

Summarised inspection findings

Lochend Community High School

Glasgow City Council

3 March 2026

Key contextual information

School Name:	Lochend Community High School
Council:	Glasgow City Council
SEED number:	8435731
Roll (Sep 2025):	447

Lochend Community High School is a secondary school serving the Easterhouse area of north-east Glasgow. In September 2024, 64% of young people were in receipt of free school meals and almost all young people lived in the 20% most deprived data zones in Scotland.

Attendance is generally below the national average and has been decreasing over the last few years. The percentage of young people who are persistently absent from school is substantially above national levels. Exclusions are below the national average.

Most middle and senior leaders and around 40% of teaching staff are relatively new in post, mainly appointed within the last fourteen months. This has had a significant impact on the continuity of learners' provision and on the pace of improving young people's attainment.

In September 2025, the school reported that 72% of young people had additional support needs. This has increased substantially on previous years.

1.3 Leadership of change

satisfactory

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

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

- The headteacher is providing strong leadership to the school community. She is building capacity in her newly established senior leadership team and has a clear and aspirational vision for all young people in the school. The headteacher has quickly and correctly identified important areas for improvement and instigated several strategic developments across the school. These include, for example, revising senior leader remits to focus on leading strategic change, refreshing self-evaluation and quality assurance processes at all levels, and building capacity of staff to lead on improvement through strategy groups. The headteacher's relentless focus on driving improvement is beginning to positively impact on young people and the wider school community. For example, there are some early signs of improvement in classroom environments and learner engagement. As a result of recent changes in the leadership structure, many improvement initiatives are at an early stage and are not yet embedded.
- Following a comprehensive consultation with groups of young people, staff and parents, the leadership team has developed 'the Lochend charter'. This charter links the school values of honesty, equity, ambition, respect and responsibility, and determination to the vision of the school as a place where young people can 'learn, grow and achieve'. The charter is at an early stage of adoption but is beginning to support a shared sense of purpose and expectation for all staff and young people. Senior leaders should continue to embed the recently implemented 'Charter Champions' recognition system to promote the importance and relevance of the school values and vision among the school community.
- Senior leaders, in consultation with a range of stakeholders, have refined the school improvement plan to focus on the identified high-level 'grand challenges'. These include improving young people's mental health and wellbeing, improving the quality of learning and teaching, and developing the curriculum. A few of the current priorities could be more specific regarding the desired outcomes. An important next step is to ensure that the school improvement plan (SIP) focuses on clearly defined, streamlined priorities which are manageable and measurable, within clear and progressive timeframes. This needs to support a greater number of stakeholders to track how effectively change is progressing, as well as the impact of the improvement journey across the school. Individual faculty improvement plans are aligned well to the main themes of the SIP, with some additional departmental-specific targets. Through these plans, classroom teachers are beginning to be involved in processes to improve teaching, learning, assessment and attainment. Senior leaders need to ensure all staff have a clear understanding of how to evaluate rigorously the impact of planned improvements or interventions in improving outcomes for all young people. Senior and middle leaders should

continue to monitor and manage the overall pace of change to ensure appropriate focus on the actions to improve outcomes for young people.

- The senior leadership team has correctly prioritised the need to develop the capacity and consistency of middle leaders. Engagement with professional learning on improvement planning, effective use of data and self-evaluation is developing their shared understanding of the journey of improvement. Middle leaders must now take greater responsibility for raising attainment across all faculties. This should include developing rigorous and effective tracking, monitoring, moderation and course choice processes to maximise the potential attainment outcomes for all young people.
- Senior and middle leaders are increasingly encouraging and empowering staff to develop their own leadership roles. Most staff undertake additional responsibilities such as contributing to one of the new 'strategy groups' linked to school improvement. These include learning and engagement, promoting positive relationships, digital strategy and mental health and wellbeing. An increasing number of young people are also becoming involved in these strategy groups. Members of these groups, including young people, share best practice by leading in-service day sessions and assemblies. This is leading to a greater ethos of collegiality and consistency. Staff are clear about the direction of school improvement and the rationale for change.
- Senior leaders have implemented recently more targeted professional learning approaches to improve learning, teaching and assessment. Staff benefit from a co-ordinated in-house and local authority offer of professional learning. As a result, there are increasing numbers of staff leading and engaging in professional learning activities. This includes, for example, teaching sprints which have raised staff awareness of core pedagogical practices. The Learning and Teaching strategy group have implemented the Lochend Lesson structure to bring greater consistency to classroom practice. These approaches are at an early stage and need to be more embedded to result in improved learners' experiences. Senior and middle leaders need to evaluate more rigorously the impact of professional learning and improvement actions on the quality of learning and teaching.
- Staff at all levels have a comprehensive understanding of the socio-economic context of the school. Most staff know young people very well and ensure that they are aware of the challenges they face. Staff are becoming more confident in using data to identify individuals and groups who require additional support or interventions to make appropriate progress. Senior leaders have allocated Pupil Equity Funding (PEF) to support a range of partnerships and interventions for targeted groups of young people. Staff use this fund well to reduce the cost of the school day. This includes using this fund for resources, equipment and for young people to participate fully in excursions. The headteacher should continue with her robust evaluations of the impact and any added value of these interventions. Going forward, staff need to ensure that PEF allocation is providing the most effective outcomes for young people. Senior leaders should continue to engage with all relevant stakeholders to consult on the use and allocation of PEF.
- A few young people at all stages from S1 to S6 develop and showcase their leadership skills and capabilities through well-planned opportunities. These include, for example, 'pupil leaders' groups, mentors, prefects and the school captains. They provide effective and well-received

support to children joining the school from the primary stage. They also contribute to organising and managing school events and provide peer support to others in the school.

- Young people's views are captured through the 'Captains' Corner'. This recently implemented approach is being used by an increasing number of young people to offer their views, concerns or suggestions to their peers. The school captains then raise these matters with senior leaders. These approaches are resulting in a majority of young people agreeing that their views are sought. This is evident in how young people's suggestions about health and nutrition led to a wider range of healthier food options being made available in the school. Staff should continue to develop approaches to inform young people of how offering their views or suggestions led to change.
- Staff have developed a broad range of effective and productive partnerships with external providers. Individual and wider group supports provide increased opportunities for young people to succeed outwith the traditional classroom environment. This includes, for example, sporting, educational, employment and community groups which help develop skills and confidence. Senior leaders should continue, as planned, to systematically evaluate the impact of partnership working on targeted young people.
- School leaders have a clear understanding of Developing the Young Workforce (DYW) priorities. The local authority DYW coordinator collaborates effectively with staff across the majority of faculties. This is beginning to strengthen engagement and broaden learning opportunities with partner organisations. A next step is for senior leaders to develop a comprehensive overview of existing DYW activities to support strategic planning of new developments. This could also link with the school's planned work on implementing meta-skills across the curriculum.

2.3 Learning, teaching and assessment

weak

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

- Senior leaders and staff identified rightly that a key priority over the past year was to focus on developing a purposeful learning environment. Staff have developed successfully with young people a calm climate for learning. As a result, in most classes, young people benefit from positive relationships with staff and peers. Senior leaders have supported staff and young people well to implement the Lochend charter of agreed conduct by young people. This is contributing to the strengthened ethos and is positively impacting on classroom behaviours. Staff should use this more consistently across the school to support and motivate all learners. Through consultation, staff and young people have made strong progress in establishing a consistent and successful approach to minimising mobile phone distractions in class.
- In a minority of lessons, the agreed Lochend lesson structure is beginning to improve the consistency of young people's learning experiences. However, this needs time to embed and demonstrate greater impact on young people's experiences. Staff across the school need to increase pace, challenge, and opportunities for independent learning. There is a need for staff to provide responsive opportunities within their use of the lesson structure to nurture curiosity, deepen learning, and extend challenge when young people show interest in exploring further the themes raised in lessons.
- In most lessons, teachers need greater variety in how they deliver learning and devise tasks and activities to engage actively young people. In most lessons across S1-S3, a few young people are not motivated with their learning. At times this results in off task, low-level disruptive behaviour. In a few lessons, dysregulated behaviour from a few young people negatively impacts the experience of almost all others.
- Almost all young people use effectively a digital device provided by the school to access learning. In the majority of lessons, teachers are beginning to use digital tools to remove barriers to learning. In the best examples of digital learning, young people have agency over the pace of their learning, they use their device for submitting work, and they complete tasks to extend their learning. There are a few highly-effective examples of staff using digital applications to provide valuable feedback to young people or to provide adaptive resources to meet young people's needs. There is significant potential for all staff to use these devices to deepen and enhance young people's learning and to meet their individual needs.
- In the majority of lessons, teachers provide clear instructions and explanations with learning intentions and the criteria for success visible in classes. In a few lessons, young people are involved in co-constructing the success criteria which empowers them to lead this aspect of their learning. However, there is still significant variability in the quality of the criteria for

success and how effectively these are used by staff across the school to guide learning. Young people need to understand more effectively how to be successful in learning.

- In the majority of lessons, young people are confident answering and asking questions, offering their opinions and participating in whole class discussions. Teachers now need to work on effective questioning techniques. They need to collaborate on developing a range of effective strategies to check the understanding of all young people in the classroom and develop learners' higher-order thinking skills.
- Teachers have access to a wide range of data which they use to create a profile of young people's needs in their class. However, in almost all lessons, teachers do not sufficiently differentiate learning to meet the needs of young people. An important next step is for classroom teachers to use information about young people's needs systematically to plan and deliver more engaging, varied and interesting tasks set at the right level of challenge for all young people.
- Almost all teachers use learner conversations to provide young people with feedback on progress at set intervals. There is variability in the quality and purposefulness of feedback offered across the school. While most young people can describe the process of learner conversations, the majority are unable to describe next steps in learning, or recall their current working level, particularly in the broad general education (BGE). Middle leaders should continue to enhance teachers' understanding of the importance of feedback in empowering young people to take responsibility for their learning. They should continue to ensure that ongoing feedback is used to inform teachers' planning of learning as well as enabling adaptive teaching approaches during lessons.
- Teachers have well-established planning processes across the BGE which take account of the Curriculum for Excellence (CfE) experiences and outcomes, national Benchmarks and skills. Most teachers are at the early stages of engaging with agreed moderation approaches. Teachers' planning of individual lessons and how this impacts on learners' experiences requires significant improvement. It is not clear how all teachers' planning takes account of assessment information. Senior leaders recognise this and are supporting middle leaders to engage in moderation activities this session within faculties and with staff from other schools. They aim to strengthen teachers' understanding of young people's progress through levels. They should use this information to improve how teachers plan in the short and medium term. Senior and middle leaders should also continue to develop their knowledge of the purpose of assessment. They should ensure that planned summative assessment information is shared with all young people and families through the recently developed assessment calendars.
- All teachers are now tracking young people's progress through the BGE. However, most staff are unable to provide evidence of young people's progress over time with the exception of literacy and numeracy. This is impacting adversely on staff's ability to plan progressive learning in the BGE. There is variability in the quality of information that teachers use at individual assessment level. This results in inconsistent experiences for young people when considering how to progress through a course. Senior leaders should work with middle leaders to provide coherence in early intervention approaches at class teacher level.
- Staff have very recently refreshed approaches to tracking and monitoring young people's progress in learning across the senior phase. Staff are increasing their confidence in using newly implemented systems to monitor the progress of individuals and cohorts. Senior leaders are using this data to support staff in identifying young people who are not making sufficient

progress. However, staff within and across faculties do not have a consistent approach to gathering the data and in how they measure young people's progress. Senior leaders acknowledge that their interventions rely upon the reliability and robustness of tracking data and at present, the quality of this is variable across curriculum areas. Senior leaders should also ensure that staff are tracking the progress of cohorts over time, particularly for young people in the senior phase. There are a few examples of effective interventions to support those facing additional attendance and engagement challenges. Staff should continue with plans to use tracking information more effectively to support all young people to complete courses.

2.2 Curriculum: Learning pathways

- Young people in the BGE experience planned learning across all curricular areas. Young people value making choices in S2 where they can choose within a few faculty areas. In S3, young people elect five subjects in addition to English and mathematics. Across all BGE stages, young people participate in well-considered achievement programmes designed to increase community engagement, engage in outdoor learning and contribute to wider school improvement. Staff have introduced thoughtfully, the timetabled 'Learn, Grow, Achieve' (LGA) clubs for all young people in S1–S3. Young people select from a well-considered range of achievement activities aligned to their personal interests. Senior leaders should consider further how the BGE is offering all young people their entitlements as well as progression to the senior phase.
- All young people receive their entitlements to physical education, and religious and moral education (RME) within the BGE. All young people also receive their entitlement to the Language Learning in Scotland: a 1+2 approach, delivered through a combination of French, Spanish and German. Senior leaders should ensure that all learners in the senior phase receive their full entitlement to RME.
- A substantially higher number of young people than the national average leave school by S6. Young people elect four subjects plus mathematics and English in S4. Senior leaders have correctly identified the need to undertake an analysis of the suitability of their S4 structure, particularly given the high percentage of young people who leave school at the end of S4 and S5. Senior leaders should ensure that all young people benefit from planned and progressive pathways through the BGE and into the senior phase.
- Staff have introduced a greater number of courses from the wider Scottish Credit and Qualifications Framework (SCQF) to help increase young people's engagement and attainment outcomes. However, this offer is not yet cohesive across all curricular areas. In a few curriculum areas, there are examples of well-considered progressive routes using a meaningful range and level of courses.
- Young people benefit from a variety of college courses across a wide range of subject areas including skills for work, engineering and hospitality. Young people could benefit from undertaking Foundation Apprenticeship programmes. Staff should provide support and clear option choice information to young people so that they are aware of the skills, including career management skills, and the value of each individual qualification. They should ensure that the curriculum offer is informed by local labour market intelligence. Going forward, staff should consider how to embed the Career Education Standard and DYW priorities within the curriculum.
- Senior leaders are considering how to integrate the development of young people's skills as part of planning across the curriculum. In most curricular plans, reference is made to the skills being developed. However, most young people are not yet able to reflect upon how they are developing their skills from learning experiences. In S1–3, young people undertake project-based interdisciplinary learning (IDL), aimed at developing skills for learning, life and work. This well-considered input includes learning for sustainability. There is an effective example of young people using successfully a meta-skills passport to complete a recent IDL

challenge. Staff should now build on this positive work to support young people to record and reflect upon how they develop skills over time and apply these across the curriculum.

- Staff and partners work very well together to support post-school transitions. Senior staff use data well to plan targeted support for young people at risk of not achieving a positive destination. Partners work well together through Opportunities for All and Joint Equity Meetings (JEM) to coordinate interventions and design individual pathways to better meet the needs of young people.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders seek increasingly the views of parents regarding school initiatives and developments. Parents value being consulted through surveys on important changes. This includes, for example, mobile phone use, the school vision, and the cost of the school day. Senior leaders recognise the need to increase the number of parental responses to consultations and they should ensure these are more representative of the broader school community.
- Staff use a variety of methods well to communicate the work of the school to parents. These include emails, social media posts, newsletters as well as the regular 'Lochend Lowdown' videos. Parental engagement with these communication channels and parental attendance at in-school events is increasing. Staff should continue to promote the work of the school and develop further parental communication. They should improve their approaches around communication with parents to inform them about their child's progress.
- An increasing number of parents have expressed an interest in supporting the work of the Parent Council. Currently the Parent Council is undergoing a period of change as many members have left recently. The Parent Council should take a greater role in identifying and reviewing school improvement priorities.

2.1 Safeguarding

- Following the inspection, the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

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

- Most staff demonstrate caring and supportive relationships with young people across the school community. This, along with the visibility and responsiveness of senior leaders, is supporting the majority of young people to feel safe in calm and positive environments. All staff are aware of the context of the school and increasingly have a greater understanding of factors impacting on young people's wellbeing and learning. This is beginning to increase staff confidence in supporting young people's wellbeing.
- Almost all young people have an awareness of wellbeing indicators and know how to seek support for their wellbeing. Most young people are positive about their relationship with their pastoral care teachers and other trusted adults, including partners. This helps young people to discuss any concerns about their wellbeing.
- Young people are aware of the importance of maintaining positive mental health and wellbeing. This is supported effectively by a range of wellbeing partners who engage in targetted work with young people. Staff are currently updating the personal and social education (PSE) curriculum to take account of relevant national guidance. Through these classes, young people value the opportunity to reflect upon and engage with their wellbeing. Staff should continue with these developments, involving young people, to ensure this programme reflects fully the local context and young people's needs. Young people need to experience progressive learning and develop a strong understanding of how to improve their own wellbeing.
- Staff have established a well-planned pastoral transition programme with their associated primary schools. All young people who take part benefit from opportunities to build relationships with peers and secondary staff through a range of activities and visits. Effective arrangements are in place to support those who require an enhanced transition, in collaboration with a range of well-considered partners. These approaches contribute positively to learners' wellbeing during transition. In moving on from school, young people are supported well by a range of employability partners to ease their transition to further learning and employment. A few young people are being supported to develop skills for learning, life and work thorough targeted interventions such as Career Ready. Staff and partners deliver tailored groupwork to small groups of young people. A few young people are accessing work experience opportunities through discussion at the JEM group. A well-established collaboration between staff and effective partners is supporting positive post-school destinations very well.

- Staff and young people working together have achieved accreditation for their initial work on children's rights. These developments are at an early stage. Rights-based approaches are not yet evident consistently in classrooms and the promotion and development of this work is not yet visible around the school or clearly understood by young people. As a result, young people are not fully aware of the United Nations Convention on the Rights of the Child (UNCRC) charter and its importance and relevance to their lives. Senior leaders should accelerate progress in this area to help more young people feel that they are respected by their peers.
- The newly established pastoral care team are at the early stages of developing the tracking of young people's wellbeing. This should support staff in building their understanding of young people's wellbeing and allow them to strategically respond most effectively to the needs of individuals and groups of young people. Senior leaders and staff should now review the wellbeing and mental health strategy to ensure a coherent whole-school approach.
- Staff fulfil their statutory duties in relation to child protection and are aware of their responsibilities in relation to GIRFEC (Getting it Right for Every Child). Senior leaders, pastoral care and support for learning staff know young people very well. They monitor closely the wellbeing, attendance and progress of young people requiring additional support, including a focus on care-experienced young people. This is ensuring that all young people requiring support are considered for interventions in response to emerging issues. This is leading to improved outcomes for individual, targetted young people, supported well by a range of appropriate partners.
- Staff are at the early stages of developing effective approaches to measure more effectively the impact of interventions. As a next step, senior leaders and staff should ensure that planning for young people is consistently high quality. This should be in line with national guidance and include clear, measurable outcomes linked to wellbeing and learning. Staff need to review more effectively the progress of young people against these outcomes to inform further planning.
- Senior leaders, support for learning and pastoral care staff provide teachers with robust information regarding the wellbeing and learning needs of young people. As a result, staff are increasingly aware of the needs of young people in their classes who require additional support. Staff across the school need to use this information more effectively to improve universal provision for young people. Senior leaders should work with all staff and young people to develop further their approaches to inclusive practice. This should include, for example, staff using a consistent approach to ensuring the learning environment is accessible and inclusive for all young people.
- Almost all young people are aware of how they can report concerns in relation to bullying and equalities in line with the school's Bullying and Equalities Charter. Senior leaders and staff respond well to, and record consistently, all reported incidents of bullying. Senior leaders and pastoral care staff have identified themes emerging from recorded incidences of bullying. However, the majority of young people are unaware of how the school deals with incidences of bullying. Moving forward, senior leaders should work with all stakeholders in the school community to review and agree approaches to addressing bullying. They should ensure all members of the school community have a clearer understanding of how bullying is addressed.
- Senior leaders have prioritised improving young people's attendance. Through the development of a more strategic approach, they have implemented clear processes to monitor

and support young people to attend school regularly. Senior leaders and pastoral care staff have piloted an attendance mentoring programme and successfully introduced the pathways re-engagement resource for young people facing significant barriers to attendance. These have supported individual young people to increase their attendance. Overall, however, attendance has declined in each of the last five years and is currently substantially below national levels. The majority of young people have an absence of more than 10%. There are a few young people on a part-time timetable and there have been a few exclusions this session. An important next step is for senior leaders to ensure that their exclusion process follows national guidance and that all young people on part-time timetables are receiving their full entitlement to education.

- Young people have opportunities to develop their knowledge and understanding of equality, diversity and multi-faith issues in a few curricular areas and through whole school focus events. Young people would benefit from learning in more depth across the curriculum about the importance of equalities and protected characteristics. Staff should work together to identify further opportunities for young people to develop knowledge and skills through relevant and meaningful contexts. This needs to support young people to be confident in challenging discrimination and intolerance.
- Young people would welcome a greater number of opportunities to celebrate diversity and inclusion. Whilst a few young people were involved in a project to challenge racism and shared lived experiences with staff, senior leaders are not yet able to evidence that approaches to developing a more inclusive school culture are leading to improvements in this area. Senior leaders should now involve more effectively young people in leading and influencing the direction of the school's work on equality and diversity. The Equality Strategy Group should proceed with plans to provide opportunities to raise awareness of and celebrate diversity and difference across the school.

3.2 Raising attainment and achievement

weak

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

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

- Senior leaders acknowledge that the attainment of most young people requires significant improvement. Overall, attainment has declined over the past three years against previous levels as well as comparators. Senior leaders are raising expectations and aspirations across the school community to support more effectively young people to achieve their best. They have introduced recently systems and processes to ensure staff understand better young people's progress. Although this work is at a very early stage, staff are beginning to use data more effectively to understand barriers to young people's attainment. This includes understanding the impact of low attendance as a barrier to young people attaining well.

Attainment in literacy and numeracy

BGE

- In 2023/24, most young people achieved CfE third level with a minority attaining CfE fourth level in literacy by the end of S3. In 2023/24, most young people achieved third CfE level numeracy with a few young people achieving CfE fourth level by the end of S3. Young people's attainment in literacy and numeracy is generally decreasing between 2021/22 and 2023/24 and is substantially below local and national levels.
- Staff who lead on improving literacy and numeracy are developing strategies to raise young people's attainment. Staff are allocating additional time to numeracy in the BGE to strengthen and consolidate young people's skills. Staff are developing currently improvement strategies including reading and numeracy programmes, and intervention groups such as paired reading and supported numeracy.
- Senior leaders recognise that further work is required to improve the accuracy of staff's judgements about young people's achievement of a level in the BGE, particularly in numeracy. They should proceed with plans to work with primary colleagues to increase moderation activities.

Senior phase

Leavers

- Between 2019/20 and 2023/24, generally a majority of young people left school with SCQF level 5 or better in literacy. Between 2021/22 and 2023/24, performance is significantly much lower than the virtual comparator (VC). A minority of young people achieved SCQF level 6 or better in literacy between 2019/20 and 2023/24. Performance at SCQF level 6 for four out of five years from 2019/20 to 2023/24 is significantly lower or much lower than the VC.

- In 2022/23 and 2023/24, a majority of young people left school with SCQF level 5 in numeracy, in line with the VC in 2022/23 and 2023/24 having been significantly much lower than the VC in 2021/22. In 2023/24, a few young people left school with SCQF level 6 in numeracy, significantly lower than the VC. Young people are not attaining well enough at SCQF level 6 and performance has been significantly lower or much lower than the VC in three of the latest five years since 2019/20.
- A minority of young people who require additional support with their learning left school with levels of literacy and numeracy qualifications at SCQF level 5 or better between 2021/22 and 2023/24. This is below comparators and national levels. Senior leaders have introduced approaches to inform staff more effectively about young people's additional support needs.
- Senior leaders are supporting staff to use attainment data more effectively to identify young people who may be at risk of leaving school without appropriate qualifications. This is leading to staff offering targeted support which is improving outcomes for a few identified learners.

Cohorts

Literacy

- At S4, a minority of young people achieved SCQF level 5 or better in literacy between 2020/21 and 2024/25. This has been significantly much lower than the VC in the three-year period from 2022/23 to 2024/25, having been significantly lower than the VC in the two previous years.
- By S5, as a percentage of the S5 roll, just over half of the cohort of young people achieved SCQF level 5 or better in literacy in 2023/24 and 2024/25. This is significantly much lower than the VC, having been in line previously in 2022/23 and then significantly much lower than the VC in 2021/22. Performance at this level has declined from 2020/21 to 2024/25. Between 2020/21 and 2024/25, a minority of young people achieved SCQF level 6 or better. This is significantly much lower than the VC in 2023/24 and 2024/25, having been in line with the VC in the preceding two years.
- By S6, as a percentage of the S6 roll, generally most young people achieved SCQF level 5 or better and performance has been in line with the VC between 2020/21 and 2024/25. A minority of young people achieved SCQF level 6 in literacy in 2024/25 and this was significantly much lower than the VC in 2023/24 and 2024/25 with this measure at its lowest level in the five-year period from 2020/21.

Numeracy

- At S4, a minority of young people achieved SCQF level 5 or better in numeracy in 2023/24 and 2024/25, the lowest levels across the five-year period from 2020/21 to 2024/25. In 2024/25, performance is significantly much lower than the VC and it was significantly lower than the VC in 2023/24. In 2022/23, just over half of the cohort attained this level, in line with the VC.
- By S5, as a percentage of the S5 roll, a minority achieved SCQF level 5 or better in numeracy in 2024/25, significantly much lower than the VC. Performance at SCQF level 5 is at its lowest level since 2021/22 to 2023/24, when a majority of young people achieved at this level and this was in line with the VC. Between 2020/21 and 2024/25, a few young people achieved SCQF level 6 in numeracy. This has been significantly much lower than the VC for four out of the last five years between 2020/21 and 2024/25. Performance at SCQF levels 5 and 6 are generally decreasing from 2022/23 to 2024/25.

- By S6, as a percentage of the S6 roll, most young people achieve SCQF level 5 or better. Performance at this level fluctuates but has been in line with the VC from 2022/23 to 2024/25. Between 2021/22 and 2024/25, a few young people achieved SCQF level 6 in numeracy, significantly much lower than the VC over this period.
- There is a notable difference between the young people who gain the literacy award as opposed to the full course qualification in English and a sizeable gap for numeracy.
- Young people's presentation levels and attainment in National Qualifications (NQs) in English and mathematics at National 5 and Higher level are generally below national levels, and falling in the past two sessions, 2024 and 2025. Entries and attainment for National 5 Applications of Mathematics are increasing and similar to national levels.
- Generally, young people's attainment in literacy and numeracy does not show consistent patterns of improvement and many measures have fallen over the last three years. In this current session, 2025/26, staff are presenting a greater number of young people for appropriate qualifications in literacy and numeracy. Staff should explore an increased range of pathways for young people to achieve literacy and numeracy qualifications and develop these important skills.

Attainment over time

BGE

- Senior leaders implemented recently new approaches to measuring young people's attainment over time in curriculum areas outwith literacy and numeracy. They recognised that data gathered over the past few years is highly variable and unreliable. Senior leaders are supporting staff well to engage in work to strengthen their assessment judgements and understand better young people's progress through a level. This work is at a very early stage and staff are not yet able to use this data to demonstrate young people's attainment over time. Senior leaders should continue to support staff to strengthen the reliability of this data. Going forward, it is crucial that all staff use data to support young people's transition to the senior phase and plan the most aspirational pathways.

Senior phase

Improving attainment for all

Leavers

- Attainment for the lowest attaining 20% of young people, when using average complementary tariff scores, has been in line with the VC between 2019/20 and 2023/24. Performance of the middle attaining 60% of young people's is in line with the VC in 2023/24, having been significantly lower than the VC in two out of the last five years since 2019/20. With the exception of 2020/21, attainment of the highest attaining 20% of young people is either significantly lower or much lower than the VC between 2019/20 and 2023/24. Generally, young people's attainment from 2019/20 to 2023/24 fluctuates with no clear pattern of improvement.
- Generally, the attainment of leavers who require additional support with their learning is similar to the VC.

Cohorts

- At S4, and by S6 based on the S6 roll, attainment of the lowest attaining 20% of young people is generally in line with the VC but showing patterns of decline. Young people's performance in S5 for this measure is significantly lower than the VC in 2024/25.
- At S4, the attainment of the lowest attaining young people is in line with the VC between 2020/21 and 2024/25, although not showing a pattern of improvement. The attainment of the middle attaining 60% of young people is generally decreasing and in 2023/24 and 2024/25, performance is significantly much lower than the VC having been previously in line with the VC. The attainment of the highest attaining 20% of young people is generally falling and in 2023/24 and in 2024/25, this was significantly much lower than the VC, having been significantly lower than the VC in the preceding two-year period.
- By S5, based on the S5 roll, the attainment of the lowest attaining 20%, middle 60% and highest attaining 20% of young people has been showing notable patterns of decline between 2022/23 and 2024/25, and was significantly lower than the VC for the lowest attaining 20% of young people and significantly much lower for the middle attaining 60% and highest attaining 20% of young people in 2024/25. Previously for S5 between 2020/21 and 2023/24, performance was in line with the VC.
- By S6, based on the S6 roll, attainment of the lowest attaining 20% of young people is in line with the VC. The attainment of the middle attaining 60% of young people is inconsistent and is significantly lower than the VC in 2024/25 having been in line with the VC between 2020/21 and 2023/24. The attainment of the highest attaining 20% of young people has been significantly much lower than the VC in two out of the three years from 2022/23 to 2024/25.
- Senior leaders acknowledge that there are important weaknesses in young people's attainment. They now meet regularly with middle leaders to review young people's progress. Middle leaders are beginning to use data to identify gaps in young people's attainment and to inform interventions. These include, for example, supported study and individual mentoring.

Breadth and depth

- A few young people across the senior phase do not complete any courses in a session and this number has generally increased between 2022 and 2024. Senior leaders and staff are considering how to increase young people's pathways by offering awards beyond National Qualifications (NQs). Very few faculties offer progressive and consecutive courses outwith National 5 and Higher level. It is important that senior leaders and staff continue to explore learning pathways which ensure young people are undertaking the most progressive and aspirational range and level of courses in line with their needs and abilities.
- Across all curriculum areas, young people's attainment has important weaknesses and is generally declining on previous levels. Senior leaders are supporting middle leaders to raise attainment. They should build on positive work undertaken recently which has supported middle leaders to understand better their roles and responsibilities in improving young people's attainment across all subject areas. Middle leaders need to improve presentation levels and support young people more effectively to complete successfully an appropriate range of courses.
- In 2024/25, over a quarter of young people were dual presented for two or more courses at National 4 and National 5.

- Almost all young people are presented for five or more courses at S4. A minority of young people gained five or more awards at SCQF level 4 or better between 2021/22 and 2024/25. Generally, performance at this level is decreasing and significantly lower than the VC in 2023/24 and 2024/25. A minority of young people achieved three or more courses at SCQF level 5C or better with a few achieving five or more between 2021/22 and 2024/25. Performance of young people gaining five or more qualifications at this level has been significantly much lower or lower than the VC for four out of the five years from 2020/21 to 2024/25. By 2024/25, young people are generally attaining substantially less than 2020/21 levels.
- By S5, as a percentage of the S5 roll, generally a few young people achieved two or more to five or more awards at SCQF level 6C or better in 2023/24 and 2024/25. Notably, fewer young people are presented for qualifications at this level than the VC. Generally, performance for one or more to three or more qualifications at this level is significantly lower than the VC in 2024/25, having been previously in line with the VC. Performance at these levels for one or more to five or more courses shows clear patterns of decline between 2022/23 and 2024/25.
- By S6, as a percentage of the S6 roll, a minority of young people achieved four or more awards at SCQF level 6C or better in 2023/24 and 2024/25. Performance of young people at three or more awards has been significantly much lower than the VC in three out of the five years from 2020/21 and for two years for four or more awards. A few young people gain five or more awards at this level in 2024/25, in line with the VC in 2023/24 and 2024/25. Performance has declined in 2024/25 and is variable over time with no clear pattern of improvement.
- As a result of strong partnership working, such as the Glasgow University top-up programme, a few young people generally achieve one or more awards at SCQF level 7C or better from 2020/21, rising to a minority in 2024/25. This is in line with the VC and the percentage of young people attaining at this level has increased between 2022/23 and 2024/25, having previously been significantly lower or much lower than the VC.

Overall quality of learners' achievement

- Staff have developed a successful approach to timetabling planned activities for young people to achieve. As a result, most young people achieve well across the school. Young people are gaining communication, collaboration and social skills through the LGA clubs.
- A minority of young people in the senior phase are developing important leadership skills through planned activities in S6. This includes organising events and helping younger peers to improve their literacy and numeracy. Young people recognise that they are developing confidence, independence and organisation skills which are useful for future pathways. Staff should work with young people to address gaps for learners in S4 to benefit from planned achievement activities.
- Young people develop valuable skills and make meaningful contributions to the life of the school through a range of activities to achieve beyond the timetabled school day. These are offered by a range of staff and well-considered partners. Young people's participation in clubs, leadership roles, events, wellbeing activities, and excursions promote engagement, confidence, and personal growth. These positive experiences help maintain strong relationships with young people and contribute to their success in transitions from school.

- Young people value the range of methods staff use to recognise and celebrate their achievements. This includes social media, assemblies, rewards, communication with parents/carers, videos, and newsletters. Young people are proud of their success, and this recognition increases their motivation to achieve further. Staff should continue to develop approaches for young people to share achievements from outwith school.
- An increasing number of young people receive accreditation for their achievements. Staff should continue to increase the qualifications that young people could gain, particularly through partners.
- Young people are increasingly able to describe the skills they are developing from achievement activities. Staff should continue with their planned next step to develop a robust tracking system to capture all young people's achievements. In doing so, they should help young people more systematically to understand the skills they are developing and how these apply across the curriculum.

Equity for all learners

- When compared using average complementary tariff scores, the attainment of young people leaving school who live in Scottish Index of Multiple Deprivation (SIMD) deciles one and two is in line with the VC in 2023/24. Performance fluctuates and does not show a consistent pattern of improvement over time.
- Senior leaders allocate PEF to improve young people's wellbeing, attendance and engagement. This work is not yet impacting on the attainment of most young people who face socio-economic disadvantage who generally perform substantially below peers in comparative circumstances. As a priority, staff need to raise attainment and accelerate progress for young people impacted by poverty, in line with national expectations. Staff also need to demonstrate evidence of closing poverty related attainment gaps.
- Staff work very well with partners such as SDS, further and higher education providers, employers and community partners to ensure continued positive destinations for learners. As a result of this effective and impactful work, almost all young people progressed to a positive destination on leaving school between 2019/20 and 2023/24. Over this five-year period, this has been significantly much higher than the VC.

Context

The Enhanced Nurture Provision (ENP) is a co-located specialist unit within Lochend Community High School, and is led by a deputy headteacher and principal teacher. The majority of teachers have recently been deployed to the provision. Placements are agreed by the area inclusion group. Young people who attend have a range of significant additional support needs. At the time of inspection there were 32 young people supported across S1-5. There are four classes within the provision. Approximately one third of the pupils access some mainstream classes as part of their timetable.

Leadership of change

- The Enhanced Nurture Provision (ENP) is led well by the deputy headteacher and principal teacher. There have been significant changes within the provision over the past year, for example, there are now four classes within the ENP which has doubled the learning spaces. The extra learning areas allow for smaller classes. Staff set classes effectively based on the learning profiles and needs of the young people. Senior leaders and staff should continue to review and monitor the impact of the changes made recently. They should ensure they are maximising opportunities for young people to access a broad and balanced curriculum.
- Teachers in the ENP engage in professional dialogue together and benefit from each other's experience. Support staff play an important role in supporting the continuous improvements within the ENP. They appreciate the opportunity to lead learning, for example within nurture, and to undertake professional development to understand and meet better the needs of young people. As planned, senior leaders should make provision for all staff to access professional learning relevant to their role.
- Senior leaders track the progress of the ENP improvement plan at three points within the year. Their planning is in line with the whole school improvement targets and tailored to ensure the focus of the unique needs within the ENP. Teachers were involved in identifying areas for improvement within the provision. Young people and parents do not currently contribute to improvement planning. Senior leaders and staff should explore ways to ensure young people and parents have their voices heard as part of this process.
- Approximately one third of the young people within the ENP attend some mainstream classes, in line with their bespoke timetables. Senior leaders and staff share practice and information with whole school staff, to ensure that there are consistent supports in place for young people to access more classes across the school. The principal teacher has been leading on neurodiversity awareness professional learning at a whole school level. Senior leaders and staff should continue to build on this, to upskill all staff in supporting young people's learning and wellbeing needs.

Learning, teaching and assessment

- All young people benefit from very warm and positive relationships with staff. Most young people are motivated, happy and confident when engaging in their learning. This is especially evident when they participate in activities such as media studies, science and art lessons. The majority of young people respond well to questions and instructions and feel comfortable to express their feelings and views. Staff praise and encourage young people well.
- Teachers and support staff in the ENP have a strong understanding about the individual needs of young people. Class profiles provide helpful information on individual pupil needs. Most teachers share the plan of the lesson with young people at the beginning, with a few explaining the learning intentions and success criteria effectively. Teachers should ensure that all lessons provide appropriate differentiation, pace and challenge for all young people. Young people have access to a digital device to support their learning, and the majority of young people use these effectively to access tasks, supportive software and revision materials.
- Staff assess learning mainly by observation, professional judgement and formative assessment approaches. Teachers have been attending curricular moderation activities with mainstream colleagues, but ASN links have not yet been established. Senior leaders should explore opportunities for all teachers within the ENP to have planned opportunities to moderate with colleagues in other schools.
- Staff plan over different timescales, but planning does not yet incorporate assessment. Senior leaders and staff use the whole school tracking and monitoring system and are exploring ways in which they can track the smaller steps of progression for young people. Senior leaders and staff need to have clear processes in place for planning to support young people working towards their individualised targets.

Ensuring wellbeing, equality and inclusion

- Young people are included as a result of strong relationships with staff and peers. At the beginning of the school year, senior leaders and staff introduced a breakfast club for all young people within the ENP. Young people benefit from this soft start approach as it helps them smoothly transition into school at the start of each day.
- Young people share that they feel safe and cared for within the ENP, and all have a key person they can approach with any questions or concerns. Within each classroom, teachers have created calm areas which young people access when required. Young people all have wellbeing assessment plans in place, which are updated alongside pupil profiles, ensuring that young people's wellbeing needs are well met. Parents are positive about the support their young people receive with their wellbeing.
- All staff have a clear understanding of their statutory duties and responsibilities. They participate well in professional learning, including safeguarding and meeting learners' needs. They also ensure that young people have a voice contributing to their wellbeing plans and learning targets. Staff focus on improving young people's social and emotional wellbeing. All young people have opportunities to meet with staff regularly for one-to-one discussions. These help young people to feel safe, supported and help them to identify issues that may impact on their learning.

- Almost all young people using the ENP are calm, settled and behave well. A few young people display dysregulated behaviour at times as a result of their support needs. Staff use a range of effective strategies and approaches to support young people with their behaviour. In most cases staff support young people to re-engage in their learning successfully following a period of challenging or dysregulated behaviour. Staff need to continue to review incidents and record appropriately young people's attendance in line with national guidance.
- Teachers produce bespoke timetables to meet young people's personalised needs. This supports most young people to achieve well. Almost all young people do not access a full school week in line with their mainstream peers. Senior leaders and staff need to continue to identify ways for all young people to access a full curriculum in line with their mainstream peers where appropriate.

Raising attainment and achievement

- Across the BGE, all young people within the ENP are making good progress towards individualised targets for literacy and numeracy. At the senior phase, young people are making good progress towards their NQs in literacy and numeracy.

Literacy, English and communication

- Almost all young people engage well during English and literacy lessons. They use their listening and talking skills to discuss articulately different genre of films during media studies lessons. Young people enjoy visits to the library and are encouraged in class to read aloud and share with their peers where appropriate. In the BGE, young people work on core skills to support writing, helping to develop areas such as parts of speech, sentence structure and spelling strategies. Young people work on creative writing tasks using their digital devices to present their work to their peers. Young people benefit from a range of interventions that support their literacy. Young people would benefit from access to a greater variety of approaches when learning literacy concepts.

Numeracy

- Young people are working appropriately with number. They are applying their understanding of number to everyday meaningful contexts such as wage slips. In the BGE, young people are learning key numeracy strategies, for example the order in which numerical calculations should be carried out using the four basic operations. Young people use concrete materials well to enhance their learning. At the senior phase, young people make good use of study support time within the ENP to work on their individual programmes of work at NQ level. Young people would benefit from opportunities to apply their learning within a range of contexts.
- The majority of young people in the senior phase are attaining an appropriate level of NQs at National 2 to Higher in numeracy. A few young people have the potential to achieve further.

Attainment over time

- In the BGE, young people are working across CfE from early level to second level. Most young people are making progress towards their individual targets over time, however there is scope for young people to further attain and achieve. Almost all young people at the senior phase have achieved an appropriate range of NQs at National 2 to Higher. These include modern studies, biology, history and art. A few young people at the senior phase are capable of gaining more qualifications, including at a higher level.

Overall quality of learners' achievements

- Young people are developing confidence and skills through participation in activities such as eco-group work, the Duke of Edinburgh's Award and the football partnership programme. Young people in the senior phase participate in work placements to gain skills for life, learning and work. For example, they are building skills in employability and teamwork through participating in painting and decorating and furniture building experiences. Young people value these opportunities. Staff support young people very well through points of transition. They are supported to attend college, preparing them well for their post-school destination. As a result, over the past two years almost all young people have successfully moved to positive destinations within local college provisions.

Equity for all learners

- All staff have a strong understanding of young people's social, economic, and cultural context. They understand and take account of the impact of a range of other factors such as wellbeing and learning needs and family circumstances. Staff provide support for families to support young people's engagement in learning and to overcome barriers around the cost of the school day. Parents highly value the regular communication and support provided by the ENP staff. This is having a positive impact on young people's attendance, attainment and achievement. Senior leaders and staff should continue to identify creative ways to support all young people to attend school regularly.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.