

# Summarised inspection findings

Queen Victoria School

Independent

9 May 2023

## Key contextual information

Queen Victoria School (QVS) is a co-educational, independent boarding school for children and young people who have parents that currently serve, or have served, in the United Kingdom (UK) armed forces. The school, which is in Dunblane, is overseen by Defence Children Services (DCS), a delivery organisation within the UK Ministry of Defence (MOD). The school is fully funded by the MOD. Children and young people attend from P7 to S6. All children and young people board on a full-time basis. The school is non-selective, in that children and young people are not required to pass an entrance test before being offered a place. At the time of the inspection, the school roll was 261.

The Board of His Majesty's Commissioners (HMC) is responsible for aspects of governance of the school. These aspects include oversight and input to strategy, education, performance, finance and senior staff appointments. HMC are Trustees of QVS charity funds. HMC have a broad range of expertise in education, business and finance. The Board includes representatives from the MOD, DCS and retired military personnel. HMC is responsible to the UK Secretary of State for Defence; the MOD (Army) Commander Home Command (CHC); and 'those to whom CHC delegates responsibility for the governance of the school, in accordance with the terms of the Constitution and Royal Warrant'.

Many aspects of the organisational and financial running of school life are the responsibility of the MOD, rather than onsite school leaders or DCS. The school has very recently undergone a 'functional review' by the MOD, to make efficiency savings.

### 1.3 Leadership of change

very good

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

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

- QVS is a unique school in many ways. Its founding purpose in 1908 was to offer support, continuity and stability in education to children and young people of military families. This remains the key, relevant aim of the school community today. Almost all children join the school in P7. Each child comes with a different educational experience, with some attending up to six schools previously, due to their parents' military deployment. Staff work tirelessly to provide a welcoming, inclusive and supportive ethos. This helps children to settle in quickly, become part of the school community and progress from being a 'rookie' to a 'Victorian'.
- The highly effective headteacher has been in post since 2016. Prior to this, he was the deputy headteacher. He provides strong and astute leadership and direction for the school community. His calm, measured and open approach supports an ethos of trust and collaboration amongst the staff team. He is supported ably by the skilled and experienced senior leadership team, which comprises two deputy headteachers and the head of boarding. As a team, they are well respected by children, young people and the wider school community. Senior leaders have a clear, shared vision for the school and a deep commitment to improving outcomes for children and young people.
- Across the school, learners and staff have a clear understanding of the QVS values. These values, which have been in place for a number of years, underpin the life and work of the school. This academic year, senior leaders have started a process with staff to review the school values, to ensure these are relevant to the current school community. The headteacher has appropriate plans in place to include learners, parents and the school's partners in this review process.
- HMC provide valuable, well-informed guidance and important governance for many aspects of school life. HMC strike the right balance between support and challenge, which assists the senior leadership team in planning for improvement and change. HMC have strong links with the school community and play an active role in the admissions process each year. They also support the school in practical ways, such as providing funds to ensure the school's successful rugby and hockey teams can travel to match fixtures. Officers for DCS provide support and strategic direction for the school. They play a crucial role in ensuring the school is compliant with MOD policy, rules and protocols. They monitor the quality of education and care provided by staff. As a result, the school's leadership team benefits from the advice and expertise of both DCS officers and HMC. This provides a robust level of governance and support that senior leaders appreciate. The senior leadership team carefully consider and manage the pace of change very well within the areas of school life that they are permitted to make improvements. Staff, young people and parents say that when MOD approval is necessary to make improvements to school life, such as meals, procuring resources and upgrading the building, progress can often feel slow.

- Senior leaders have highly effective quality assurance and improvement planning arrangements in place. They conduct regular, well-planned evaluation activities to check on the quality of learning, teaching, attainment and pastoral care. Principal teachers carry out regular reviews of the quality of provision and standards of learners' achievements within their departments. As a result, the headteacher and senior leaders have an accurate overview, based on robust evidence, of the strengths and areas for further development in QVS. Promoted staff seek feedback regularly and use surveys and questionnaires to gather the opinions of the school community. Senior leaders take into consideration views and ideas from learners, staff and parents. Volunteer parents who serve on the Parents Liaison Group provide a very helpful forum to support new families that join the school.
- Leadership at all levels is a strong feature of the school's work. Senior leaders model lifelong learning by studying for additional leadership qualifications. The headteacher, supported by the senior leadership team, has successfully created a culture of collaborative professional learning. Staff are empowered and mentored to lead important improvement projects. Overall, staff who participate in these middle leadership opportunities speak highly of their participation in practitioner enquiry. As a result of their work, key areas of school life have improved, such as learners' wellbeing; promoting positive behaviour; teachers' use of data to predict learners' potential; pupil voice; and learning for sustainability. Taken together, the school's extended leadership team is achieving positive outcomes for children and young people. Following the easing of COVID-19 restrictions, teachers have embraced opportunities to re-engage in peer visits to share practice, including visiting other schools and collaborating in national networks. Senior leaders link successfully thorough, annual staff professional review and development processes to the General Teaching Council for Scotland standards and to school improvement planning. The staff team's commitment to professional learning is having a positive impact on learners' experiences and maintaining high standards of attainment and achievement over time.
- Children and young people contribute to improving QVS in a variety of important ways. They feel that senior leaders listen to them, and that their opinions are valued. They appreciate that aspects of school and boarding life they would like to see improved are often outwith the remit of the headteacher. However, many children and young people volunteer to participate in a range of committees and working groups that help to make a positive difference for all in QVS. For example, young people who lead the equality and diversity group have helped the school community to understand more about the rights of those with protected characteristics. They successfully communicate the results of their work to the whole school community at morning assemblies. Impressively, they use a 'you said, we did' approach to demonstrate that they act on the views of their peers. This approach also captures very well the positive impact of their work. Senior pupils willingly take on leadership roles, such as senior and deputy senior monitors, prefects, buddies, house captains and committee presidents. They carry out these leadership roles with maturity and dedication. Senior leaders should continue to look at providing a continuum of leadership experiences for learners from P7 to S6.
- The pupil leadership team has reconvened this year, having been paused due to COVID-19 and a change in school leaders' remits. Young people who serve on this group have created the motivating and thought-provoking strapline, 'nothing about us, without us'. This illustrates very well the continuously strong voice and participation that children and young people have in their school. The pupil leadership team recently planned and conducted their own audit on the quality of relationships across the school and boarding houses. They used *How Good is OUR School?* (2017) to help them to create questionnaires to seek the views of their peers. They demonstrated highly effective leadership and communication skills when they interviewed staff and learners to gain a better insight into their findings. The pupil leadership team is ready to take on even more responsibility and independence. They have the capacity to make a

strong contribution in assisting the senior leadership team to monitor the quality of learners' experiences across the school and boarding houses.

## 2.3 Learning, teaching and assessment

very good

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

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

- Children and young people achieve very well in the highly supportive learning environment and genuine, 'family' nature of the school community. This is underpinned by shared values and mutually respectful relationships between learners and staff. Children and young people benefit from extensive support in their learning from staff who know them very well as individuals. They benefit from a significant range of opportunities that help them to consolidate their work and develop skills for independent learning. Staff have considered carefully the structure of the school day, lesson timetable and evening activities to support children and young people's learning very well.
- Learners' experiences are enhanced significantly by teachers' creative use of digital technology. This is a major strength of the school's work. Staff use portals and learning platforms to plan and provide learners with a variety of relevant and engaging tasks. Teachers have demonstrated innovation in creating their own digital hubs to meet children's and young people's needs and interests more effectively. Children and young people use digital resources very well to extend and deepen their learning. They use digital resources confidently to personalise their learning and to work with others. Teachers use digital applications skilfully to monitor and support learners discreetly during lessons, and to offer feedback online. Teachers use data and information from learners' work online to inform their next steps in planning to meet children's and young people's needs very well.
- At P7 and in most secondary subjects, children and young people make choices in their learning. This highly motivates them, and they engage very well in tasks and activities. The majority of learners say they feel listened to by class teachers, and most feel confident to ask questions to develop a greater understanding of their learning.
- Senior leaders have made a positive start to introducing a 'learning launchpad.' This collaborative digital resource is helping staff to develop a consistent understanding of the features of high-quality learning and teaching. In almost all lessons from P7 to S6, teachers' explanations and instructions are clear. They share the purpose of learning well with children and young people. Overall, children and young people know how to be successful in their learning in most lessons. There are a few highly effective examples across the school of staff and learners creating success criteria together. Almost all teachers make use of effective starter activities to engage learners. In most lessons, teachers refer to and take good account of children's and young people's prior learning. A next step is for staff to consider greater use of plenaries, particularly linked to success criteria.
- In most classes, teachers use effective questioning to elicit prior learning and to check for understanding. At S1 to S3, a few young people can be passive in their learning. Staff should consider how to improve levels of pace and challenge for young people at these stages. This

will help to ensure all pupils are more consistently well engaged across their learning experiences.

- Staff are very successful in providing a wide range of opportunities for children and young people to achieve highly beyond the classroom. These include a variety of outdoor learning experiences and worthwhile ways for children and young people to contribute to the wider life of the school and local community. For example, young people at the senior phase are supporting the learning of younger peers in a variety of roles. As a result, young people are developing key skills which enhance their learning and help them to prepare for life beyond school.
- Staff use a range of regular assessments very well to identify gaps in learning and to target extra support for any learner at risk of underachieving. They undertake careful analysis of summative assessment and set appropriate individual targets for each learner. In almost all classes across P7 to S6, children and young people take part in a range of peer and self-assessment activities that help them to understand how to progress their own learning. Almost all children and young people receive regular, individualised feedback from teachers which helps them to understand their next steps. As a result, almost all learners talk confidently about their strengths and what they need to do to improve.
- Most departments have highly effective systems in place to verify the reliability of teachers' assessment judgements, particularly at the senior phase. This includes teachers consulting with colleagues in professional networks, local authority schools and the Scottish Qualifications Authority. In a few departments, teachers' moderation activities directly influence the planning cycle. Staff are now well-placed to continue to develop such collaborative planning processes, based on a shared understanding of national standards, particularly at S1 to S3.
- Senior leaders maintain an overview of the coverage and depth of Curriculum for Excellence (CfE) experiences and outcomes as learners move through the school. They identify any gaps and ensure that this informs teachers' planning processes. Staff use standardised assessments well to measure children's and young people's progress over time. The highly skilled teachers at P7 identify quickly any gaps in children's learning when they join the school. Their expertise in planning, differentiation and assessment helps to build the necessary foundations for all children to make the best possible transition to S1.
- Senior leaders and staff have developed an effective whole school tracking system. They use the data they gather very well to consider the most appropriate intervention for each young person. This includes an established and well-received mentoring scheme for individual learners. The impact of additional supports are tracked each month by the depute headteacher to ensure all young people are making appropriate progress in their learning. Staff use technology creatively to set targets for learners who are receiving extra support and to track their progress. They share this information regularly with key staff, the young person and their parents.
- Teachers in most secondary subjects have developed their own effective systems to track and monitor young people's progress at departmental level. Their approaches to tracking and monitoring lead to a range of well-judged interventions for individual learners. This is working well at S4 to S6. Staff should continue with plans to develop these effective tracking approaches across the secondary stages. This would help teachers to measure the progress of young people more accurately in S1 to S3, across their learning.

## 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, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.



### 3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, senior leaders have a very effective strategy for ensuring children's and young people's wellbeing underpins their success in learning. They use national policy and guidance very well, while taking account of the unique context of the school. An important feature for determining the school's strategy is children and young people living on the campus while their families serve in the armed forces. Senior leaders are successful in ensuring that almost all children and young people experience QVS as 'a home away from home'. The school's approach to wellbeing is embedded in core values, which impact very positively on learners' wellbeing, inclusion and equality. Senior leaders make purposeful use of self-evaluation and improvement planning to prioritise continuous improvement in this area. Across the school, children and young people identify a trusted adult with whom they can speak on matters of concern. Staff make effective use of wellbeing indicators within a staged approach to assess children and young people's wellbeing needs. They provide sensitive, additional support when required. Staff are now well placed to support all children and young people to use the wellbeing indicators in more depth. This will equip learners to take even more responsibility for their own wellbeing.
- Children, young people and staff benefit from caring, nurturing and positive relationships with staff and with each other. They appreciate the calm environment for learning in classes. Almost all children and young people feel safe while at school. They articulate clearly how they are assisted in being safe. All children, young people and staff come together daily in very well-planned assemblies. The headteacher and other school leaders lead assemblies in a very accessible way, which creates a sense of togetherness, moral purpose and belonging. Children and young people develop their confidence in presenting to an audience at daily assemblies. At the secondary stages, tutors have weekly contact with young people in their caseload. These small group settings provide an ethos of care, trust, high expectations and additional celebration of young people's achievements.
- Children and young people learn about health and wellbeing across the curriculum, including in the personal, social and health education (PSHE) programme. Senior leaders should continue with their ambition to involve children and young people more in the regular review, change and delivery of the PSHE planned programme. Children and young people take part in an extensive range of opportunities for achievements, clubs and hobbies to support their mental, emotional, social and physical wellbeing. These indoor and outdoor opportunities, enable children and young people to take risks in a measured way. Staff are sensitive and responsive to children and young people's individual health needs. They work very closely with health partners to find the best strategies to support individual children and young people with mental health, bereavement and homesickness. Children and young people receive support from the school medical centre, counsellor, child and adolescent mental health services, educational psychologists, Scotty's Little Soldiers and speech and language therapists. Young people at

the senior stages have been proactive in establishing 'The Lighthouse' - a nurturing space for wellbeing initiatives, groups and personal support. Other young people engage with a variety of peer-led approaches to increase wellbeing outcomes, including for transitions. Children at P7 are very well supported upon joining the school through a positive and helpful transition programme. Senior leaders have developed an informative digital hub for staff to access health and wellbeing resources. The school is taking forward plans to increase further the importance of health and wellbeing as a responsibility of all staff. Senior leaders should also consider young people's interest in food and health, including preparing food and improving the food experience within the school.

- Across the school, children and young people are very polite and live up to teachers' high standards for their behaviour. Almost all young people demonstrate respect through their interactions with staff and their peers. Young people's attendance is very high, with exclusions very low. The school's focus on promoting positive behaviour and relationships is effective almost all of the time. As planned, staff, children and young people should embed the United Nations Convention of the Rights of the Child within school life. They should continue to ensure that restorative approaches to behaviour are taken forward in a fair and consistent way across boarding houses and the life of the school.
- Across the school, senior leaders have a robust understanding of their statutory duties. They work closely with staff, HMC, DCS, learners, parents and partners to fulfil these requirements. Senior leaders maintain a comprehensive overview of compulsory annual MOD training that all staff complete, including child protection and keeping children safe.
- Young people who require support with their learning have their needs identified very well. The school's staged intervention approach provides a clear structure for staff to follow as required. Support for learning staff involve children, young people and parents in evaluating and reviewing progress and identifying next steps in individual plans. The school's support team have improved their use of assessments to reduce gaps in attainment, particularly in literacy and numeracy. Learning support staff provide effective support for children and young people in class. Most teachers are making strong use of specific strategies and differentiation to help meet the needs of learners. This helps children and young people who need additional support with their learning to make very good progress and feel included in their learning.
- Young people lead the school's equalities and diversity group, focusing on areas related to protected characteristics. They are having a positive impact on school life. Overall, most young people feel that the varied languages and cultures of the school community help them to understand the dignity and worth of every individual, regardless of difference. Staff also build children and young people's knowledge and understanding of equalities and diversity through project-based learning and across subjects. Senior leaders should continue to develop a strategic overview of learners' progressive experiences across stages in themes such as equalities and diversity. Children and young people have a range of appropriate ways that they can report incidents of bullying. This includes being able to report anonymously on any matter of concern. Senior leaders analyse regularly data on how well all staff respond to reported incidents of bullying. A few young people and parents have raised issues of fairness on how bullying is addressed across school life, including boarding houses. Senior leaders are responding by ensuring that the positive behaviour policy is understood by all and reflects even further the school values and national policy advice.

## 3.2 Raising attainment and achievement

very 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

#### P7

- Most children at P7 are on track to achieve CfE second level in literacy and numeracy this year. A few children are extending their learning and are working at CfE third level. Teachers are skilled in identifying and addressing the learning needs of children in P7. They have a clear focus on effective differentiation for planning both learning and assessment. This is leading to improved outcomes for all children.

#### S1 to S3

- In 2021/22, by S3 all young people had achieved CfE third level in literacy, with a minority achieving CfE fourth level. In numeracy, all young people had achieved CfE third level or better, with a majority achieving CfE fourth level by S3.
- Attainment in literacy and numeracy in the broad general education (BGE) has remained consistently high over time. Staff have a clear focus on maintaining these high standards. Their ongoing work to review courses and moderate professional judgements is supporting improvements. Staff are using effectively a targeted literacy and numeracy intervention in P7 and S1. They are closing gaps in learning successfully that have been identified for children and young people.

#### S4 to S6

- In S4, all young people achieved Scottish Credit and Qualifications Framework (SCQF) level 5 or better in literacy in 2021/22. Almost all young people achieved SCQF level 5 or better in numeracy in 2021/22. By S5, all young people had achieved SCQF level 5 or better in numeracy. By S6, all young people leaving school in 2021/22 achieved SCQF level 5 or better in literacy and numeracy. Almost all achieved literacy at SCQF level 6, with the majority achieving this in numeracy.

### Attainment over time

#### S1 to S3

- There are robust and comprehensive tracking arrangements to monitor the progress of young people in all subject areas at a whole school level. Tracking data demonstrates clearly that all young people achieve CfE third level or better across their chosen subjects in S3.
- Senior leaders support staff to use a wide variety of assessment information, including standardised assessments at P7 and S2. Staff demonstrate the value they add to young people's attainment by comparing predicted results with actual results. The school's data

shows improved performance from most young people's prior levels of attainment. Most young people achieve in line or above predicted levels.

#### **S4 to S6**

- Young people attending QVS have significant and sustained success in National Qualifications (NQs). Attainment at National 5, Higher and Advanced Higher is above that of those undertaking these qualifications across Scotland. In recent years, staff have worked well to widen the curriculum beyond the NQ offer to meet the needs of young people better. They have introduced skills for work courses and National Progression Awards, such as creative industries, Highland dance and sound production.
- Senior leaders have strong processes in place to monitor the attainment of individuals and cohorts over time. These show improvements generally in the percentage of young people achieving five or more awards at National 5 in S4. In 2016/17, a minority of young people achieved five or more awards. By 2020/21, this had improved to most young people. In 2021/22, the majority of young people achieved five or more awards. This is a decline on the previous year. By S5, the percentage of young people achieving three or more awards at SCQF level 6 or better has improved from 2017/18 to 2021/22. In 2017/18, a minority of young people achieved three or more awards and it is now the majority. By S6, all young people achieved five or more awards at SCQF level 5 or better in 2021/22. Most achieved three or more awards at SCQF level 6 or better, and the majority achieved five or more awards at SCQF level 6 or better. A minority of young people achieved one or more awards at SCQF level 7.
- Data provide by the school shows that in 2021/22, 90% of young people passed the Advanced Highers they sat. In addition, 81% of young people pass SCQF level 6 awards, including Highers, and 88% pass SCQF level 5 awards including National 5 qualifications.

#### **Overall quality of learners' achievements**

- All children and young people across the school are developing a broad range of skills and attributes through participation in the school's extensive programme of achievement opportunities. Almost all children and young people are also gaining a wide range of recognised and accredited awards. All children at P7 achieve the John Muir Award and the majority participate in the Duke of Edinburgh's Award. The levels of participation and achievement are a major strength across the school.
- Learners' achievements are recognised and celebrated through morning assemblies, the Victorian Vision and Grand Day prize-giving. The Queen Victoria Award, devised by senior pupils, provides individual celebration of achievement for young people at S4 to S6. Pupils who participate in this award take responsibility for recording and evaluating their own achievements. Senior pupils are now creating a similar award system to recognise success in achievement for learners in P7 to S3.
- Children and young people are achieving very highly in cultural and other school-based activities, as individuals and team members. All children and young people take part in the Combined Cadet Force and either piping, drumming or Highland dancing. Almost all senior pupils continue to participate in these activities after a compulsory stage when they are younger. They identify that their sustained participation is contributing significantly to the development of their confidence and self-esteem. The role of piping, drumming and dancing in the ceremonial life of QVS and invitations to external events, reflects children's and young people's commitment. Achievement in qualifications in dance and from the Piping and Drumming Qualifications Board recognises young people's specialist skills development.

- Children and young people benefit from a wide range of sporting activities which improves their fitness levels and develops team-working skills. Young people are achieving very highly in team sports, with sustained successes in local fixtures for hockey, and international representation in rugby and nationally in athletics. The Sports Leader Award is well received by young people who participate in this. They speak highly about their development of leadership, communication and problem-solving skills.
- The school offers a broad range of 'hobbies' and extra-curricular activities, in which all children and young people participate at least twice weekly. Pupil voice directs the range of activities offered and young people feel there is something for everyone. Young people identify the social benefit of participating in hobbies.
- QVS Interact, the 'make a difference' pupil group, leads a diverse range of charitable events for the school community and beyond. Young people speak positively about their work with the Dunblane Centre, Dunblane in Bloom and the connections such partnerships offer to them in the local community. Young people identify the teamwork, organisational skills and empathy they develop and apply through participation in charities work.
- Boarding house staff monitor carefully learners' participation in achievement activities and tutors offer support to children and young people to ensure balance in their participation. Senior leaders could build on the tracking system by recording the skills that learners achieve across their many and varied achievement opportunities.

### **Equity for all learners**

- Senior leaders and staff promote an equitable school experience for children and young people. The unique way the school is funded ensures all learners have equity for the core school provision. This includes the supply of uniform, materials, food and accommodation and educational school trips. Where costs do occur, young people and their families can apply for funding to support access to any additional extra-curricular pursuits.
- Staff across the school are very aware of the academic needs of children and young people. They effectively monitor and track learners' progress at an individual level. This supports teachers to identify any gaps in learning or where young people are not on track with their expected progress. Boarding house and academic staff discuss interventions for learners at weekly meetings so that a common approach is understood for individual learners. Any additional support or adaptations required are quickly put in place by staff. These include staff mentoring, supported study or supervised prep.
- All young people move on to a positive destination on leaving QVS. In 2021/22, most young people went on to higher education, with a minority going on to join the armed forces, to employment or training. Learners are supported very well by a range of approaches linked to Developing the Young Workforce. For example, young people in S4 to S6 benefit from formal careers education and careers profiling. Learners appreciate weekly input from Skills Development Scotland staff. Senior leaders continue to develop their partnership working with the local college.

## Other relevant evidence

- High numbers of children, young people, parents and staff feel that the quality of food at QVS is not good enough. The quality of the overall dining experience for learners could also be improved. The school has an active pupil-led food committee that regularly makes appropriate requests for change and recommendations for improvement in respect of the school's catering. The school's proprietors should take action to improve the quality of food on offer, building on the views of learners and wider school community.
- Children, young people and parents feel that some aspects of the boarding house facilities need to be improved. The school's proprietor has plans to upgrade aspects of the school accommodation in the future.
- A few parents and young people feel that communication with staff, and rules and protocols could be more consistent across the four boarding houses.

## Practice worth sharing more widely

### **The learner journey from P7 to S6 – supported well to aim high.**

Children from military families join QVS in P7 from a range of primary schools across Scotland, the UK and wider world. The transient nature of their schooling before arriving at QVS due to their parents' service deployment, means that many children may have gaps in their learning. The experienced and highly skilled primary teachers use a range of assessment approaches very effectively to identify these gaps and to support all children. They use differentiation, precision teaching approaches and ongoing formative assessment particularly well to close gaps in learning, with very positive results. As young people move through the secondary stages, they benefit from high quality support from teachers and, when necessary, support for learning staff. Senior leaders check the progress of each learner rigorously across the year, to ensure that all young people are on track to achieve. They ensure that swift intervention is put in place to help young people who need any extra help or support. This includes arranging study support, mentoring and supervised prep for individual learners. As a result of staff's embedded approaches to supporting individual learners, standards of attainment at QVS are consistently high. Year on year, young people perform better in examinations than the national averages. Data shows that in the last few years, all young people leaving QVS have gone on to positive destinations, for example university, college, the armed forces or other employment.

## 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.