their entitlement to modern language learning as part of the Language Learning in Scotland 1+2 approach. Young people experience their entitlement to religious observance through well-planned chaplaincy work. Senior leaders should ensure young people in the senior phase receive their entitlement to religious and moral education.
- Young people benefit from opportunities to develop skills further in all curriculum areas through a wide range of activities beyond the classroom. Senior leaders and staff have reviewed their curriculum to improve the wider achievement offer. This includes, for example, all young people in S3 having the opportunity to take part in the Duke of Edinburgh's Award at Bronze level.
- The school library has not been used lately by staff or young people because of staffing challenges. Senior leaders should proceed with plans to make effective use of the school library. Teachers from all curricular areas should increase their use of the library to enhance young people's learning.

- A well-planned transition programme is in place from primary school with enhanced arrangements for identified young people. Pastoral staff work closely with primary colleagues to develop a detailed profile of all young people so that wellbeing needs are understood and addressed. Staff plan proactively for young people who require additional support with their learning to ensure young people are well-known in advance of the transition to secondary school.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents welcome the enthusiasm and determination of the headteacher to improve outcomes for young people. They feel the school continues to strengthen its positive reputation in the local community. They recognise the headteacher's commitment to engaging with parents, including the "open-door" approach, termly newsletters and opportunities for parents to engage in the life of the school. Parents were consulted on the school's revised values. Members of the Family Forum are well informed about school matters. The headteacher presents regular reports at Family Forum meetings relating to ongoing school improvement priorities.
- Almost all parents feel confident about approaching the school with issues relating to their children. Parents appreciate how staff support young people. They agree that young people are known and well cared for within the school. Parents recognise the good relationships across the school community.
- A few parents would welcome more regular communication regarding their children's progress, and advice about how they can best support their learning needs.

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

- Staff have a thorough and well-developed understanding of the wellbeing needs of the local community and use this knowledge to target highly effective wellbeing support for young people. This is underpinned by their commitment to embedding nurturing approaches and young people's rights.
- Young people receive high-quality nurturing support and benefit from very positive and respectful relationships across the school community, especially with staff. All staff have participated in extensive professional learning on nurturing approaches. This leads to young people being very well supported to regulate their emotions and maintain learning through accessing calm corners in almost all classrooms. These approaches are reducing stress and building the resilience of young people. Young people are supported to maintain positive relationships with peers through the effective use of restorative conversations as part of the Promoting Positive Relationships policy. Staff and young people address conflict in a solution-focused way.
- The language of wellbeing is well understood across the school with the wellbeing indicators used effectively by staff to guide approaches to identifying and addressing young people's needs. Staff across faculties use this language as part of the reporting process. As a result, young people feel included, cared for, valued and known well as individuals by staff and partners in the school. Young people feel their views are valued and their rights are respected. Young people can identify at least one key adult whom they can speak to and are confident they will receive high-quality and sensitive support.
- Staff have developed very strong approaches to ensuring high-quality targeted support for young people's wellbeing. Staff support sensitively the wider wellbeing of families through the highly effective Family Nurture programme which is significantly improving relationships and ensuring young people receive impactful support when required. Young people's needs and circumstances are well known by highly skilled and diligent pastoral care staff. These staff use a range of highly effective approaches to identify and respond to young people's wellbeing concerns. This leads to young people receiving timely and effective help from staff who monitor their wellbeing and learning regularly. Staff ensure that young people benefit from impactful interventions. Pastoral staff share information effectively through comprehensive systems with the wider staff so that all staff can support any wellbeing issues.
- Almost all young people feel included in the life of the school because of carefully considered provision for learners who require additional support to maintain attendance in mainstream school. Senior leaders have used PEF to create a successful provision, Nevis House, where young people benefit from a range of planned supports and interventions. These are having a

very positive impact on their wellbeing. For example, young people in Nevis House demonstrate improved self-esteem, engagement and achievement. Exclusions have reduced over the past three years, and they are lower than the national level and other comparator schools. Young people in the BGE with identified needs are building key skills required to effectively access learning by being supported well to manage and regulate their emotions.

- Young people learn effectively about wellbeing through an impactful and progressive PSE curriculum. This programme is relevant and responsive to the needs of young people. Young people influence the content and delivery of the curriculum. For example, young people highlighted concerns related to vaping and spiking. The PSE programme was adapted to include these topics and as a result, young people have an enhanced awareness of key health issues, helping them to make informed choices. Young people's involvement in the creation and delivery of PSE lessons is engaging them well. They feel that their views are valued. Staff should continue to build on this practice of shaping future programmes by ensuring study skills are developed in S1 to S3 to support achievement and attainment for all.
- Young people have a well-developed knowledge of mental health. This is leading to young people being ably supported by a substantial range of appropriate and highly effective provisions from staff mental health first aiders and partners. Young people demonstrate sound awareness about how to address any concerns with their mental health. Almost all young people who have accessed these provisions feel supported and this is helping them to develop strategies to aide their mental and emotional health, leading to reduced feelings of anxiety.
- Staff have a sound knowledge and understanding of their statutory duties relating to wellbeing, equality and inclusion. They demonstrate a strong and caring commitment to Getting it Right for Every Child. This results in most young people feeling safe, nurtured and supported. Young people note very positively how the visibility of senior leaders, safe spaces, and the campus officer around the school results in them feeling safe in school and the wider locale. Young people also feel that their concerns about safety are taken seriously and responded to with prompt and effective action, such as the installation of CCTV around the school.
- Staff are proactive in identifying and responding to the ongoing needs of young people. They use an effective staged intervention model of support to identify appropriate actions to meet young people's additional support needs. Staff consider young people's views when planning and making decisions about their learning. As planned, staff should formalise their procedures for setting and reviewing targets so that progress can be more easily measured.
- Senior leaders and staff recognise that improving attendance remains an ongoing priority. Staff monitor young people's attendance systematically, both at faculty and whole school level, and have effective staged procedures in place to follow up on young people who may be at risk. Senior leaders are aware of the need to continue to review part-time timetables to ensure all young people receive their full entitlement to education. Young people and families are supported to understand how low attendance impacts on their learning. Young people who are supported through these interventions have improved their attendance. The use of the Achievement Zone, a provision to support young people with low attendance, is leading to improved attainment for this targeted group.
- Young carers and care experienced young people receive high-quality support from staff. This includes a creative 'Helping You Help Me' profile, which is shared sensitively with staff. This is leading to staff developing a greater understanding of the barriers these young people face in their lives and can support them more effectively with their learning. As a result, they feel respected and included in decisions that affect them.

- All care experienced young people receive carefully considered support through access to a helpful support group. Young people in S3-S6 are allocated a mentor to help them make appropriate progress in their learning. All care experienced young people are considered for a co-ordinated support plan. Pastoral care staff and senior leaders carefully monitor their attendance, engagement and attainment and help to create highly individualised support. This is resulting in positive outcomes for these young people, such as improved engagement and participation in the life of the school.
- A major strength in the school's work is how well staff and young people have embedded equality in the life of the school to ensure all learners feel respected and included. Young people feel their voices are heard and are empowered to lead staff and peers in a range of equalities work including professional learning for staff. Staff and young people collaborated in the development of the Equality and Respect for all policies. This has led to groups of young people being proactive in supporting the rights of peers. This work is highly visible in the school through the 'uniquely united' poster created by this group of young people to celebrate differences and to ensure everyone feels valued. Diversity is celebrated at Drumchapel High school. Young people organise highly-impactful cultural days, including a successful recent Anti-Racism carnival. Young people value opportunities to celebrate their rich cultural heritage.
- Young people in the BGE are exploring gender stereotypes from peers in S5 and S6 who lead their learning through the Mentors in Violence (MVP) programme. This is increasing young people's knowledge of this important issue. They use this learning to demonstrate awareness and sensitivity in ensuring others are included. Senior leaders have impactful approaches to monitoring and responding to bullying. Most young people who have experienced bullying feel that staff deal with it appropriately. An outcome of the ongoing focus on equalities led by young people is that they feel able to challenge discrimination and prejudice.
- As part of the school's approach to nurture, there are a number of carefully considered spaces available to young people who have protected characteristics. Many of the young people who use the safe spaces are also part of one of the wide range of groups such as the anti-racism society and Freely Feminist Forum. They value these opportunities to receive peer support as well as lead change to challenge discrimination and promote diversity regularly throughout the life of the school.
- Staff continue to develop a highly-inclusive curriculum across the school. The curriculum provides young people with opportunities to learn about equalities and diversity across subjects. They use this learning to welcome peers who join the school from other countries, as well as to demonstrate curiosity and understanding of other cultures. There are well planned opportunities across the curriculum to allow young people to discuss issues around equality. Young people also learn of the importance of diversity through PSE lessons. Staff work well with partners such as Children and Young People's Centre for Justice to contribute to a few curricular areas including criminology and mathematics. This enables young people in the senior phase to develop a better understanding of the context of the local community and a deeper awareness of human rights in the criminal justice system. Young people have used their knowledge to influence the development of the Scottish Government's restorative justice action plan.

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

The school community's journey in recovering from the impact of COVID-19 and ongoing staffing instability has impacted adversely on efforts to raise attainment. This is evident in attainment data over the latest five year period which shows a fluctuating and inconsistent pattern of progress. In the latest year, senior leaders can evidence that many measures of attainment have generally returned to pre-pandemic levels. Furthermore, continued challenges in sustaining the regular attendance of a significant minority of young people is impacting adversely on their attainment.

Attainment in literacy and numeracy

Broad General Education (BGE)

- In 2023/24, the majority of young people achieved Curriculum for Excellence (CfE) third level in literacy and numeracy. This is below local and national levels and generally declining over time. A minority of young people achieve CfE fourth level in literacy and numeracy. Attainment at this level has been decreasing since 2017/18 and is substantially below local and national levels.
- Senior leaders recognise that the quality and reliability of assessment judgements regarding literacy and numeracy requires significant improvement. Staff who lead on literacy and numeracy need to develop clearer improvement strategies to ensure all young people make appropriate progress.

Senior Phase

Leavers

- Since 2021/22, most young people achieved SCQF level 4 or better in literacy and numeracy on leaving school.
- The percentage of young people leaving school with SCQF level 4 or better in literacy is generally following a pattern of decline. In 2022/23, just over half of young people left school with SCQF level 5 or better in literacy in 2022/23. This has fallen in the latest year to being significantly much lower than the virtual comparator (VC). The percentage of young people achieving SCQF level 6 or better in literacy is generally in line with the VC.
- From 2018/19 until 2022/23, and apart from 2020/21, a minority of young people who left school achieved SCQF level 5 or better in numeracy. Although this has largely been in line with the VC, this has fallen to being significantly much lower than the VC in 2022/23. Performance at this measure is not showing a consistent pattern of improvement. Generally, a few young people achieve SCQF level 6 or better in numeracy. The percentage of young people attaining at this level has decreased since 2020/21 when it was significantly much higher than the VC, although it remains in line with the VC.

- Staff need to use more reliable assessment information to identify and plan for all young people to attain the highest level of literacy and numeracy qualifications in the senior phase. They also need to identify as early as possible in the BGE those young people who are at risk of leaving school without the appropriate level of literacy and numeracy qualifications.

Cohorts

- At S4, a minority of young people achieved SCQF level 5 or better in literacy in the latest two years of data, 2022/23 and 2023/24. For both these years this is significantly lower than the VC. Over time, this measure has followed a pattern of substantial decline having been significantly much higher than the VC in 2019/20 and 2020/21. By S5, just over half of young people attain SCQF level 5 or better. This has been reducing from 2019/20 and is now significantly lower than the VC in the latest year, 2023/24. A minority of young people achieve SCQF level 6 or better and this has remained in line with the VC for the latest three year period. By S6, based on the S4 roll, the majority of young people achieve SCQF level 5 or better. This has been decreasing from 2021/22 when almost all young people achieved this level. A minority of young people achieved SCQF level 6 or better in 2023/24. This has been declining since 2020/21 when just over half of young people achieved this measure.
- At S4, a minority of young people attain SCQF level 5 or better in numeracy. Over the last three years, from 2021/22 to 2023/24, this is generally significantly lower than the VC, or significantly much lower than the VC. By S5, a minority of young people have achieved SCQF level 5 or better since 2019/20. In the last two years, performance at this level has been significantly much lower and significantly lower than the VC. A few young people achieved SCQF level 6 or better since 2020/21. This is in line with the VC. Generally, there is no consistent pattern of improvement in numeracy for cohorts. By S6, a minority of young people achieve SCQF level 5 or better in numeracy. This has been declining over the past three years and is now significantly lower than the VC in the latest year, 2023/24. A few young people achieve SCQF level 6 or better. This is in line with the VC and shows an inconsistent pattern of improvement.
- There is a substantial difference between the young people who gain the literacy and numeracy award as opposed to the full course qualification in English and mathematics.
- Young people's attainment in National Qualifications (NQs) in English and mathematics is inconsistent and is generally following patterns of decline. At both SCQF levels 5 and 6, entries and young people's attainment are substantially below national levels.

Attainment over time

BGE

- Senior leaders introduced a tracking system last session to measure young people's progress across the BGE. They are beginning to use this to identify young people who may require additional support to attain appropriately. Overall, in most curricular areas, the attainment of young people is weak. There is significant variation in the reliability of staff's judgements about young people's progress across the school. Senior leaders should continue to work with staff to develop further the reliability of and their understanding of data to measure young people's progress through the BGE.
- The whole school tracking system is not sufficiently embedded to measure attainment over time. Senior leaders and staff need to ensure young people are making appropriate progress in their learning and undertaking aspirational learning pathways.

Senior phase

- Senior leaders are implementing strategies to raise the attainment and achievement of all young people. They use data to highlight attainment gaps and particularly to identify young people at risk of leaving school without the appropriate level of qualifications. This is informing well-considered interventions such as mentoring and intensive support targeted to individuals who are at risk of not achieving their best qualifications. There is evidence that young people who are receiving this additional support are making better progress this session. This includes, for example, a successful focus on improving the number of young people in S5 who gain awards at SCQF level 6. Senior leaders are beginning to use data more rigorously to ensure greater numbers of young people increasingly experience a range of courses matched more effectively to their level of ability.
- Young people's attainment from SCQF level 3 or better to SCQF level 5 or better is inconsistent within faculties and across curricular areas. An important next step is for middle leaders to take much greater responsibility for improving attainment in their faculties.
- In the latest year, 2023/24, a quarter of young people are dual presented for one or more courses at National 4 and National 5.

Improving attainment for all Leavers

- Generally, when using complementary tariff scores, attainment for the lowest attaining 20%, the middle attaining 60% and highest attaining 20% of young people is in line with the VC and has been over the five year period. For the highest attaining 20% of young people in 2019/20 and 2020/21, performance was significantly much higher than the VC. Generally, performance for the lowest attaining 20% of young people, the middle attaining 60% of young people and the highest attaining 20% of young people has decreased over the three year period from 2020/21 to 2022/23. Generally, the attainment of leavers who require additional support with their learning has declined since 2020/21.

Cohorts

- At S4, performance of the lowest attaining 20%, the middle attaining 60% and highest attaining 20% of young people is in line with the VC. Performance of the middle attaining 60% has followed a pattern of decline since 2019/20 when it was significantly much higher than the VC to being significantly lower than the VC in 2022/23. In the latest year, 2023/24, this is showing an increase and is back in line with the VC. The attainment of the highest attaining 20% of young people has fallen since 2019/20 and was in line with the VC until the latest year, 2023/24, with this measure now significantly lower than the VC.
- At S5, performance of the lowest attaining 20% of young people and the middle attaining 60% of young people is generally in line with the VC. Performance at these levels is generally showing an inconsistent pattern with a decrease in the latest year, 2023/24. Performance of the highest attaining 20% of young people has been in line with the VC in the latest three year period since 2021/22. In the previous two years, 2019/20 and 2020/21, this was significantly much higher than the VC. In the latest three years, this measure is showing a pattern of improvement.
- By S6, attainment of the lowest attaining 20%, the middle attaining 60% and highest attaining 20% of young people is generally in line with the VC and has been since 2019/20 for the lowest attaining 20% of young people. For the middle attaining 60% of young people and the highest attaining 20% of young people, performance in 2020/21 and 2021/22 was significantly much

higher than the VC and has been in line with the VC since this period to the current year, 2023/24.

- Senior leaders and staff have targeted improvements for young people's attainment in the senior phase. Interventions have included mentoring periods with staff, support from an effective partnership with the University of Glasgow and staff offering supported study clubs. These have had a positive impact on young people's attainment in S5 at SCQF level 6 in particular.

Breadth and depth

- At S4, the percentage of young people achieving one or more courses to five or more courses is in line with the VC, apart from young people who achieve three or more courses, where attainment is significantly lower than the VC in the latest year of available data, 2023/24. The majority of young people are presented for six or more courses and this measure shows a pattern of decline over the five year period from 2019/20. Although this was in line with the VC, it is now significantly lower than the VC in the latest year, 2023/24. Generally, the percentages of young people gaining an award at SCQF level 5C or better for one or more to six or more awards, is declining.
- By S5, the number of young people gaining two or more to five or more awards at SCQF level 6C or better is generally following a pattern of improvement over the last three year period and is in line with the VC.
- By S6, a minority of young people gain one or more to three or more qualifications at SCQF level 6C or better, with a few young people gaining five or more awards at this level. Although this is in line with the VC, performance at this level is generally following a pattern of decline.
- There are too many young people in S5 and S6 who are presented for very few courses. For example, in 2023/24 nearly a fifth of young people in S5 and 16% in S6 are presented for zero or 1 courses as a qualification. This is impacting on breadth and depth measures.

Overall quality of learners' achievement

- Young people are increasing skills in public speaking, creative thinking, confidence and self-awareness through participation in lunchtime activities. A few young people are using transferrable skills in other contexts such as organising the S1-S3 Halloween Disco.
- Young people in S5 and S6 are developing valuable skills through involvement in a wide range of leadership and wider certification programmes. The majority of young people in S5 and S6 achieve awards, such as Dance Leadership, Volunteering and Refereeing. Young people are also improving their citizenship skills and becoming mentors in violence prevention or ambassadors for a local Fire and Peace charity. Young people are providing valuable support to younger peers, raising funds for charitable causes and actively contributing to the life of the school and wider community.
- A minority of young people in S3 are successful in completing Bronze Duke of Edinburgh's awards each year. A few young people in S5 are taking up leadership opportunities and progress to Silver level. Young people value the problem-solving, resilience and team working skills they gain through this programme.
- Young people feel valued by the school's approaches to recognising their achievements both inside and outside school. Staff celebrate regularly young people's achievements through social media, termly newsletters, merit awards, awards ceremonies and ROAR awards linked

to the school values. This helps to improve the self-esteem, ambition and aspirations of all young people.

- Staff have recently implemented a system to record young people's involvement in the range of achievement activities across the school. Although this is at an early stage, staff should extend this to capture achievements delivered through the wide range of partner inputs. They should develop a strategic overview of achievement and target those young people who would benefit most from engaging in achievement opportunities. They also need to use the information to ensure that all young people achieve a range of important skills and apply these across the curriculum.

Equity for all learners

- Staff are committed to ensuring equity for young people as a result of having an acute understanding of the social, cultural and economic context of the school. Senior leaders and staff are passionate in ensuring that young people receive the emotional and practical support to attend school and participate in all aspects of school life, removing cost as a barrier. Senior leaders have also invested in staffing and partnership input to ensure young people feel safe and cared for in the school community. There is evidence that the initiatives funded through PEF result in most young people being more able to participate well in achievement opportunities.
- Senior leaders allocate the PEF spend to additional staffing which provides targeted support to young people. They also use this fund to provide additional study support to young people. There is evidence that a few young people supported through targeted interventions are making stronger progress in their learning. Staff need to use data more clearly to evidence how PEF interventions are improving attainment and accelerating progress of all young people targeted through these initiatives.
- When using complementary tariff scores, the attainment of those leaving school who reside in the most deprived deciles is generally in line with the VC. Senior leaders are aware that the attainment of a large group of young people affected by socio-economic disadvantage requires improvement. Senior leaders should use both quantitative and qualitative data more rigorously to identify clearly young people's attainment gaps caused by socio-economic disadvantage.
- As a result of strong targeted support from staff and partners, almost all young people progress to a positive destination on leaving school. In 2022/23, this measure was above the VC.

Quality of provision of Special Unit

Context

Drumchapel High School Learning and Communication Resource (LCR) is part of the wider S1 to S6 LAD faculty within the school. The LAD resource broadens the offer of the LCR and as a result, is accessed by 75 young people in total across the school.

The LAD comprises seven classes, four BGE and three senior phase classes. The LAD faculty leader has overall responsibility for LAD which includes young people in the LCR and is supported by one PT, ten teaching staff and 17 support for learning workers.

Leadership of change

- The headteacher, senior leaders and faculty heads ensure the LCR is valued and included within the life and work of the school. The LAD faculty head works closely with senior leaders to identify priorities for improvement. They use a range of effective quality assurance activities to inform changes. Recent changes to learning pathways has resulted in an improved curriculum offer for young people as senior phase courses now align more fully with mainstream provision and young people are attaining a wider range of national qualifications than previous cohorts. Moving forward, there is a need to continue to develop approaches to monitoring and tracking young people's progress through the BGE.

Learning, teaching and assessment

- Young people benefit from a warm, caring and nurturing environment which motivates them to learn and attend school. They feel respected and that their views are important. Staff use praise and encouragement very well which helps young people to stay on task during lessons. Young people work well as individuals with most taking responsibility for their learning. Teachers deliver effectively a broad and balanced curriculum across the BGE and in the senior phase. The majority of teachers from the LAD faculty also deliver learning in mainstream classes. Working across mainstream classes and LAD helps staff ensure young people progress in line with mainstream classes and explore opportunities for young people to learn alongside their peers. Young people are included and supported well in mainstream classes, as a result.
- Teachers observe young people during the course of lessons and respond well to the majority of learning needs. Teachers deliver most learning through whole class lessons and young people are at the early stages of working in pairs or collaboratively. A minority of young people could progress better if the levels of pace and challenge in lessons were more appropriately matched to their needs and level of ability. In addition, teachers' approaches to assessment are less well developed in the broad general education than the senior phase. Young people in the BGE are not clear about their strengths, areas for improvement or learning targets. Staff need to use assessment information more effectively to inform the planning of learning, teaching and assessment.

Ensuring wellbeing, equality and inclusion

- Ensuring wellbeing, equality and inclusion of young people is central to the ethos and culture of the LCR and LAD. Staff are very attentive to the wellbeing needs of all young people and interactions are respectful and supportive. Young people feel safe, valued and develop their resilience very well in the supportive learning environment. Young people value the role of the key adult and describe how this supports them to be included in LAD and across the school. They meet regularly with a key adult for very worthwhile discussions. They feel the key adult listens carefully to what is going well and supports them to take action to improve their

wellbeing. There is a need to develop BGE learning conversations further. Key adults and teachers should ensure that young people are clear about their strengths and areas for improvement within their learning.

- Teachers work very well with parents, key staff and partners to support young people. Young people, parents and staff are involved fully in developing learning plans which are reviewed regularly. Parents are very positive about the care and support their child receives. Young people's wellbeing outcomes are very positive. They are aware of their own and other's emotional needs. Staff sensitively support young people to develop important skills of regulation. A few young people learn alongside their mainstream peers on a regular basis.
- All staff have a clear understanding of their statutory duties and responsibilities. They participate appropriately in child protection training and professional learning to support the wellbeing of young people. Staff should continue to develop record keeping and reflect strategies and evaluate interventions in classrooms that support learning.

Raising attainment and achievement

- Overall, almost all young people in LCR are making good progress in their literacy, English and communication and in numeracy and mathematics. A few young people could make better progress and improve their attendance.

Literacy, English and communication

- Most young people listen well and respond appropriately to questions. They access written information and create texts on digital devices and engage well with digital media. Young people need to engage with a broader range of texts, extend their vocabulary and develop further their skills in building on their own and other young people's contributions appropriately during discussions. Young people in the senior phase are attaining National Qualifications at SCQF levels two to five.

Numeracy

- Young people are working appropriately to develop their knowledge and skills in number through the planned course. They are developing well their understanding of multiplication and division. Teachers should support a few young people to improve their skills in time. Young people gain a good understanding of routines. Teachers should provide increased opportunities for young people to apply their problem-solving skills in real life contexts. Young people in the senior phase are attaining National Qualifications at SCQF levels three to seven.

Attainment over time

- Almost all young people are making good progress. A few are making very good progress in particular areas where they have strengths from prior levels of attainment. Young people are working within CfE levels from early level milestones through to fourth level. Almost all young people gain awards at SCQF level 3 or above, with most gaining qualifications from a range of subjects at SCQF level 4 or better.
- Over the past three years, all young people have moved to positive destinations when leaving school. Young people are supported well to make the transition to either further education or directly to employment.

Overall quality of learners' achievements

- Young people demonstrate confidence and develop skills such as resilience through participation in activities including the Duke of Edinburgh Award, S1 team building day, volunteering with Enable at the Prince and Princess of Wales hospice and the foodbank.

Young people develop a range of important organisational skills and their confidence through completion of the Barista award. Importantly, young people lead and engage in a range of lunchtime clubs such as chess, debating, Dungeons and Dragons. These clubs, led by LAD, are accessed by young people across Drumchapel High School.

- All staff have a very good understanding of young people's social, economic, and cultural context. Staff consider equity alongside young people's additional needs such as disabilities, learning needs or family circumstances. Staff consider how the of needs for young people, for example those with Autistic Spectrum Disorder, can be impacted more acutely by poverty. Staff's thoughtful approach provides a holistic view of each young person and their needs.

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.