

Summarised inspection findings

Glenwood High School

Fife Council

7 March 2023

Key contextual information

School name: Glenwood High School
Council: Fife Council
SEED number: 5406536
Roll: 888

Glenwood High school is located in the town of Glenrothes in Fife. Young people from the west of the town as well as communities to the north and west of Glenrothes attend the school. There are five associated primary schools. In September 2021, 44.4% per cent of pupils lived in the 20% most deprived data zones in Scotland. In February 2022, 30.9% per cent of pupils were registered for free school meals.

The headteacher has been in post for five years. He is supported by three depute headteachers, one of whom is an acting depute headteacher.

In September 2021, the school reported that 57.7% per cent of pupils had additional support needs. Attendance is generally in line with the national average for 2020/21. Attendance for session 2021/22 fell to 84.1%. Since August 2022 attendance has improved to 86.4%. Exclusions are generally in line with the national average. Staff are working to address the ongoing impact on attendance, attainment and wellbeing from the COVID-19 pandemic.

In 2021, 22.3% of young people starting S4 left the school following S4. This is almost double the average for secondary schools.

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 highly effective in leading improvement. He sets high expectations and has a clear vision for Glenwood High School. He models a collaborative style of leadership and holds the respect of his colleagues. He engages positively with learners, staff and other stakeholders and provides clear strategic direction. His senior leadership team supports him well in his role.
- The refreshed school vision is underpinning the school's approach to developing the potential of young people in an inclusive and supportive learning environment. Senior leaders and staff articulate a sound understanding of the school's local context and the issues to be addressed. School priorities reflect an accurate appreciation of the impact of the COVID-19 pandemic on the wellbeing and development of young people and the challenges faced by families. Staff are embedding practices developed in response to the pandemic. This includes promoting ambition and respect and setting high expectations. The school's values of Achieving, Responsible and Caring (ARC) are publicised widely across the school through visual displays and underpin school routines. Most young people recognise the importance of the core values in shaping their school community. Staff should now consider linking the school values with the language of the wellbeing indicators and the United Nations Convention on the Rights of the Child.
- The vision is underpinning school staff and partners' work with young people and is effectively shaping practice. Partners appreciate the social, economic and cultural context of the school which is supporting effective partnership working. They work closely with school staff to plan and evaluate programmes.
- Two key drivers are influencing the life and work of the school. The refreshed school vision and values and the Glenwood Standard are at the heart of the school as a learning community. The steps taken by senior leaders to promote consistent approaches to learning and wellbeing successfully set the context for improvement. There are strong processes in place to support this. Senior leaders and staff now need to ensure that there is greater consistency in approach and that good practice is consolidated and disseminated. They should continue to work with middle leaders to support further their understanding of their role in this.
- Senior leaders and the extended leadership team monitor the pace of change closely. Staff recognise that the improvement agenda was challenging. Senior leaders ensure the pace is manageable and is leading to identified sustainable improvement. The support of staff in meeting the improvement agenda reflects a shared collective vision.
- Staff identify strongly with the school. Senior leaders, principal teachers and staff benefit from effective collegiate working. Staff speak positively about the culture of empowerment and the

autonomy at departmental level to lead improvements. The extended leadership team are effective in their role. Staff feel confident in assuming leadership responsibilities, for example, in piloting and evaluating aspects within curriculum areas, or as peer supports within the school framework of professional learning.

- Self-evaluation features prominently in school decision-making. Senior leaders and staff gather a range of data at whole school and curriculum levels that is directly informing school improvement priorities. Staff are developing their skills in the analysis of the information being gathered. This is supporting them to make more informed decisions about the curriculum offer and approaches to learning and teaching.
- Planning for improvement links directly with the drivers of the National Improvement Framework as well as local authority improvement objectives and identified school priorities. The Parent Council is effective in its role and engages meaningfully in support of the school's improvement journey. The school improvement and department improvement plans align well. This is bringing greater coherence to the improvement agenda and reaffirms a sense of collective responsibility. As the school continues its improvement journey, it is important that improvements are firmly embedded and achieving the desired impact.
- Professional learning and collegiate working feature prominently in the life of the school. The allocation of collegiate time is linked closely to the delivery of school improvement priorities and national expectations. All teachers engaged in practitioner enquiry linked to improving learning and teaching. The school is in a strong position as a learning community to build on the progress to date. Principal teachers, with the support of senior leaders, should continue to focus on ensuring consistency in the quality of learning and teaching, and the universal support for wellbeing on offer to learners. Senior leaders should evaluate the impact of planned changes and actions taken to ensure that they are bringing about improvement.
- Senior leaders and staff should look to extend the opportunities for young people to assume leadership roles and become stronger agents for change. At present, these opportunities are limited to a minority of young people. In particular, senior leaders and staff should explore avenues through which young people in the broad general education (BGE) develop the skills and confidence of leadership.
- The school has in place clear, coherent plans for the allocation of Pupil Equity Funding (PEF) to promote equity for all learners. Additional staffing facilitates the delivery and monitoring of these initiatives. Funding is allocated to deliver a number of programmes to directly support identified young people and families in, for example, the areas of health and wellbeing. Staff now plan to continue to develop further their support strategies across literacy, numeracy and health and wellbeing to engage more learners and families.
- Staff engage well with a wide range of partners providing support to young people identified as having barriers to their learning. This is helping to improve the positive destinations of young people when they leave school. For example, the positive relationships between the school leadership team and community learning and development (CLD) help them to plan a package of support tailored to meet young people's needs. The school and their partners should now explore how they can come together to develop a more coordinated and planned approach to their joint work. Senior leaders should build on existing strengths and engage stakeholders in joint planning and evaluation to create a stronger shared responsibility. This will help ensure that any proposed changes to practices take account of the views of all stakeholders and are communicated clearly.

- The leadership team has a clear understanding of Developing the Young Workforce (DYW) priorities, which is reflected well in their curriculum design. They work well with key partners such as the local college. Staff have revised and extended the curriculum offer in the light of reflection and feedback. Staff have developed productive working relationships with partners, allowing them to ensure the offer is more appropriate for the range of young people across year groups. Senior leaders have shared and communicated changes to the curriculum well to staff, partners and young people through discussion, publications, and events. However, staff changes and periods of remote learning have meant the implementation of a number of DYW practices are at the early stages.

2.3 Learning, teaching and assessment

good

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

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

- Across the school, there is a positive climate for learning. Most young people feel that they are treated fairly and with respect. In almost all lessons, there are positive relationships between young people and their teachers and most learners report that staff are approachable and supportive. Within a caring and inclusive environment, most young people behave well in classes and engage with their planned learning.
- Senior leaders have collaborated with staff, young people and parents to co-create the Glenwood Standard. This provides a clear framework for lessons and highlights expectations for learners and teachers. This aims to support consistency in the quality of learning. The school community has welcomed its introduction. Senior leaders should continue evaluate the impact this is having on the quality of learning and teaching.
- Staff have developed an internal data hub. This ensures staff have access to a wide range of information to support learners, including young people's barriers to learning and additional support needs. Senior leaders should continue to evaluate the impact this is having on the consistency of approaches to differentiation and the levels of pace and challenge young people experience in classes.
- Staff are effective in identifying young people at risk of becoming disengaged from learning. They work well with a range of partners to provide learning programmes and interventions. This is supporting a few young people to re-engage with learning. It is improving their communication skills and developing their self-esteem and other life skills.
- Staff provide a wide range of activities beyond the classroom and timetabled day. Young people appreciate the opportunity to engage in these wider achievement experiences and supported study classes.
- In almost all lessons, teachers set the context for learning, share the purpose of learning, and the criteria young people can use to evaluate their success. Teachers should revisit these during the lesson to enable learners to reflect on their progress in learning. Teacher explanations and instructions are clear. Almost all teachers use questioning to support learning and elicit understanding. Across the school, teachers do not use questioning consistently well to extend learning and develop critical thinking skills.
- The majority of lessons are overly teacher led. Learners would benefit from increased opportunities to lead and accept greater responsibility for their own learning. This includes ensuring all young people are actively involved in their learning. Young people value the opportunity to work collaboratively with others, for example, when working on challenges and research tasks. In the minority of lessons where teachers provided opportunities for this, there were greater levels of engagement and increased pace for the learners.

- The Glenwood Standard provides a clear framework on which to build practice. Senior leaders should continue to prioritise developing better quality teaching approaches across the school. This will help ensure that all elements, such as plenaries, are meaningful and have the desired impact. Teachers should ensure that the pace of learning is brisk and that young people are experiencing appropriate levels of support and challenge, including high-quality differentiation. There is merit in regularly revisiting elements of the standard to ensure that they are as effective as possible in creating a vibrant learning environment in which the learners make maximum progress each lesson.
- There is a well-developed programme of professional learning with a focus on improving pedagogy which is positively impacting on the practice of staff. Senior leaders have identified the need for further professional learning to increase the range and quality of strategies to engage and motivate learners. All teachers have engaged in professional learning to improve aspects of learning and teaching. A minority take part in voluntary teacher learning communities (TLCs). Senior leaders should ensure that all staff have the opportunity to observe effective practice. This will ensure that all staff have a shared understanding of what constitutes an effective learning experience and build on the positive start provided by the Glenwood Standard.
- In a few lessons, teachers use digital technology effectively to enhance learning. It is providing additional support for young people who have experienced interrupted learning. There is scope to improve digital literacy across the school. This will help improve learning experiences, support higher quality feedback and increase independent learning experiences for young people.
- Within the senior phase, there are effective, well-planned moderation arrangements. This is ensuring staff are confident in their professional judgements about the progress young people are making. Staff engage with a variety of professional networks, including The Scottish Qualifications Authority (SQA) and links with other schools, which are supporting further the understanding of standards. Senior leaders have identified the need to develop their approaches to assessment. The planned use of further engagement with the moderation cycle in the BGE will support this. Senior and middle leaders should ensure that this leads to a more robust approach to assessing progress over time.
- A few departments have recognised the need to review BGE course plans and assessments in line with national standards to support professional judgements. It is important to ensure that these judgements are underpinned by evidence which demonstrates application, breadth and challenge. This will enable young people to be clear about their progress within a level and identify their next steps for learning. Tracking progress against National Benchmarks will help staff make more confident professional judgements about young people achieving a level.
- Senior leaders have developed a rigorous whole school tracking system which is being used within the BGE and senior phase. In the senior phase, staff use this system well to plan timely and effective interventions to support learning for groups of young people. Senior leaders are aware that across departments in the BGE, there is variation in the approaches used to assess and track young people's progress. Young people would benefit from being aware of their current working levels and the specific actions required to improve their learning.
- Most young people within the senior phase are aware of their target grades and whether they are on track to achieve these. In a minority of departments, high quality learning conversations are helping young people to identify their next steps in learning. Senior and middle leaders have identified the need for a more robust whole school approach to tracking and monitoring in the BGE. They should ensure that judgements are underpinned by robust evidence aligned to

the National Benchmarks and build on the strong practice found in a few departments in the school. There is scope to develop a tracking and monitoring policy with clearly defined responsibilities for staff to supplement the current approach.

2.2 Curriculum: Learning pathways

- Staff receive young people's attainment data in English and mathematics from the associated primary schools at the time of transition. Staff should work with the associated primary school staff to ensure a better shared understanding of standards and continuity of learning pathways as learners move from primary to secondary school. The appointment of a transition teacher to work mainly with lower-attaining young people in S1 is helping to consolidate and develop their learning from Curriculum for Excellence (CfE) second level in numeracy and literacy.
- Young people transfer to the school having experienced learning in either French or German in their primary school. Commendably, the modern languages staff build on this prior learning and provide one period of an additional language to all young people in the BGE. This is fully in line with the Scottish Government's 1 + 2 language learning policy. Young people in the Extended Support Provision (ESP) also benefit from learning a modern language in the BGE.
- Young people who require an enhanced transition to Glenwood, including those with additional support needs who are based in the ESP, receive effective support from staff. This helps them settle in the school and build on their prior learning. However, the lack of well-developed learning pathways across the mainstream curriculum for the early and first level CfE outcomes presents a barrier to these young people making progress in mainstream classes.
- The school aims to provide a BGE which meets the individual needs of young people. Because of staff shortages in home economics, young people do not experience or achieve the food and textile technology outcomes in S1 to S3. Consequently, young people do not receive their full entitlement to a BGE from S1 to S3. Almost all young people experience their entitlement for English, mathematics, and a core programme of physical education (PE), personal and social education (PSE) and religious and moral education in the BGE. The provision of religious and moral education and religious observance is in line with statutory and national guidance. The Youth Philanthropy Initiative provided by the religious and moral education department promotes the development of citizenship and leadership in S3. A few young people in S3 have personalised programmes to meet their specific learning needs. As a result, they do not have their full entitlement to the core curriculum.
- At S3, young people exercise choice and personalise their curriculum by selecting five subjects in addition to the required core courses they intend to continue to S4. They also continue to experience the other areas of the curriculum at this stage through a timetabled rota arrangement. This approach enables young people to build on their learning in S1 and S2 to prepare for National Qualifications in S4. The introduction of choice at this stage is at the expense of all S3 experiencing fully the breadth and depth of the Curriculum for Excellence by the end of the BGE. Senior leaders should continue to review the curriculum to ensure all young people receive their entitlements in the BGE. The school provides two periods of PE each week for almost all young people from S1 to S4 in line with national guidance.
- Staff have made a positive start to linking different areas of the curriculum. Staff have introduced an S2 interdisciplinary course in global citizenship to promote literacy and learning in social subjects and science. Collaboration between technical education and English and between PE and English within the BGE also promotes interdisciplinary learning. A science, technology, engineering, and mathematics (STEM) initiative promotes numeracy in a joint mathematics, technology and business education course in S2. As a result of the school's evaluation of these initiatives, staff plan to refine these programmes.

- The school is planning to strengthen the role of all teachers in contributing to the development of young people's literacy, numeracy, health and wellbeing, and digital skills. These plans have not yet been implemented. The school does not fully exploit the skills of the librarian or resources available in the library to promote achievement.
- A few young people have very positive outdoor experiences through taking part in The Duke of Edinburgh's Award in S3 and S4. This programme develops these young people's confidence and resilience successfully. However, there is not a systematic, school-wide programme for all young people to learn outdoors.
- Although the school does not implement the full range of DYW priorities, staff provide a range of vocational pathways in the BGE which lead to certificated options in the senior phase. The school provides a range of subjects and options that are consistent with local employer needs. For example, young people benefit from progressive work-based programmes, in horticulture, hospitality and construction, which meet their needs. Staff should make better use of the input from Skills Development Scotland (SDS) on labour market information on national data or trends as they review the pathways on offer.
- Pastoral care staff provide limited support for those young people who plan to progress to university. Staff should use the career education standards (CES) to inform the PSE programme or other aspects of the curriculum. The current PSE programme does not provide adequate vocational guidance for young people.
- The school offers a wide range of vocational options for young people in the senior phase. There are 16 established programmes, including 12 Foundation Apprenticeships available through the local college. These are well considered and matched to the needs of individual learners. Overall retention and success in these programmes are positive. A significant number of young people receive individual mentoring from staff working in local businesses. This programme is enhancing young people's resilience and skills for work. The provision of a wide range of learning pathways to meet the learning needs of young people is a strong feature of the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are regularly consulted about many aspects of the school's work. Staff seek the views of parents through questionnaires and other activities. These support staff in planning the school improvement journey. There is weekly electronic communication sent to all parents. A few parents feel this could be improved by being more sharply focused.
- Senior leaders would like to engage parents more fully in the life of the school. The Parent Council (PC) is a small group who are highly engaged in supporting the school. It would be helpful to continue to invite parents from the broader parent forum in order to increase the representation of the PC.
- A minority of parents feel they do not receive enough information about their child's progress. A majority feel their child is doing well at school. Young people with additional support needs and their parents are supported through regular meetings and reviews. A few parents of young people with additional support needs would welcome increased communication and support.
- A range of adult learning classes is offered by the school through a partnership between the family worker and the CLD team. This includes family cookery, literacy and numeracy and money management. The achievements of adult learners and participants of the family learning programme are recognised at the annual awards celebration events. This is helping young people and their families to be proud of their achievements and is aligned to school values.

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

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

- Glenwood High School's core values of Achieving, Responsible and Caring underpin work on supporting the wellbeing of the school community. The positive ethos and supportive relationships in evidence across the school community help young people to feel increasingly confident. School staff know young people well and are alert to potential barriers to participation and challenges affecting wellbeing.
- Senior leaders support the development of a shared understanding amongst staff of wellbeing. For example, professional learning has been delivered in partnership with the local authority's educational psychology service to make sure that school staff have an increased understanding of the principles of wellbeing and nurture. This is supporting a calm and orderly environment in the school. Most young people feel safe and that staff are helping them to feel safe. For example, young people have access to clubs and support spaces, provided by school staff and partners, which provide welcoming and safe environments. There are increasing numbers of young people taking part in opportunities to engage in physical activity beyond the PE curriculum. This is supported by the local authority's Active Schools coordinator.
- All young people have a trusted adult they would speak to if they were facing any personal difficulty. Young people feel that they are respected by others, and school survey results show improvement in their responses between 2019 and the present, with most young people reporting that they do feel respected.
- Young people have an increasing understanding of the wellbeing indicators. Staff should, as planned, continue to develop their wellbeing strategy to develop further understanding of the wellbeing indicators across the whole school community.
- The Mentors in Violence Prevention programme gives a minority of young people in the senior school a valuable opportunity to take a leadership role in supporting the wellbeing of learners in the BGE. School staff should now work with young people to create further opportunities to lead on aspects of wellbeing.
- The majority of young people say that bullying is dealt with well. There are clear systems for identifying, responding to and recording incidences of bullying. Staff have also received professional learning about bullying prevention. Staff should now work on making sure that all bullying incidents are dealt with quickly, and that those involved are clear about what actions have been taken to prevent any recurrence. Young people reported that they would like the school to support them to develop restorative approaches so they can maintain positive relationships with their peers.

- School staff work well with partners to support young people's wellbeing. Partners feel that school staff value and support their work to help young people facing specific challenges, for example those faced by young carers. Senior leaders in the school should now consider how to involve partners in an increasingly strategic way as they plan future interventions for young people.
- The school leadership team have used PEF to provide additional staff support for young people. Three further guidance teachers have been appointed, alongside three pupil support officers (PSOs) and a family worker. These additional members of staff support young people in several ways. For example, PSOs and the family worker support young people and their families when attendance has become a difficulty. Guidance and support for learning specialists provide teachers with detailed information about how to meet the needs of young people who require additional support with their learning. The majority of parents feel their children receive the support they need to do well.
- Young people are supported well by the careers adviser as they make plans for their future. Senior leaders should now, as planned, work closely with the guidance team to consider how best to develop the personal and social education course. This will help young people to have a fuller understanding how developing their employability skills and making careful subject choices will help them be successful after they have left school.
- Senior leaders, middle leaders and school staff carry out their statutory duties well. They are very focused on complying and engaging with their statutory requirements and codes of practice. They are well supported by local authority staff in addressing statutory responsibilities. Professional learning for school staff has, for example, made sure that child's plans are now more accurate and subject to rigorous tracking and quality assurance. Young people and their families indicate that they are now fully consulted about the content of their child's plans. This ensures that there is a shared agreement about appropriate targets and support strategies.
- Staff maintain accurate attendance records for all young people. When young people find it challenging to attend school, families are supported well with advice. As a result, attendance is increasing in the current session.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and school meals provider.
- The school's vision and values promote an inclusive culture and a supportive learning environment. Young people who require additional support with their learning, including those supported by the ESP, are encouraged to be fully involved in the life of the school.
- The support faculty, led by a depute headteacher, has made important progress in establishing robust operational procedures. Senior leaders have identified that the next step is to develop a strategic, whole school approach to wellbeing and inclusion. This should include robust coordination and monitoring of planned interventions to ensure positive outcomes for all learners. Staff should also explore ways in which systems can be developed to make sure that all learners are receiving their entitlement to universal support.

- The family support worker has contributed to improving attendance through engaging with, and providing practical support for, families. Staff work with partners to ensure that learners who have low attendance are engaged in appropriate, individualised learning activities. A range of interventions and alternatives to exclusion are supporting a few learners who have found it difficult to stay engaged in school. As a result of this inclusive practice, rates of exclusions are lower than the local authority average. Senior leaders should carefully monitor the frequency with which young people are engaged in alternatives to exclusion to make sure they are receiving their full range of entitlements.
- Well-planned and appropriate support is in place for almost all young people with barriers to learning. House teams meet weekly to plan, review and monitor the supports put in place for these learners. The support team work together to ensure staff are provided with detailed pupil support notes, outlining young people's strengths and identifying classroom strategies to address learning needs. Young people in the senior phase who require additional support with their learning generally attain in line with, or better than, young people facing similar challenges elsewhere in the country in almost all measures. Senior leaders should evaluate how staff are using pupil information to make sure that the learning needs of all young people are being met in all lessons.
- For learners requiring targeted and intensive supports, the support faculty provides young people with planned approaches which are having a positive impact on their progress and achievement. Young people who face significant challenges in their learning are well supported by individual curriculum packages, specifically designed to meet their individual needs. An example of this is the S4 Ambition and Achievement Pathway initiative designed to provide vulnerable learners with a range of qualifications while developing skills for learning, life and work.
- The school promotes aspects of diversity, for example, through RE and social subjects. There is an active pupil-led LGBTQ+ group within the school, and senior leaders have rightly identified this as an area for development with plans to seek accreditation for their work by LGBT Youth Scotland. Young people would appreciate the opportunity to influence the direction of the school's work on wider aspects of equality and diversity. The school is at an early stage of developing young people's understanding of the rights-based agenda. This work has the potential to further promote young people's sense of inclusion. Senior leaders should now develop approaches to valuing and celebrating equality and diversity. This includes developing a greater awareness of the protected characteristics.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Senior leaders have focused on improving attainment in literacy and numeracy. They have introduced in the BGE a literacy period in S1, and a STEM period in S2. In addition, a teacher with responsibility for supporting literacy and numeracy as part of transition has been appointed. In the senior phase improvements are supported by detailed tracking, an additional period for targeted learners at Scottish Credit Qualification Framework (SCQF) level 6 in literacy and the introduction of National 5 applications of mathematics.

BGE

- Most young people achieved third CfE level or better in literacy by the end of S3 in 2021/22. Approximately half of young people achieved fourth CfE level in literacy. Most young people achieved third CfE level or better in numeracy by the end of S3 in 2021/22. A minority of young people achieved fourth CfE level in numeracy.
- Staff, supported by new curricular leads for literacy and numeracy, have been developing their understanding of national standards in the BGE. The strong use of data is supporting staff to make increasingly reliable professional judgements. They are continuing to develop approaches to moderation internally but also with external partners.

Senior phase

Leavers

- Almost all young people leaving school between 2016/17 and 2020/21 achieved SCQF level 4 or better in literacy. This is significantly much higher than the virtual comparator (VC) from 2018/19 to 2020/21. Most young people leaving school from 2018/19 to 2020/21 achieved SCQF level 5 or better in literacy. This was significantly higher than the VC in 2018/19 and 2020/21. A minority of young people leaving school in 2016/17 to 2020/21 achieved SCQF level 6 in literacy. This is in line with the VC.
- Almost all young people leaving school between 2016/17 and 2020/21 achieved SCQF level 4 or better in numeracy. This is significantly higher or much higher than the virtual comparator (VC) from 2016/17 to 2020/21. The majority of young people leaving school between 2016/17 and 2020/21 achieved SCQF level 5 or better in numeracy. This is in line with the VC, except in 2019/20 and 2020/21 when it was significantly higher than the VC. A minority of young people achieved SCQF level 6 in numeracy in 2019/20 and 2020/21. This is in line with the VC. At SCQF level 5, there is a notable difference between the success young people have in achieving numeracy through units when compared to the percentage who achieve this through a course award.

Cohorts

- In S4, almost all young people achieve SCQF level 4 or better in literacy. This is significantly much higher than the VC from 2018/19 to 2021/22. The majority achieve SCQF level 5 or better in literacy, in line with the VC. By S5, based on the S5 roll, most achieve SCQF level 5 or better in literacy. This was significantly much higher than the VC in 2019/20 and 2020/21 but is in line for 2021/22. At SCQF level 6, attainment in literacy is in line with the VC. By S6, based on the S6 roll, almost all young people attain literacy at SCQF level 5 or better. Most young people achieved literacy at SCQF level 6 in 2018/19, 2019/20, 2020/21. This being significantly higher than the VC in 2020/21. In 2021/22, the majority achieved SCQF level 6 in literacy, in line with the VC.
- In S4, almost all young people attained numeracy at SCQF level 4 or better from 2018/19 to 2021/22. This is significantly much higher than the VC between 2018/19 and 2021/22. The majority of young people attained SCQF level 5 or better in numeracy between 2017/18 and 2021/22. This is significantly higher than the VC from 2018/19 to 2021/22. By S5, based on the S5 roll, the majority of young people attain SCQF level 5 or better in numeracy, with a minority attaining SCQF level 6 or better between 2018/19 and 2021/22. Both measures are broadly in line with the VC in this period. By S6, based on the S6 roll, most young people attained SCQF level 5 or better in numeracy, with a minority attaining SCQF level 6 or better. Again, both measures are in line with the VC between 2017/18 and 2021/22, except for SCQF level 6 in 2021/22 which was significantly much higher than the VC.
- In S4, the percentage of young people achieving a grade A to C at National 5 in both applications of mathematics and mathematics was significantly lower than the national figure in 2021/22.

Attainment over time

BGE

- Senior leaders have detailed tracking for young people in the BGE. They meet regularly with staff to engage in tracking intervention dialogues to support improvements in attainment. Senior leaders should continue to work with staff to ensure data captured across curricular areas reflects national standards. In a few departments this is not currently the case. This will support further the understanding of progress and achievement made by young people in the BGE.
- Young people achieve across all curricular areas by the end of S3. Most have success in their chosen courses at third CfE level by the end of S3. Further work is required to capture the progress made by young people in the extended curriculum options and how this contributes to their overall progress at third and fourth CfE level in each curricular area.

Senior phase

- Senior leaders are focused on raising attainment. They report issues with attendance, wellbeing and the COVID-19 pandemic as having an impact on attainment. Staff are using robust tracking in the senior phase, accompanied by strong approaches to the interrogation of data, widening pathways, and an increasing rigorous approach to measuring the impact of interventions. These approaches are supporting improving attainment. Staff should give further consideration to the initial course young people enter in the senior phase. This is to ensure all young people enter the most appropriate course in the senior phase.

Improving attainment for all

Leavers

- Attainment of young people leaving school, using average complementary tariff points, has shown signs of improvement from 2018/19 to 2020/21. Attainment for the lowest attaining 20% of young people leaving school is significantly higher than the VC between 2018/19 and 2020/21. For the middle attaining 60%, attainment is in line with the VC between 2017/18 and 2019/20 but has increased to be significantly higher than the VC for 2020/21. Attainment of the highest attaining 20% of young people is below the VC for 2016/17 and 2018/19. It has increased in recent years and is in line with the VC for 2019/20 and 2020/21.

Cohorts

- In S4, the attainment of the lowest attaining 20% is significantly higher than the VC from 2018/19 to 2021/22, using complementary tariff points. The attainment of the middle attaining 60% is broadly in line with the VC. The attainment of the highest attaining 20% of young people has declined from 2019/20, where it was significantly much higher, to being significantly lower in 2020/21 and back to in line in 2021/22. By S5, based on the S5 roll, the attainment of the lowest 20% and middle 60% of young people is broadly in line with the VC. The attainment of the highest attaining 20% has been variable. It has moved from being significantly much lower than the VC in 2017/18, to significantly higher than the VC in 2020/21, to significantly lower in 2021/22. By S6, based on the S6 roll, attainment of the lowest attaining 20%, middle 60% and highest 20% of young people is broadly in line with the VC. However, in 2020/21 it was significantly higher than the VC for the lowest attaining 20% and significantly much higher for the middle attaining 60% of young people. In 2021/22, attainment of the highest attaining young people was significantly much higher than the VC.

Breadth and depth

- Young people have significant success at SCQF level 3 or better and level 4 or better. However, at SCQF level 5 or better and SCQF level 6 or better staff should work to improve the quality of passes in National Qualifications. At S4, in 2021/22 this is notable in National 5 courses in mathematics, science and social studies. Senior leaders have correctly identified this and are taking steps to address these challenges.
- In S4, most young people achieve six or more awards at SCQF level 4 or better. This is significantly much higher than the VC. The majority of young people achieve two or more awards at SCQF level 5C or better. A minority achieved five or more awards. This is in line with the VC. A few young people achieve two or more to five or more awards at SCQF level 5A or better. This is significantly lower than the VC in 2020/21 and 2021/22. Widening pathways are supporting young people to achieve in courses beyond National Qualifications. Courses such as the leadership award and mental health and wellbeing award at SCQF level 5 are helping the majority of young people achieving four or more awards at this level.
- By S5, based on the S5 roll, the majority of young people achieved four or more awards at SCQF level 5C or better between 2018/19 and 2021/22. This is broadly in line with the VC. The majority of young people achieved two or more awards at SCQF level 5A or better between 2018/19 and 2021/22. This is in line VC. In 2021/22, the majority of young people achieved one or more award at SCQF level 6C or better. This is in line VC. A minority achieve two or more to three or more awards. This is significantly lower than the VC, having previously been in line in 2018/19 to 2020/21.
- By S6, based on the S6 roll, all young people achieve five or more awards at SCQF level 4 or better. Most young people achieve five or more awards at SCQF level 5C or better in 2020/21

and 2021/22, significantly much higher than the VC in 2020/21. In 2021/22 attainment at this level was in line with the VC. Most young people attained one or more award at SCQF level 6C in 2021/22, with almost half achieving five or more awards. This is in line with the VC. A minority of young people achieve one or more awards at SCQF level 7C or better. This is significantly higher than the VC in 2021/22. Around a quarter of young people achieve two or more awards at SCQF level 7C or better. Significantly much higher the VC.

Overall quality of learners' achievement

- A minority of young people are gaining a variety of skills through a mixture of clubs and activities at lunchtimes and after school, delivered by staff and partners. Young people can influence the choices on offer, for example a chess club created at their suggestion.
- Young people are encouraged to participate in a range of accredited and non-accredited programmes that support them to move on to positive destinations. This includes Duke of Edinburgh's Awards, Youth Philanthropy Initiative, Rural and Urban Training Scheme (RUTS), Ocean Youth Trust and MCR Pathways. Young people are building leadership and teamworking skills and confidence through their engagement in these programmes which are well matched to their needs.
- A minority of young people are benefiting from leadership positions through the Sports Ambassador and Mentors in Violence Prevention (MVP). This is helping young people to build communication and confidence skills. Younger learners benefit from positive relationships with their older peers. This contributes to improving relationships across the school and associated primary schools. Participation levels have not yet returned to pre-pandemic levels. The school is aware of this and is gradually working towards increasing engagement overall.
- Young people's achievements are celebrated through the school's online newsletter, social media, across the school and at annual awards events for the BGE and senior phase. There is scope to increase the profile and frequency of learners' achievements and progress at all levels.
- Staff have helpfully introduced a pupil data hub which can track all of the achievements and activities that young people are participating in and beyond school. Senior leaders recognise that further work is needed to ensure that the data is robust and comprehensive. Staff know that they are not yet using the data effectively to identify and target young people who are not participating. The school should consider how to engage young people and parents more actively in the recording and tracking of achievement. This will help staff target more effectively those missing out on achievements and be accredited for their successes.

Equity

- Senior leaders allocate PEF to improve attendance, support families and to improve reading. Successes include supporting groups of young people and their families through skill courses, life choices input and literacy courses. These successes are shared through the Standard and Quality report. The majority of young people who participated in a reading programme successfully improved their reading age.
- Senior leaders are aware of the need to continue to develop approaches to tracking groups of young people who have barriers of learning, such as an additional support need or who are adversely affected by poverty. This will support staff to better evidence the impact planned interventions are having on accelerating the progress of young people across all learning experiences and curricular areas.

- The attainment of young people living in SIMD deciles one and two, using complementary tariff points, has improved from 2016/17 to 2020/21. It is now in line with national figures in 2020/21, having been significantly lower than the VC in 2016/17.
- Almost all young people move on to a positive destination on leaving school. 2020/21 was the most successful year, with only very small numbers not going to a positive destination. Most young people go to higher or further education, with a minority going to employment.
- The vocational programmes offered with the support of the local college have high retention and success rates. They are well designed to ensure appropriate entry levels, and to support further progression within school and on to college. Young people are highly motivated in the vocational classes, and benefit from the focus on the world of work. There are high levels of positive destinations, and young people who progress to college programmes are well prepared and make good progress in college.

Quality of provision of Special Unit

Context

The Extended Support Provision (ESP) is a local authority specialist provision that supports young people in Glenwood High School with a range of additional support needs. Young people placed in the ESP through the area management group follow individualised BGE and senior phase programmes based on their learning profiles. 32 young people attended the ESP, split into two broad general education and one senior phase class. Almost all young people attend mainstream classes for varying times throughout the week.

Leadership of change

- All ESP staff demonstrate the school's values and understand young people's needs and circumstances well. There is a warm, supportive and friendly ethos and all staff are committed to working together to ensure all young people achieve.
- The ESP is effectively led and directed by the principal teacher support for learning. She has established an ethos where staff and young people feel valued and supported. A newly appointed principal teacher is now in place to support the extensive remit across the learning support department. Together they are beginning to realign remits to support a greater focus on improvement. Approaches to monitoring and tracking the work of the ESP are in place. However, more emphasis should be placed on evaluating the impact of the work of the ESP. As planned, the principal teacher should continue to support teachers and staff in providing more explicit strategic leadership. This includes continuing to develop approaches to learning and assessment, curriculum development and monitoring young people's progress.
- The Support for Learning department improvement plan takes appropriate account of the ESP. Recent professional dialogue as part of the validated self-evaluation carried out by the local authority has helped identify areas for improvement. Building on this, staff responsible for the ESP should continue to ensure that the ESP remains a feature of the whole school cycle of self-evaluation.

Learning, teaching and assessment

- Positive relationships between staff and young people are a strength of the ESP. Relationships between young people and staff, and each other are friendly and respectful. Staff demonstrate sensitivity towards young people. They understand well the needs of young people as individuals. Child plans and pupil support notes provide staff in the ESP and across the mainstream school with a better understanding of the needs of each young person, as well as what strategies staff can use to support and help them learn. Staff should review and streamline pupil support notes. This will help all staff have a clearer understanding of the strategies that support young people in their learning.
- Young people's planned learning experiences are matched well to their needs and are relevant and enjoyable. In most activities, learners' experiences promote independence and develop skills for life. Young people understand the purpose of learning. In most activities, young people enthusiastically engage with and lead aspects of their learning. Young people regularly have opportunities to make choices and use digital skills to support their learning. Teachers use a range of questions to check for understanding.

- Senior leaders recognise that the BGE curriculum needs further development. Teachers are beginning to develop helpful progressive learning pathways for English and mathematics to meet learners' individual needs better. ESP leaders understand the importance of providing sufficient pace and challenge to meet the demand of individual young people across all curricular areas. Young people spend too long on whole class group learning activities where the pace is not sufficiently high enough for a few learners. Staff should ensure that all planned activities meet the individual learning needs to raise attainment and achievement.
- Teachers have developed more relevant coursework to support young people working towards National 3 and 4. In taking this forward, staff would benefit from working alongside mainstream staff to develop differentiated materials which better meet the needs of all learners at Glenwood High School.
- Teachers plan a broad and balanced curriculum through a range of experiences, including real-life contexts for learning. Staff have correctly identified that they now need a more coherent progressive approach to planning, tracking and monitoring young people's progress in learning within the BGE. A new planning framework is at the early stages of development. Teachers would benefit from developing approaches to formative assessment strategies to build confidence in their teacher judgements.
- Teachers in the ESP are at the early stages of moderating learners' work in the BGE. Senior leaders now need to work with staff to create a shared understanding of the achievement of a CfE level. They should make greater use of the National Benchmarks to ensure that assessment is robust and supporting the planning of the next steps in learning for young people more effectively.

Ensuring wellbeing, equality and inclusion

- The wellbeing of young people is central to the ethos and culture of the ESP. Staff are very attentive to the wellbeing needs of all young people. Relationships across the ESP are positive and nurturing, creating a calm and purposeful learning environment. Staff work together well to provide appropriate care and support. As a result, young people feel safe, valued and cared for.
- Within the ESP, young people are encouraged to share their thoughts and express their views. Almost all young people are given opportunities to make decisions and have a voice. This supports them in understanding better how they can contribute to decisions to improve their wellbeing in and beyond school. Young people's knowledge of the wellbeing indicators and their rights is more limited and should be developed further.
- Most young people consistently show friendship towards each other in the ESP. They are aware of each other's needs and respond with tolerance when others show signs of distress. Staff support young people with effective strategies such as the "1-5 scaling strategies" to build resilience and engage in solution focused conversations following periods of disengagement from learning.
- Staff need to develop the health and wellbeing curriculum. Staff should review the time young people spend in indoor environments. Staff should look for a way to develop the use of learning outdoors to develop young people's physical wellbeing.

- Young people who spent time learning alongside their mainstream peers across the school felt included and valued. A minority of young people from the ESP participate in broader school clubs and activities. Staff should continue to find creative ways to ensure that young people attending the ESP have the opportunity to become more involved members of the whole school community.

Raising attainment and achievement

- Most young people are making good progress in literacy and numeracy from prior levels of learning. A few learners are making very good progress. Overall, in the ESP, the expectation of what most learners can do is appropriate; however, a few young people should be working towards higher levels of attainment. Teachers need to develop target setting further to ensure that individual targets provide all learners with the sufficient challenge to maximise attainment and achievement.
- In the BGE, most young people are successfully meeting their literacy targets. Most learners are working well across the early and first levels. A minority of learners are working through the second level. In numeracy, most young people are successfully meeting their targets. Most learners are working well across the early and first levels. A minority of learners are working through the second level.
- Staff do not yet collect data relating to young people's progress across all areas of the curriculum. Supported by senior leaders, teachers need to develop an approach to raising learners' attainment and achievement at the broad general education and emphasise improving young people's outcomes across all curriculum areas.
- The school's tracking system has limited data to evidence the progress of learners operating below third level in the BGE and below National 3 in the senior phase. Senior leaders should consider how the whole school tracking framework can gather more robust data to evidence the progress young people in the ESP are making over time.
- Senior leaders should continue to develop meaningful opportunities for accreditation to strengthen choices and progression in the senior phase and support learners to maximise their sense of achievement.

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.