

Summarised inspection findings

All Saints Secondary School

Glasgow City Council

31 March 2020

School name All Saints Secondary School
Council: Glasgow City Council
SEED number: 8431930
Roll (Sep 2018): 838

Key contextual information

All Saints Secondary School is a denominational school, which is situated to the north east of Glasgow City. The school has four associated primary schools. The headteacher has been in post for just over two years. He is supported by four depute headteachers.

Attendance is generally in line with the national average. Exclusions are generally below the national average. From information provided by the school, exclusions have increased from 2017 to 2019.

In February 2019, 33.4% of pupils were registered for free school meals.

In September 2018, 82.1% of pupils live in the most deprived datazones in Scotland.

In September 2018, the school reported that 35% of pupils had additional support needs.

1.3 Leadership of change

satisfactory

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

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

- The headteacher carried out a range of evidence gathering as part of an initial self-evaluation exercise. In consultation with young people and staff, he identified correctly the need to improve outcomes for young people and raise attainment. Senior leaders and staff have implemented a number of changes over the past two years which have had a positive impact on creating a supportive climate for leading change. Staff value engaging in increased consultation and being able to share their views more regularly in an open and trustworthy environment. They appreciate having ownership of aspects of school improvement they are leading.
- The school has refreshed its vision, values and aims to better reflect the current context of All Saints Secondary School. Young people, staff and the Parent Council were involved in developing the new vision, values and aims. The school is at an early stage of embedding its new values of justice, compassion, respect and resilience into the life of the school. The new aims are framed around the tag line 'All Saints 50'. They provide clear, high level objectives for the school to meet by 2023, the 50th anniversary of the school. Senior leaders, staff and stakeholders now need to work together to ensure that the vision, values and aims are implemented widely and consistently. They should underpin school improvement planning and lead to positive change. A next step for the school is to place an increased emphasis on the rights of the child. This would help to continue to empower young people.
- The All Saints Secondary School catchment area covers six distinct communities from the north-east of Glasgow. Staff have been provided with information to ensure they have an awareness of the socio-economic context of the school. Senior leaders should develop this further. This would continue to support staff in having an improved understanding of the future issues affecting young people in a national and city-wide context.
- The headteacher is supported by four deputy headteachers, who bring a range of experience and skills to the leadership team. As a team, they have successfully changed school systems and processes to improve the ways that young people are supported. This includes developing a house structure and the role of pupil support staff. Senior leaders acknowledge that they still have work to do to realise fully their vision for wellbeing, inclusion and equality. They have also made a few changes to the school curriculum and they have changed the structure of the school day. It is too early to measure the impact of these changes.
- The school improvement plan identifies three priorities. These were developed in consultation with staff. They are: planning learning to meet the new curriculum structure; developing learning and teaching; and enhancing personal support. These priorities are meaningful to the school community and identify areas requiring improvement. A recent local authority validated self-evaluation exercise has also provided clarity to senior leaders on the school's next steps in

improving learning, teaching and assessment, and wellbeing, inclusion and equality. This has contributed already to an increased pace of change in these areas.

- Senior leaders acknowledge the need to develop more effective approaches to self-evaluation, improvement planning and monitoring the impact of change across the school. Staff need to understand better what they are doing well, as well as areas of improvement that are required. This would help them to take increased ownership of key priorities and how they can contribute to them. Positively, senior leaders engage in regular consultation activities with stakeholders to gather their views. This should be developed further to ensure all stakeholders, including key partners, are involved fully in opportunities to evaluate and improve the work of the school.
- Senior leaders need to lead more consistently in a focused and systematic way, monitoring closely the pace of change. At times, this has been too slow. Key improvements, such as the development of the curriculum, have not been prioritised effectively. To help ensure that there is an appropriate pace of change across the school, leaders should also align more closely school and faculty improvement planning.
- Middle leaders meet regularly to discuss and share practice. Commendably, senior leaders now wish to enhance the role of middle leaders to involve them more in evaluating the school's work and leading improvement. Middle leaders are keen to become more involved in this work. At faculty and departmental level, staff engage in a few self-evaluation activities, such as pupil voice surveys and ongoing data analysis. This helps them to plan for improvement.
- The school has developed and implemented plans for the use of the Pupil Equity Fund. These include promoting nurture, health and wellbeing, and raising attainment including in literacy and numeracy. There is limited evidence at this stage that these initiatives are having a positive impact. Senior leaders should continue to develop approaches to measuring the outcomes of young people who are targeted through these initiatives.
- The school has a growing commitment to developing and implementing the Developing Young Workforce (DYW) priorities. However, progress in implementing and embedding these priorities into the curriculum is too slow. The school needs to plan how DYW will be taken forward, ensuring that all staff have a shared understanding of DYW and their responsibilities in relation to it. Currently, young people are missing important opportunities within the curriculum to develop their knowledge of careers and the world of work.
- Staff across the school engage willingly in leadership and professional learning opportunities. A minority of staff engage in Scottish Qualifications Authority (SQA) duties and a few participate in aspiring leadership programmes. A few staff are involved in leading school improvement work, for example in relation to literacy and numeracy. All staff engage in a range of internal and external professional learning, including approaches to digital learning. Staff are outward looking and work positively to learn and improve their practice. Professional learning opportunities need to be aligned more fully with school improvement priorities and national priorities such as DYW. This would support staff in understanding how their work contributes to a wider school-improvement agenda. Professional review and development processes support staff effectively to identify their priorities for development.
- Young people have limited opportunities to lead change meaningfully across the school and need to be involved more in evaluating the work of the school. Senior leaders are at the early stages of addressing this. A few young people are involved in leadership roles in the school. This includes a few senior pupils leading clubs and activities for junior pupils.

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

- The school has a positive ethos and culture, characterised by mutual respect and support. Relationships are good between most staff and young people, and young people are able to approach almost all staff when they need help. Almost all lessons have a calm and purposeful atmosphere. In a few lessons, however, the behaviour of a few individuals can disrupt the learning of others, particularly in the broad general education (BGE).
- Most young people enjoy their learning, and the majority of young people engage effectively in lessons. Young people's needs are met through structured activities in the majority of lessons. Young people in the BGE are beginning to experience a wider range of learning activities in the majority of classrooms. For example they value the opportunities to learn together in pairs and groups. A few teachers are piloting the use of 'thinking routines' to enhance young people's engagement and support the development of higher-order thinking. Young people are involved in planning and leading their learning in a few classes, although teachers need to extend these opportunities to develop the independent learning skills and attributes of all young people.
- Almost all teachers share with young people the purpose of learning and criteria to describe what successful learning looks like. These criteria for success vary in detail, quality and consistency. They should focus on the learning taking place, rather than the tasks being completed, and include reference to skills as well as knowledge and understanding. This would help young people to understand their learning more effectively. There is scope to extend the opportunities for young people to take part in peer- and self-assessment, using criteria for success to enable them to identify their strengths and next steps. This would empower young people. Young people would also understand their learning more effectively if they could have regular learning conversations with their teachers to review their progress and set targets.
- In almost all lessons, teachers provide clear instructions and explanations and check young people's knowledge and understanding through questioning. They need to use questioning more effectively to develop young people's higher-order thinking skills. Young people receive good-quality verbal feedback in most contexts. The quality of written feedback is more variable across the school. Young people would benefit from having a better awareness of the skills for life, learning and work they are developing across all curriculum areas. This would help them understand the relevance of their learning in relation to their career aspirations.
- Staff are at the very early stages of developing a digital learning strategy. Teachers make use of interactive white board technology and visualisers to present information in various formats. The school should continue as planned to extend the use of digital technology to enhance learning and teaching.
- Staff have identified the need to review learning, teaching and assessment in the BGE. They are beginning to use the moderation cycle to improve course planning. This is resulting in them

undertaking more detailed analysis of appropriate experiences and outcomes and National Benchmarks to ensure the quality of learning, teaching and assessment is in line with national standards. The ongoing analysis of attainment data should help teachers evaluate and improve the quality and consistency of their assessment judgements in the BGE. All teachers would benefit from regular opportunities to take part in a wider range of moderation activities, including collaborative approaches to planning. Priority should be given to moderating with teachers in the school's associated primary schools. This should help young people to experience improved progression in their learning through the BGE.

- In the senior phase, teachers set attainment targets for young people and monitor their progress against these targets at four points during the year. They identify individuals who are at risk of underachieving and plan strategies to address any concerns that may arise.
- In the BGE, a few departments have developed effective approaches to tracking young people's progress to inform their assessment judgements. All staff report on the progress of young people through Curriculum for Excellence (CfE) levels at whole school level three times a year. In line with practice in the senior phase, senior and middle leaders should now collate and analyse this data to plan timely interventions. There is also scope to use the data to test the validity of assessment judgements in the BGE. Next steps for staff will be to evaluate the progress of groups of learners to further inform strategies for meeting young people's needs, and to review regularly young people's targets to ensure that they take account of prior learning. Teachers across the school need to have consistently high expectations for young people when setting targets.

2.2 Curriculum: Learning pathways

- The school community has been engaged in an extensive consultation about the structure of the school week. This has resulted positively in the introduction of a 33 period week. This new structure enables the school to meet young people's needs more flexibly in the senior phase. It is also helping young people to experience increased breadth and depth in their learning in the BGE.
- Recently, senior leaders made changes to the senior phase curriculum. These allow young people in S4 to take an increased number of courses. They also provide young people in the senior phase with more choice through additional vocational courses and an improved range of wider achievement options.
- Most young people in S4 now choose seven courses and they can progress to five courses in S5 and four or five courses in S6. This includes them having the option to participate in options at the local college and Advanced Highers at the University hub. There is scope for more young people to benefit from the range of college options on offer.
- In continuing to develop the curriculum, as well as appropriate progression opportunities, senior leaders should take increased account of labour market information. They should also consider the Regional Skills Assessment and the availability and expertise of all partners. Senior leaders need to ensure that young people can progress easily between different levels of a course across the senior phase. This would provide young people with the best opportunity to make good progress and raise their attainment.
- Staff do not yet have a consistent understanding of how to embed DYW priorities in the curriculum and their teaching practice. Senior leaders recognise the need to develop staff's understanding of the 3-18 Career Education Standard to ensure it is incorporated into lessons. As a result, young people are not receiving their Career Education Standard entitlements. Young people would benefit from staff routinely explaining to them how their learning links to career opportunities.
- In the BGE, young people experience learning across all eight curriculum areas and the four contexts for learning. However, in S1, young people do not receive their full entitlement in all curriculum areas. This is due to staffing constraints in drama and home economics. The school enables young people to engage with a few CfE experiences in drama and home economics through participating in a short elective. However, this elective also include other curriculum areas. Staff should review this arrangement at the end of the session to ensure that the elective structure meets all young people's needs and enriches their S1 experience without duplication.
- Teachers are at an early stage of monitoring and tracking young people's progress through the BGE. As monitoring and tracking develops, staff should ensure that young people progress to appropriate learning pathways in the senior phase, based on prior knowledge, skills and achievement.
- Staff are developing approaches to raising attainment in literacy. Approaches to improving 'reading for all' are an integral part of English and literacy classes. Young people are encouraged to use the library frequently and select different texts which they enjoy. Young people in S1 have a designated period for developing literacy skills. This is used well to develop further young people's confidence in literacy.

- The school is at the early stages of developing numeracy as a responsibility for all. To support young people's development in numeracy, a specific numeracy course has been developed for S1. Staff are aware of the need to review the impact of this approach. The school has a numeracy development plan which provides helpful detail on next steps to improve young people's numeracy experiences.
- Young people receive their entitlement to religious education, and experience physical education in line with national guidance.
- The school curriculum is enhanced by a number of successful partnership initiatives. These provide young people, especially those at risk of a negative outcome, with taster experiences. In particular, work with partners, such as Young Movers Glasgow North East's youth empowerment charity, MCR Pathways and Future First Steps, is providing young people with nurturing and targeted experiences to build their confidence and resilience.
- Arrangements for giving learners in S4, S5 and S6 work placements are effective. At the time of the inspection, the majority of S4 learners had taken part in a valuable work placement. The school does not yet use the Work Placement Standard. This results in limited linkage between the skills young people acquire when on placement and their classroom learning. Similarly, the school has no system for young people to record their skills development over time and across various activities and subjects.

2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council is supportive of the work of the school. Senior leaders share the improvement plan with the Parent Council and seek its views on school improvement. The Parent Council has also been involved in reviewing the times of the school day and the ongoing development of the vision, values and aims. Parent Council members speak enthusiastically about how they support the school through fundraising activities. A minority of parents feel they are not involved or included in the work of the Parent Council. The school should continue to encourage all parents to be involved.
- Parents receive information from the school in a variety of ways such as texts, emails, social media, parental reports and information evenings. Parents receive information on their child's progress through ongoing tracking reports, parents' evenings and a comprehensive annual written report. A minority of parents report they do not receive adequate information on their child's progress. They would like to receive more regular and helpful feedback about how their child is learning and developing. They would also like greater involvement in the options process to support their young person at important times of transition.
- Transition arrangements are in place to support learners moving from primary school to secondary school. Staff from All Saints Secondary School and staff from the associated primary schools link well. Parents welcome the support they receive at this time. Parents are also positive about the support their children receive as they move through school and think they are well prepared for life beyond school.
- Parents would like the school to support them more effectively in helping their children learn. The school should consider introducing different family learning activities. These would empower parents, whilst enabling them to work more closely with the school and their children.

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. We have alerted the school and the education authority to these issues. The school and the education authority have assured us that appropriate action will be taken to address these.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- In the last 18 months changes to structures and procedures across pastoral care and learning support have taken place. The new procedures have provided helpful clarity in aligning the school's work more closely with local and national priorities of wellbeing, inclusion and equality. Strong teamwork and improved communication between pupil support staff and support for learning staff are leading to more consistent approaches for improving outcomes for all young people.
- Caring and positive relationships are evident across the school, reflective of the revised school values which underpin the school's work. Most young people say that staff treat them fairly and respectfully. They feel safe and have someone to talk to if they have concerns.
- The school is at an early stage in developing a shared understanding of wellbeing amongst all staff. Senior leaders, working with educational psychologists from the local authority, are progressing well with planned professional learning around nurturing approaches. Currently, at all stages, young people's understanding of the wellbeing indicators is not well enough developed. Staff should now ensure that all young people have opportunities to self-assess and reflect on their own sense of wellbeing over time. Pupil support staff use the wellbeing indicators to assess young people's needs as part of the child planning process with targeted groups. They involve these young people in using the wellbeing indicators to reflect on their progress in being safe, healthy, achieving, nurtured, active, respected, responsible and included. This is leading to a fuller assessment of young people's wellbeing and more effective support plans.
- The school needs to review its approach to providing universal support to ensure that all young people have regular opportunities to discuss their learning and development with a key adult.
- Young people value the wide range of opportunities they have to develop their physical wellbeing through planned curricular activities and participation in a number of sporting clubs. A number of these are organised by their peers. Staff now need to track young people's participation in these activities to help ensure that all young people can benefit from being involved.
- Staff have refreshed recently the personal and social education (PSE) programme for S1-S6. This is enhanced by the contribution of partners, such as the campus police officer. Staff need to involve young people in reviewing and planning further this programme to ensure it meets their needs fully at all stages.
- A variety of peer-led approaches across the school are having a positive impact on outcomes for young people. For example, young people who are actively engaged as Mentors in Violence Prevention (MVP), science, technology, engineering and mathematics (STEM)

ambassadors or sports leaders feel more involved and engaged in the life of their school community. They are developing increased confidence, self-esteem and improved social and emotional wellbeing as a result of their involvement.

- Pastoral transitions into the school are well-planned and involve a range of staff. Joint reviews and sharing of data as part of the P7-S1 transition programme are helping secondary staff to have a better understanding of each individual young person's needs. Senior pupils play a helpful role in supporting the transition process. They are active participants in a number of activities, which develop their skills whilst building the confidence of young people who are moving into All Saints Secondary School.
- The school has an ambition to develop and embed nurture practice across the school. Currently, this is a school-improvement priority. Work is still at the very early stages. Recent progress includes a few key staff engaging in appropriate professional learning and the development of a nurture base. This has provided a few young people in S1 with an environment where they feel safe and supported. Senior staff should continue with all planned improvements in this area.
- A minority of young people say that the school does not deal well with bullying. Staff need to work with these young people to help them gain a better understanding of perceived bullying issues and how they may be impacting on their learning and wellbeing.
- Young people requiring additional support for their learning have their needs identified well. The school gathers a range of information and works closely with specialist services and partners to identify young people's needs and barriers to learning. Support for learning staff share relevant information to help staff plan learning for young people who require additional support. The progress of these young people is monitored and evaluated over time. Senior staff should continue with their plans to ensure that school information gathering systems are robust and quality assured.
- Pupil support staff have recently undertaken professional learning. This is helping them to support young people who require additional support with their learning more effectively through planning. Support staff should continue to ensure that targets contained in these plans are always clear, specific, measurable and time-bound.
- The school works well in partnership with a range of organisations to provide targeted support for young people. Just over a half of young people access these services. This includes young people who require support with their mental health. Partners include Police Scotland, Life Link and Youth Initiatives. Young people can self-refer to some of the support services. They would welcome the opportunity to do so for all. Young people report that by receiving support from support services their confidence, self-esteem and resilience have improved and they have achieved specific personal targets.
- The school complies with a wide range of legislation, guidance and codes of practice relating to statutory obligations. Senior leaders should continue, as planned, to deliver staff professional learning on equality and diversity. The school needs to review its arrangements around access to toilet facilities to ensure that young people's dignity is ensured at all times.
- Approaches to promoting inclusion and equality take account of the school's demographic, social and cultural mix. Staff and partners work well together to break down barriers which exist and challenge discrimination. Most young people are developing a good awareness of the needs of other people. The school has a high proportion of young people for whom English is an additional language. These young people are supported well by staff and have access to

specialist support staff as required. Staff promote the wide cultural diversity of the school in class and at assemblies, as well as through work such as the Mosaic Project. Young people of different faiths are supported well to follow their own religious beliefs.

- The school also promotes aspects of diversity through the study of different religions and cultures in religious education. This is enhanced further through learning in PSE. A range of international trips and partnerships provide opportunities for young people to develop as global citizens and reflect on equality. The school is twinned with a partner in Germany, which provides young people with the opportunity to celebrate their cultural similarities and differences. A few young people feel that staff do not treat all pupils fairly. Senior leaders should continue to develop approaches to ensuring equality for all and valuing and celebrating diversity. This includes developing a greater awareness of protected characteristics.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

BGE

- The school reported that in 2019 most young people achieved third CfE level or better in literacy by the end of S3. Less than half of young people achieved fourth CfE level literacy. Almost all young people achieved third CfE level in numeracy by the end of S3. Less than half of young people achieved fourth CfE level in numeracy. The percentages of young people achieving fourth CfE level in literacy by the end of S3 have declined in 2019, whilst the percentages of young people achieving fourth CfE level in numeracy have improved. To improve further literacy and numeracy, all young people in S1 now receive an additional period of literacy and numeracy each week.
- The school is confident in the reliability of its attainment data for literacy and numeracy at third level and fourth level.

Senior phase

Literacy

- Almost all young people leaving the school between 13/14 and 16/17 attained literacy at SCQF level 4 or better. Most young people leaving school in 17/18 attained literacy at SCQF level 4 or better. This is significantly lower than the virtual comparator (VC).
- The percentage of leavers attaining SCQF level 5 or better in literacy has remained stable between 13/14 and 17/18, although there has been a declining trend in the school's performance against the VC. The school has moved from being significantly higher than the VC in 13/14 to significantly much lower in 16/17 and 17/18.

Numeracy

- Most young people leaving All Saints Secondary School attained numeracy at SCQF level 4 or better in 14/15, 15/16 and 17/18, with almost all young people attaining SCQF level 4 or better in 16/17. There is an improving picture in the percentage of young people attaining SCQF level 4 or better. The school has improved from being significantly much lower than the VC in 13/14 to being in line with the VC in 17/18.
- Less than half of young people leaving school attained numeracy at SCQF level 5 or better in 13/14, 14/15, 16/17 and 17/18, with the school performing significantly lower or significantly much lower than the VC. The majority of young people leaving school in 15/16 attained SCQF level 5 or better, which is in line with the VC.

- As planned, staff should provide targeted support for those young people in S4 who may be at risk of leaving school at the end of this year without attaining literacy and numeracy at SCQF level 3 or better.

Attainment over time

- All curriculum areas now need to use the National Benchmarks more regularly to assess young people's progress. As planned, they should also engage further in moderation activities, in the school and with colleagues from the local authority and associated primary schools. This would help them to develop a better understanding of what it means to achieve a level and to make professional judgements with increased reliability.
- The school tracks young people's progress across the BGE and the senior phase. Currently, however, faculties track young people's progress in the BGE in many different ways of varying degrees of quality. As planned, the school needs to improve how it tracks young people's progress across all curriculum areas in the BGE. Teachers need to develop a better understanding of young people's attainment and progress over time. This would improve the feedback they give to young people and their parents, supporting them to understand better their children's progress. Teachers report to parents on young people's achievement of CfE levels in all curriculum areas.

Senior phase

- In the period from 13/14 to 17/18, the average complementary tariff scores for all leavers show no pattern of improvement. The average complementary tariff scores for the highest 20% of learners are significantly lower than the VC in four of the years from 13/14 to 17/18, including in 17/18.
- In S4, the average complementary tariff scores for all learners are in line with the VC from 14/15 to 18/19, although there has been a decline in the average complementary tariff scores for the lowest 20% of learners. They are significantly lower than the VC in 18/19, having been significantly higher than the VC in 14/15.
- By S5, based on the S5 roll, the average complementary tariff scores for the lowest attaining 20% and the middle attaining 60% of learners are in line with the VC from 14/15 to 18/19. Average complementary tariff scores have improved to in line with the VC for the highest attaining 20% of learners in 18/19, having been significantly lower or significantly much lower than the VC in three of the previous four years.
- By S6, based on the S6 roll, the average complementary tariff scores for all learners are significantly lower than the VC in three of the last five years, including the latest year. The average complementary tariff scores for the highest attaining 20% of learners are significantly lower than the VC from 15/16 to 18/19.
- Senior leaders recognise the need for the school to develop a presentation policy. Currently, young people undertake a variety of courses in the senior phase. However, these are not always the most appropriate for young people, based on their attainment at the end of the BGE or as they move through the senior phase. Frequently, young people 'drop out' of subject areas or 'drop' to a lower level of study. Many young people also study National 5 qualifications over two years, either in S4 and S5, or S5 and S6. A few young people leave school during these two year courses, which results in them achieving fewer qualifications.
- The school has developed a range of strategies to raise young people's attainment. This includes the successful Raising Achievement Mentoring Scheme programme for a large

number of young people from S3 to S6. This programme involves young people working regularly with a mentor to set targets and develop strategies to meet these targets, linked to them achieving well and attaining. Young people who participate in this programme speak very highly of the ways it supports them to remain focused on their learning, be aspirational, and achieve to the best of their abilities. As planned, a next step for the school will be to roll out this programme or a similar programme to all young people in the senior phase. This should help to increase the number of young people who benefit from individualised support and challenge provided by mentors. Teachers also seek to raise young people's attainment through providing regular supported study sessions and Saturday study sessions. These are well attended by young people, who appreciate the time and support that teachers give to them.

Breadth and depth

- Whilst most young people in S4 were presented for six qualifications in 16/17, this decreased to the majority in 17/18 and 18/19. The school links this reduction to young people not being prepared as effectively as possible to take six qualifications after the BGE. Senior leaders recognise that the school needs to need to improve the BGE curriculum to provide young people with a more secure platform for learning in the senior phase.
- In S4, from 16/17 to 18/19, the percentages of young people attaining one or more to four or more qualifications at SCQF level 4 or better are in line with the VC, with the exception of 16/17, where the percentages attaining three or more to four or more qualifications are significantly higher or much higher than the VC. Despite these percentages being broadly in line, there is a declining picture of attainment from 16/17 to 18/19.
- In the same time period, there is also a declining picture at five or more to six or more qualifications at SCQF level 4 or better. The percentages of young people attaining six or more qualifications at SCQF level 4 or better have declined from being significantly higher than the VC in 16/17 to significantly lower in 17/18. The school has improved to in line with the VC in 18/19.
- In S4, from 14/15 to 18/19, the percentages of young people attaining two or more to five or more qualifications at SCQF level 5C or better are in line with the VC, with the exception of 16/17. Improvements in the percentages of young people attaining one or more to five or more qualifications at SCQF level 5C or better between 14/15 and 16/17 have not been sustained.
- Over the past three years, less than half of young people in S5 were presented for five qualifications. The percentage has increased from 35% in 16/17 to 46% in 18/19.
- By S5, from 14/15 to 18/19, the majority of young people attained three or more qualifications at SCQF level 5C or better. This is in line with the VC, with the exception of 17/18 which was significantly higher than the VC. Less than half of young people attained two or more qualifications at SCQF level 6C or better over the same five-year period, which is in line with the VC.
- By S6, in four of the five years from 14/15 to 18/19, including the latest year, the majority of young people attained four or more qualifications at SCQF level 5C or better. This is in line with the VC, with the exception of 14/15, which was significantly higher than the VC. The percentages of young people attaining one or more qualification at SCQF level 5A or better are significantly higher than the VC from 14/15 to 17/18, and significantly much higher than the VC in 18/19. From 14/15 to 18/19, the majority of young people attained one or more qualification at SCQF level 6C or better. This is significantly much higher than the VC in 14/15 and

significantly higher in 15/16, 16/17 and 18/19. Less than half of young people attained two or more qualifications at SCQF level 6C over the past four years, which is in line with the VC.

Achievement

- Young people demonstrate improved confidence, communication and leadership skills through involvement in achievement opportunities. Staff offer a wide range of clubs, activities and education visits, for example in music and physical education. This has supported the development of a few young people who excel and compete in sports at a national level. Young people are supporting many charitable causes. These include a local foodbank appeal, voluntary work assisting the homeless and serving in soup kitchens. All young people in the senior phase participate in The Youth Philanthropy Initiative and a few become mentors in violence prevention. This is leading to young people feeling empowered to make a positive contribution to their school and local community. A few young people are completing The Pope Benedict XVI Caritas Award. This is helping them to reflect on their faith and how it underpins their charitable contributions. School leaders seek accreditation for young people's work on achievements to recognise their successful outcomes. This includes courses offered in the senior phase curriculum, including the SQA Sports Leadership, Personal Development and Mental Health Awards.
- The majority of young people are not yet able to articulate how achievements are supporting their skills development over time. Middle and senior leaders need to consider approaches to improving this. A majority of young people are developing leadership skills through achievement opportunities. The award-winning STEM group has created young people ambassadors. In the BGE, these ambassadors are planning and delivering events and in the senior phase, they are visiting primary schools to deliver STEM workshops. There are strong examples of effective partnership working in the school to support young people's achievement. A few of these are focused on developing young people's employability skills. The local charity Young Movers and the Prince's Trust offer targeted workshops for young people to develop their skills for learning and work. This is helping these young people to achieve positive destinations.
- Young people's achievements are recognised in many different ways, including through assemblies, prize giving and social media posts. Young people are encouraged to inform staff of their achievements outwith school. School leaders should consider incorporating systems to support the collection of this information. The merit system is allowing learners to be recognised for their effort and positive attitude towards learning. Top merit earners, both individual and house groups, are recognised through reward events. This is supporting a focus across the school community on recognising and rewarding hard work and effort. Staff should develop a consistent approach to awarding merits and demerits to ensure all young people feel able to achieve within the scheme.

Equity for all learners

- There is an improving picture in the percentage of young people who require additional support with their learning leaving All Saints Secondary School having attained literacy at SCQF level 5 or better between 13/14 and 17/18. There is a similar picture for those attaining numeracy at the same level during this time.
- Almost all staff have a good knowledge of young people and their families. They work well to ensure that all young people's personal circumstances are not a barrier to them achieving success. Staff enable all young people for whom potential socio-economic barriers exist to benefit from a wide variety of school events and experiences and activities in the wider community.

- Senior leaders have developed strategies to make effective use of Pupil Equity Funding to reduce barriers to learning for young people. These focus on raising attainment, literacy and numeracy, health and wellbeing and nurture. A few middle leadership posts have been created, such as the principal teacher of raising attainment, to support these strategies. The school is also using Pupil Equity Funding well to enhance partnership working. This includes counselling provision, which is helping young people to improve their mental wellbeing, and community policing, which is offering increased support to young people. A full-time youth worker is also supporting young people well who are at risk of disengaging from school. Youth work focuses on developing young people's employability skills, and offering them opportunities to volunteer, gain vocational qualifications and benefit from local college provision. This supports learners in planning their future. Senior leaders and staff need to continue to gather robust evidence on the impact of all planned strategies.
- There has been a rising trend in the percentage of learners with positive destinations over the last three years. However, these figures represent a significant decline since 2014/15 when the figure was 96%. The percentage of young people moving to a positive destination is significantly much lower than the VC in 2015/16. The majority of leavers move to higher education or further education, with a minority leaving to enter employment.

School Empowerment

■ Staff empowerment through continuous professional learning.

- See QI 1.3 for additional evidence.
- Through the professional review and development process staff are engaging directly with General Teaching Council for Scotland standards.
- The school provides a range of professional learning opportunities throughout the school year. This includes whole school training, subject specific opportunities and aspiring leadership programmes. These are offered both in and outwith school. Learning opportunities include input on digital learning, cooperative learning, numeracy training and approaches to positive behaviour. A recently developed book club is supporting some staff to connect with literature and research. As part of the school's aspiring leadership programme, staff are undertaking professional enquiry in areas relevant to their learning. Staff share practice regularly with one another and many are involved in or leading working groups.

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.