

Summarised inspection findings

King's Park Secondary School

Glasgow City Council

16 December 2025

Key contextual information

School Name: King's Park Secondary School
Council: Glasgow City Council
SEED number: 8435138
Roll (October 2025): 919 young people

King's Park Secondary School is a non-denominational secondary school serving the south side of Glasgow. The headteacher has been in post for 13 years and is supported by four deputy headteachers, as well as two associate deputy headteachers. The associate deputy headteachers have substantive principal teacher posts in the school.

The school includes the Caledonia Centre, which supports 31 young people with moderate learning difficulties.

Attendance is generally in line with the national average and has been increasing since session 2023/24. Exclusions are generally below the national average. In September 2024, 32.7% of pupils were registered for free school meals. In September 2024, 26.7% of pupils live in the 20% most deprived data zones in Scotland.

In September 2024, the school reported that 55% of pupils had additional support needs (ASN).

In November 2025, the school reported that 27% of young people had English as an additional language (EAL). In November 2025, the school reported that 40% of young people attend the school on placing requests from across the city and neighbouring local authorities.

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
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- The headteacher is a compassionate and highly effective leader. She is respected across the school community for her commitment to seeking the best provision and outcomes for young people and staff. The headteacher's core values drive her high ambitions for all. She provides clear strategic direction and empowers staff to be an integral part of the improvement journey. Senior leaders carry out their roles very effectively and provide a strong and coherent team approach to all aspects of school improvement.
 - Senior leaders led stakeholders through an extensive review of the school's vision and values last session. The school community have quickly adopted the values of kindness, ambition, respect and equality. Young people and staff model the values in almost all daily interactions. The community identified that the established vision of 'Believe and Achieve' remained relevant and appropriate. The vision and values underpin the strategic direction of the school.
 - Senior leaders work effectively with staff to select appropriate improvement priorities and to manage the pace of change very well. They lead stakeholders in a rigorous self-evaluation process to identify priorities for, and to measure the progress of, the school improvement plan (SIP). Almost all teachers and most staff feel their opinions are valued and considered by senior leaders. This motivates staff to contribute ideas and to lead aspects of change. Middle leaders mirror the priorities of the SIP in their departmental improvement plans (DIP) to demonstrate how departments contribute to whole school improvements. Senior leaders should continue to improve the ways that they communicate the impact young people have on identifying improvement priorities. This should help all young people to understand better the impact of their contributions to school improvement. Senior leaders should continue to refine their approaches to measuring the impact of improvements. This will help them to demonstrate the outcomes of strategic change clearly and continue to drive their improvement journey.
 - Senior and middle leaders undertake robust and regular evaluation of the SIP and DIPs. Staff engage with colleagues in the local area and from across the country to evaluate fully the provision being offered to young people. The range of well-judged quality assurance and self-evaluation activities happening across the school is highly effective. Teachers are actively encouraged to network with colleagues from other establishments regularly. This is supporting improved classroom experiences for young people.
 - Middle leaders work together purposefully and lead their departments confidently, maintaining a focus on supporting improvements to provide a high standard of provision. Senior leaders are very well supported by the strong leadership provided by almost all middle leaders. Senior leaders ensure middle leaders have time to focus on regular and meaningful professional discussions and activities. Middle leaders support each other well to maintain a relentless focus on improving experiences for young people. Middle leaders have regular and robust

discussions with staff in departments regarding pedagogy and tracking and monitoring. This is leading to improved and more consistent learning experiences for young people.

- Senior leaders have embedded a strong culture of collaboration and learning together across the staff team. They demonstrate well their commitment to ongoing professional learning to improve their own knowledge and pedagogy. They are highly ambitious for staff and model very high expectations of all. Staff are inspired by this and actively seek to improve their practice through high-quality professional learning. All teachers are part of the well-established professional learning communities where they engage with education research and pedagogy in order to improve learner experiences. This learning and collaborative working has resulted in significant improvements to areas such as digital learning, inclusive practice and meeting the needs of all learners. Senior and middle leaders use self-evaluation appropriately to identify strong teaching approaches. Teachers share high-quality learning and teaching strategies confidently with colleagues. This is supporting effective practice to be embedded widely.
- All teachers participate in regular professional review and development activities. This is linked successfully to the General Teaching Council for Scotland's professional standards. Staff identify aspects of the SIP and DIPs that match well with their professional development needs and interests. A majority of staff lead on significant aspects of whole school improvements, as a result. Senior and middle leaders developed a high-quality professional learning programme, to compliment one offered across the local authority, to ensure the many staff aspiring to leadership positions continue to develop their skills, knowledge and experience.
- The leadership of young people is a major strength of the school. There are many examples of young people acting as highly effective agents of change across their school community. Staff facilitate a relevant, purposeful and wide variety of leadership groups for young people, including Youth Parliament and diversity ambassadors. A majority of young people contribute significantly to identifying and leading improvement priorities through these groups. Young people evaluate learning and teaching purposefully in departments and across the school. They respond to surveys regularly and use 'How good is OUR school?' to evaluate experiences. Positively, they take part in learning walks, capturing strengths and development needs. Middle leaders and teachers use young people's feedback meaningfully to reflect on learners' experiences and to share approaches young people feel work well. Young people articulate the impact their observations have on improving pedagogy across curricular areas.
- Staff's collaboration with a range of partners, such as Skills Development Scotland (SDS) and Developing the Young Workforce (DYW) staff, helps young people to achieve positive post-school destinations. Staff and partners support learners at risk of not achieving a positive destination. Increasing numbers of young people make a positive transition to further training or employment.
- Senior leaders have a clear vision for developing the curriculum in line with DYW priorities. They are beginning to embed these priorities into their curriculum design. The SIP and DIPs include reference to developing young people's meta-skills. Staff with responsibility for careers education meet regularly to plan the DYW strategy. They should continue this work to ensure a clear, strategic DYW plan is embedded widely.

2.3 Learning, teaching and assessment

good

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

- Young people learn in a calm, nurturing and purposeful learning environment. Almost all staff foster caring and mutually respectful relationships with young people. Almost all young people demonstrate positive and respectful behaviours well. The school's refreshed values and policy on promoting a positive learning environment was shaped by young people, staff and partners. The principles of 'Ready, Respectful and Safe' ensure high expectations of behaviour and engagement. It is consistently applied by almost all staff. The school's updated mobile phone policy removes distractions which previously impacted on young people's learning.
- A majority of young people play a key role in evaluating and improving learning, teaching and assessment. For example, young people shaped the whole school's approach to learner conversations and the improved use of digital platforms. Teachers routinely adapt courses, resources and timelines in response to young people's helpful feedback.
- Most young people engage well with their learning. They are motivated and enthusiastic to learn. They participate well during class discussions, group and individual work. Young people are particularly enthusiastic when working collaboratively with peers or leading aspects of their learning. A majority of teachers offer young people high-quality, regular opportunities for active learning. A minority of teachers should continue to review their balance of teacher-led and active activities to motivate and engage all learners further.
- Staff across the learning community worked well together to co-create an effective learning, teaching and assessment strategy. This is helping almost all staff to use established classroom routines well to ensure young people understand what is expected of them and are prepared to learn. They provide strong starter activities to help focus learners, share the purpose and success measures of learning routinely, and use plenaries well to review progress. A few teachers support young people to co-create their success criteria meaningfully. This empowers young people to take increased ownership over their progress in learning. This practice should be shared widely and embedded. All teachers should ensure they review success criteria during learning to check for understanding.
- Most teachers provide clear and explicit instructions that young people understand. In most lessons, teachers use questions well to check for young people's understanding. In a minority of lessons, teachers use well-considered and challenging questions to ensure young people think deeply about, and prompt curiosity in, their learning. This practice should be developed further across the school. Most teachers offer an appropriate pace to learning. They break up tasks and activities well and use timed activities to ensure learning moves forward briskly. Senior leaders identify appropriately the need to improve the levels of challenge young people experience in their learning, particularly in the broad general education (BGE).

- Most teachers demonstrate that they know young people and their needs very well. They adapt the learning environment successfully to include all learners. Support for learning (SfL) staff provide helpful information and high-quality strategies designed to support individual learners. Staff use this information effectively to plan appropriate strategies to meet learner's needs. Young people use their individual digital devices skilfully and routinely to support their learning, including translator applications for young people with EAL. This allows young people to take greater responsibility over the support they require and allows them to access it discreetly.
- A majority of staff's highly effective use of digital technology is enhancing learner experiences. For example, young people create video tutorials to demonstrate their knowledge, and to support the learning of their peers. Positively, a majority of teachers use digital platforms well as part of their formative assessment strategies. They use matrix barcodes, online assessments and quizzes to check learner's understanding. A few teachers use voice notes positively to provide timely feedback to learners. Teachers should continue to expand their use of digital technology to provide rich and creative learning experiences.
- Most teachers plan learning, teaching and assessment in an integral way. They understand the importance of using a range of high-quality assessment strategies to measure young people's attainment. These include well-considered formative and summative assessments that provide clear evidence of progress in learning. Teachers use information gathered from assessments to inform their planning for young people's next steps in learning. A few teachers use self and peer assessment tasks purposefully to help young people reflect on their learning.
- Teachers in all departments moderate and share standards in assessment within the school and local authority. They collaborate effectively with partner schools as part of a learning trio and use local curriculum networks effectively to develop a shared understanding, and application, of national standards. Staff in a minority of departments work effectively with primary colleagues to develop common approaches to learning, teaching and assessment. This is helping teachers to plan young people's progress in learning better at the point of transition. Around half of teachers undertake Scottish Qualification Authority (SQA) duties and share their learning with colleagues to ensure national standards are applied rigorously.
- Staff are developing their use of learner conversations with young people in the senior phase. Almost all teachers adopt a common approach which is helping young people to understand their progress. Young people speak confidently about working and target grades and next steps in learning. Staff also use feedback received during learner conversations well to plan for improvements to courses, as well as to tailor learning experiences to meet the needs of all learners. Senior leaders and staff should, as planned, continue to embed this high-quality approach by extending it to all young people in the BGE.
- All teachers plan learning in the BGE appropriately using Curriculum for Excellence (CfE) experiences and outcomes. In a few departments, staff have carefully mapped their learning intentions and success criteria to CfE experiences and outcomes in course plans. This helps teachers to plan how young people develop skills progressively over time.
- Middle leaders use rigorous approaches to track and monitor young people's attainment. They use this information to plan support for young people who are not on track in their learning. Teachers are becoming increasingly skilled in using data to identify those who require an intervention. They ensure interventions are timely and appropriate.

2.2 Curriculum: Learning pathways

- Staff make improvements to the curriculum to meet the needs of all learners. Stakeholders have supported staff well to develop an aspirational vision for the curriculum. This is captured well in a clear rationale document, underpinned by the school's vision and values.
- Staff work with primary colleagues very effectively to support learners as they transition to secondary school. Staff plan a range of well-considered transition projects to help children to make links between their learning in primary and secondary curriculum areas. A few young people benefit from a dedicated transition class as they move into S1. This supports their accelerated progress in literacy and numeracy and helps them settle into the school.
- Senior leaders and staff recognise the importance of building young people's skills for learning, life and work through the curriculum. They introduced a strong project-based learning curriculum for young people in S1 and S2. This programme was co-constructed with young people. Staff provide quest challenges planned to develop young people's meta-skills and to provide them with increased opportunities for personalisation and choice in their learning.
- Young people experience their entitlement to a rich BGE curriculum from S1 to S3. They experience choice by selecting within curricular areas as they move into S3. This includes a range of carefully considered and enriching masterclasses. Young people in S4 select six courses. Young people in S5 and S6 select five courses. All young people in the senior phase continue to develop their skills by selecting from personal development options.
- Staff in almost all departments use a greater range of awards and courses, beyond National Qualifications (NQ), in the senior phase. This is ensuring a flexible approach to meet the needs of young people. Staff should continue to develop the offer of awards further by developing well-understood learner pathways that young people access as they move through the senior phase. This will support young people's greater breadth and depth of learning. Staff should continue to link with partners, including local colleges, to extend the use of work placement opportunities and Foundation Apprenticeships as part of the curriculum offer.
- Pupil Support (PS) and SDS staff provide high-quality advice and support to young people planning their future learning and career aspirations. Staff work effectively with a range of partners to provide a few young people with bespoke learning opportunities designed to develop their skills. These include programmes offered by Rangers Charity Foundation and Castlemilk Youth Complex. Young people involved demonstrate positive outcomes, such as developing leadership skills.
- All staff contribute effectively to the development of young people's literacy, numeracy and health and wellbeing as a responsibility of all. Young people in S1 to S6 receive two periods per week of high-quality physical education. They receive learning in religious and moral education in S1 to S6. Young people in S1 and S2 study French and Spanish, with the opportunity to select German and Modern Languages for Life and Work in S3. Senior leaders should review their approach to modern languages as young people move into S4. They should ensure it meets Scottish Government's 1+2 languages policy fully.
- The school library is a valued and well-used resource. The librarian offers lunchtime clubs to support young people's wellbeing and to encourage reading for pleasure. Young people are also encouraged to access local library facilities and online library platforms.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders, staff and partners use a range of strategies effectively to engage and communicate with parents. The school website has been redeveloped and provides links to a wide range of electronic communications such as vlogs and newsletters.
- Staff are beginning to offer helpful family learning activities, such as healthy eating events. Parents value opportunities to learn together with their child. Staff should continue to develop more events, with a focus on how parents can support their child's learning at home.
- The Parent Council is known as the Parent Partnership. Senior leaders consult with the Parent Partnership on school improvement priorities and planned spending for Pupil Equity Funding (PEF). Senior leaders and the Parent Partnership should continue to work together to engage more parents in the work of the partnership.
- Almost all parents report that they feel comfortable contacting the school with any worries or concerns. They are confident that staff will respond positively to address any issues. A few parents would like more detailed information relating to their child's progress in learning. This may help parents to understand better their child's next steps in learning and how families can support increased progress.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. 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 young people 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

- Senior leaders and staff adopt highly effective strategies to support and develop young people's sense of wellbeing. They foster clear and ambitious expectations of all young people through well-embedded routines and whole-school nurturing approaches. Most young people feel safe in school and know they have a trusted adult to speak to when worried or upset. Almost all young people and their families feel very well supported by staff. Importantly, almost all young people have a strong sense of belonging to, and are proud of, their school community.
- Young people are supported very well to understand how to lead a healthy lifestyle. They experience a range of purposeful and meaningful activities that develops their skills, resilience and confidence. For example, a few young people in the senior phase are sports leaders, offering very well-attended sports clubs that develop their peer's teamwork and participation skills. Most young people recognise there are lots of opportunities for regular exercise at school. These activities help almost all young people to be active as part of daily routines.
- Almost all young people discuss the wellbeing indicators and how they develop their wellbeing confidently. PS staff employ very strong approaches to evaluate young people's wellbeing. These include helpful surveys, wellbeing check ins and during relevant themes in the Personal and Social Education (PSE) curriculum. These support young people to reflect extensively on their wellbeing and to identify wellbeing targets. Senior leaders and PS staff, working as a house group, review information regularly to identify young people needing targeted support for early interventions. Young people who require universal or targeted support are identified earlier for impactful and well-considered interventions.
- All young people benefit from high-quality learning during the progressive and relevant PSE curriculum. It develops young people's social, emotional, mental and physical wellbeing successfully. Positively, young people play an active role in shaping the PSE curriculum. They identify issues impacting on the school and local area and PS staff develop learning to reflect these needs. Partners also play a key role in developing aspects of learning. For example, the Campus Police Officer guides young people on being safe in the local community.
- Senior leaders and PS staff use a staged intervention approach successfully to identify young people requiring wellbeing support. They work closely with a range of partners to offer well-planned wellbeing supports. Staff and partners plan support robustly which focuses on the specific needs of the individual, considering the views of young people systematically. Young people access a range of well-judged individual and small group interventions. These support improved outcomes, such as increased engagement in learning. PS staff should continue to

develop their approaches to evaluating the impact of interventions so that they are able to demonstrate which approaches are having the most success for young people.

- Staff and partners provide a significant and well-planned transition programme for young people as they move from primary to secondary school. They consider a range of information about young people and provide targeted and bespoke support. For example, barriers are identified and addressed for young people with attendance below expected levels. Teachers use information gathered from primary colleagues at an early stage to ensure learning is planned to meet young people's needs. Staff extend the arrangements for transition to primaries beyond their catchment area to ensure all young people's needs are being met. Almost all young people start their secondary career with increased confidence and feel well-supported as a result of intensive planning and support.
- Staff have a comprehensive knowledge and understanding of their statutory duties relating to wellbeing, equality and inclusion. They demonstrate a strong and caring commitment to 'Getting it Right for Every Child'. Staff have effective procedures in place to identify, assess and plan for young people who require additional support with their learning or wellbeing. All staff have benefited from positive professional learning to help them meet the needs of all learners. This underpins an inclusive and supportive learning environment. Staff fulfil their corporate parenting duties well. Young people who are care-experienced are routinely considered for a coordinated support plan, in line with national guidance.
- Most young people with EAL make very good progress in their learning and language acquisition. SfL staff and teachers plan very well to meet the needs of a significant minority of young people who have EAL. A majority of teachers use digital technology effectively, including translation applications and artificial intelligence, to support the learning and understanding of young people with EAL. SfL staff monitor the progress of young people with EAL and update their learning targets regularly.
- Attendance is in line with the national average and has been steadily improving since session 2023/24 and throughout the current session. Senior leaders and PS staff maintain a relentless focus on improving school attendance. They track young people's attendance systematically and put in place appropriate and well-considered support for individuals and families who require it. They liaise and refer to partners and agencies as required. Staff also promote the importance of regular attendance, and positive timekeeping, at school through assemblies and communications with parents. A few young people access a part-time timetable. PS staff review these arrangements regularly and maintain the aspiration of returning young people back to full-time education as soon as possible. The quality of support provided to young people has resulted in a few learners re-engaging with learning. The school's exclusion rates remain below national average data over time.
- Staff deal promptly and effectively with bullying incidents. Most young people and almost all parents believe bullying is dealt with well or have never experienced bullying. PS staff reviewed and made improvements to their anti-bullying procedures based on feedback from young people. This is helping young people to feel heard and respected. Staff should continue with plans to work with young people and the school community to develop a clear, shared and agreed understanding of bullying, in line with local and national guidance.
- Staff and young people organise very strong opportunities to celebrate the diversity of the school community regularly. This is through assemblies, often led by young people, on relevant themes, workshops and a highly-effective and dynamic photography project. Many of these events showcase the diverse range of art, music and culture found across the school

community. A few young people serve as diversity ambassadors and take a leadership role to promote anti-racist education and to celebrate diversity. Young people speak very positively about these events and appreciate the chance to celebrate their rich cultural heritage. All staff recognise young people's cultural and religious holidays and events routinely. This supports almost all young people to have a strong sense of belonging to their school community. Almost all young people feel increased confidence to challenge discrimination and prejudice.

- Staff and young people work together well to ensure children's rights are embedded across all aspects of the work of the school. This helps most young people to feel included. The work on children's rights has been recognised nationally. Almost all young people discuss their rights confidently and why they are important and relevant to their daily lives.
- Young people in S5 and S6 lead the Mentors in Violence Prevention (MVP) programme. They deliver high-quality learning for younger peers, exploring gender stereotypes and how to be an active bystander. PS staff ensure the PSE curriculum covers equality issues, including sexual harassment, consent and toxic masculinity. Young people report that learning helps them to develop self-respect and respect for others.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young people through food in school. Minor areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.

3.2 Raising attainment and achievement

good

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

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

- The school has a larger proportion of young people with an identified ASN than national data. This includes a significant minority of young people who have EAL and a cohort of young people who access support from the specialist provision. Most young people with ASN are making good progress from prior levels of attainment.

Attainment in literacy and numeracy

Broad General Education (BGE)

- By the end of S3, young people generally attain well at CfE third level in literacy and numeracy. In 2024/25, almost all young people attained CfE third level in literacy and numeracy. There were improvements in young people's attainment in literacy and numeracy from 2018/19 to 2022/23 but this decreased in 2023/24. This decrease was a result of improvements in the accuracy of teacher professional judgements. In 2024/25, a majority of young people attained CfE fourth level in literacy and numeracy.
- Staff in English and mathematics use a range of assessments well and regular moderation activities in and out with school to ensure national standards are applied robustly. This includes collaborating with primary colleagues to plan learning, teaching and assessment and enhance their shared understanding of standards and expectations. Staff across the school meet successfully the responsibilities of all to develop young people's literacy, numeracy and health and wellbeing skills. They undertook effective professional learning to help them to apply national standards confidently. Staff gather well-considered evidence of young people's attainment from across all curricular areas. This helps staff to gain a fuller picture of young people's skills. Literacy and numeracy data in recent years is accurate and reliable. Senior leaders show through detailed data comparison that judgements are robust.
- Staff develop young people's literacy and numeracy skills successfully. They identify learners as they transition from primary school and use positive interventions to support progress.

Senior Phase

Literacy and numeracy (leavers)

- Most leavers achieved Scottish Credit Qualification Framework (SCQF) level 5 or better in literacy from 2019/20 to 2023/24. This is in line with the virtual comparator (VC). A majority of leavers achieved SCQF level 6 from 2019/20 to 2023/24, apart from 2022/23 when it decreased to a minority of leavers. This is in line with the VC.
- A majority of leavers achieved SCQF level 5 or better in numeracy in 2019/20, 2022/23 and 2023/24. This is in line with the VC but was most leavers in 2020/21 and 2021/22. A minority of leavers achieved SCQF level 6 from 2020/21 to 2023/24. There is no pattern of improvement in

this measure, which is in line with the VC, apart from 2022/23 when it was significantly lower than the VC.

- A majority of leavers with ASN attained SCQF level 5 or better in literacy from 2019/20 to 2023/24. This is above the VC in 2022/23 and 2023/24. A majority of leavers with ASN achieved SCQF level 5 or better in numeracy from 2019/20 to 2023/24, apart from 2022/23 when it was a minority. This is below the VC in 2022/23 and 2023/24.

Literacy and numeracy (cohorts)

- At S4, a majority of young people attained SCQF level 5 or better in literacy for three of the past five years. This is in line with the VC. By S5, based on the S4 roll, most young people attained SCQF level 5 or better in literacy over the last five years. This is in line with the VC apart from 2020/21 and 2022/23 when it was significantly higher. A minority of young people attained SCQF level 6 in literacy from 2021/22 to 2024/25. This is in line with the VC but is a decrease from a majority in 2020/21. By S6, based on the S4 roll, around half of young people attained SCQF level 6 in literacy from 2022/23 to 2024/25. This is in line with the VC.
- At S4, a majority of young people attained SCQF level 5 or better in numeracy over the past five years, with clear increases over time. This is in line with the VC, apart from 2024/25, when it was significantly higher and the highest attainment over the five-year period. At S5 and S6, based on the S4 roll, a minority of young people attained SCQF level 6 in numeracy over the last five years. This is in line with the VC. There is no identifiable pattern of improvement in the number of learners in S5 and S6 achieving SCQF level 6 in numeracy over time.

National Qualifications (NQ)

- Most young people in S4 presented for National 5 (N5) English achieved a grade A-C pass in 2024/25, in line with national figures. Most young people in S5 presented for Higher English achieved a grade A-C pass in 2024/25, above national figures. This is an improvement from a majority in previous years. Staff should continue to support young people presented for Higher English to achieve high quality passes.
- A majority of young people in S4 presented for N5 mathematics achieved a grade A-C pass over the last five years. This is below national figures. The number of young people in S4 being presented for N5 applications of mathematics have increased over the last five years, with young people's attainment being similar to national figures in 2023/24 and 2024/25. The attainment of young people in S5 in Higher mathematics is inconsistent. A majority of young people in S5 presented achieved a grade A-C pass in 2024/25, but this was previously most young people in 2023/24.
- Staff should increase presentations in S4 for N5 in mathematics, and in S5 for Higher, in mathematics and English. Presentation levels are generally less than national averages. In 2024/25, a minority of young people in S4 were presented for N5 mathematics and applications of mathematics. Teachers in mathematics should continue to review their rationale for young people being dual and double presented for mathematics.

Attainment over time

BGE and Senior Phase

- Senior leaders have developed highly effective approaches to track and monitor young people's progress. Senior and middle leaders prioritised appropriately the development of staff's data analysis skills to measure young people's progress and attainment. Senior and middle leaders produce detailed analysis of progress and attainment data to inform next steps.

This helps teachers plan improvements to course content and delivery, and to identify those young people not on track in their learning.

- Staff use well-considered interventions to support young people's attainment, including a range of supported study opportunities and an assertive mentoring programme. These interventions support positive outcomes for a majority of targeted young people. Staff should continue to develop their approaches to evaluating the impact of interventions more fully. Senior leaders should develop further, and share widely, their raising attainment strategy. It should define clearly the roles and responsibilities of all staff for raising attainment.

BGE

- Senior leaders demonstrate positive progress over time of young people in the BGE. In 2024/25, by the end of S3, almost all young people achieved third level CfE in almost all curricular areas, beyond literacy and numeracy. Senior leaders plan appropriately to continue to make improvements to the BGE curriculum in order to promote increased challenge and depth of learning. This has the potential to accelerate young people's progress further.

Senior Phase

- When compared using average complementary tariff points, the attainment of leavers in 2023/24 was in line with the VC. It was previously below the VC from 2019/20 to 2022/23. The attainment of the lowest attaining 20% and middle attaining 60% of leavers is broadly in line with the VC from 2019/20 to 2023/24. The highest attaining 20% of leavers achieved in line with the VC for the same period, apart from 2020/21 and 2021/22 when it was significantly lower. The attainment of leavers with ASN has been below the VC from 2019/20 to 2022/23 but increased to above in 2023/24.
- In S4, when compared using complementary tariff points, the performance of the lowest attaining 20% of young people moved from being in line with the VC in 2020/21 to 2023/24 to being significantly higher in 2024/25. The middle attaining 60% of learners and highest attaining 20% of young people is in line with the VC for the five-year period. For S5 and S6 based on the S4 roll, attainment across the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is in line with the VC for the five-year period.

Breadth and depth

- Senior leaders and staff work together successfully to develop and broaden the curriculum offered to young people. Young people in the senior phase select from a range of SCQF courses, beyond NQs. Young people also access additional accreditation linked to core subjects, as well as through learning in masterclasses and personal development. This is raising young people's attainment and improving their skills for learning, life and work.
- At S4, almost all young people attain two or more, and most achieve four or more courses, at SCQF level 4 or better over the last three years. This was generally in line with the VC but was significantly much higher in 2024/25. Most young people attained one or more courses at SCQF level 5C or better over the five-year period. This is in line with the VC, apart from 2024/25 when it was significantly higher. A minority of young people attained six or more courses at SCQF level 5C or better over the five-year period. This is in line with the VC, apart from 2022/23 when it was significantly lower. A majority of young people attained one or more courses, and a minority attained three or more courses, at SCQF level 5A or better over the five-year period. This is in line with the VC.
- By S5, most young people attained one or more awards at SCQF level 5C or better over the five-year period. This is in line with the VC, apart from 2024/25 when it was significantly higher.

A minority of young people attained five or more qualifications at SCQF level 5A or better over the five-year period. This is in line with the VC. A majority of young people attained one or more awards, and a minority achieved four or more awards, at SCQF level 6C or better over the five-year period. This is generally in line with the VC. A minority of young people achieved one or more award at SCQF level 6A or better in the last five years. This is in line with the VC.

- By S6, a majority of young people achieved one or more award at SCQF level 6C or better in four of the past five years. This is in line with the VC, apart from 2021/22 when it was significantly much higher. Generally, there are decreases in the number of young people in S6 achieving passes at SCQF level 6C or better and SCQF level 6A or better over the five-year period. A minority of young people achieved five or more awards at SCQF level 6C or better over the five years to 2024/25. This is in line with the VC. A few young people achieved three or more awards at SCQF level 6A or better in 2023/24 and 2024/25. This is in line with the VC but a decrease from a minority of young people in previous years. A minority of young people achieved one or more awards at SCQF level 7C or better from 2020/21 to 2023/24. This reduced to a few young people in 2024/25 but remains in line with the VC. A few young people achieved one or more awards at SCQF level 7A over the five-year period. This is in line with the VC, apart from 2022/23 when it was significantly higher. Staff should continue to support young people in S6 to attain more high-quality passes, particularly at SCQF levels 6 and 7.

All SCQF courses

- The positive impact of the increasing range of qualifications beyond NQs is seen in the attainment of young people in 2024/25. In S4, most young people achieved six or more awards at SCQF level 4 or better in 2024/25. This is above the VC. By S5, most young people achieved five or more awards and a majority achieved six or more awards at SCQF level 5 or better in 2024/25. This is above the VC. By S6, a majority of young people achieved two or more awards at SCQF level 6 or better in 2024/25. This is above the VC.

Overall quality of learners' achievement

- All young people develop skills successfully through a well-planned achievement programme. This includes high-quality learning experiences in project based learning in S1 and S2, masterclasses in S3 and S4 and personal development awards in S5 and S6. An increasing number of young people gain accreditation for the skills they are developing through this learning. Young people speak confidently about the meta skills they are gaining including interpersonal, collaborative, creative and self-management skills.
- Young people benefit from a comprehensive programme of lunchtime and after-school clubs. A few young people develop leadership skills by organising a majority of these clubs, in partnership with teachers. Senior leaders and staff track participation closely and have established a baseline of participation. This tracking helps to highlight any potential barriers to young people's participation. The Fresher's Fayre ensures that young people engage in different activities. This is helping a majority of young people engage in a club or group activity.
- A majority of young people demonstrate skills for learning, life and work effectively through a range of leadership opportunities. These include the Young Leaders of Learning, barista roles, eco-schools, SCQF ambassadors, diversity ambassadors and sports leaders. A few young people achieve success in the Duke of Edinburgh's Award, demonstrating interpersonal skills through volunteering and increased resilience. A few young people develop their team work and communication skills through national governing body coaching awards.
- Staff consistently recognise young people's achievement through the 'Believe, Achieve' merit system to issue points and badges. Young people appreciate celebration assemblies, public

address announcements and their successes being shared via the school website and social media. Staff highlight the achievements of those excelling in learning and in a range of sporting, cultural and musical activities in and out of school. This encourages young people to demonstrate school values and feel their achievements are recognised.

- Senior leaders use the SDS profiling tool well to track young people's achievements. They should continue with plans to track young people's skills development and range of achievements, including those supported by partners. Staff should continue their positive work extending opportunities for learners to achieve accreditation, including for volunteering.

Equity for all learners

- Almost all staff have a strong understanding of the socio-economic context of the school. They use positive measures to reduce any costs associated with the school day. As a result, all financial barriers to young people's participation in school life are reduced. Staff work well with a range of partners to extend this support to families through a dedicated 'Equity Day'. This helps families access advice on financial support that they may be entitled to.
- Senior leaders and staff use PEF for additional staffing to support improved outcomes for young people and to fund additional partnership working. Staff were appointed to develop project-based learning. This helps young people in S1 and S2 to develop skills for learning, life and work and to develop their confidence. Other staff lead on targeted interventions, such as a focus on maximising attainment and achievement for a few young people in S4. This is resulting in positive outcomes for those young people, including increased engagement. Senior leaders should continue to measure closely the impact of interventions. This will allow resources to be targeted to interventions that result in the best outcomes for learners.
- Partners offer interventions to targeted young people to improve their attainment, engagement and attendance. For example, a football-based initiative has improved engagement and attainment for a majority of young people involved. A few young people at risk of a negative post-school destination were supported to achieve qualifications relating to first aid, mental health and accessed support to apply for a post-school apprenticeship.
- Staff across departments bid for PEF to support young people to achieve. Senior leaders should ensure PEF is directed consistently to interventions designed to reduce the poverty-related attainment gap. Positively, the attainment of school leavers who live in SIMD deciles one to three, when measured using average complimentary tariff scores, was in line with national data from 2019/20 to 2023/24, apart from 2019/20 when young people living in SIMD decile two attained significantly higher than national data.
- Most young people stayed on at school from S4 to S5 in 2023/24. A majority of young people left school to higher or further education and a few to employment in 2023/24. From 2019/20 to 2023/24, almost all young people moved on to a positive destination on leaving school. This is in line with the VC, apart from 2020/21 when it was significantly much lower than the VC.

Quality of provision of Special Unit

Context

The Caledonia Centre is the specialist provision in King's Park Secondary School. Young people attend from the southside of Glasgow. Staff changed the name of the centre in 2024, following consultation with young people and parents, from the Integration Centre to the Caledonia Centre. Placements are agreed by the area inclusion group. Young people who attend have a range of additional support needs. At the time of the inspection, there were 31 young people across S1 to S6. There are three classrooms and a sensory room in the provision. The majority of young people attend mainstream classes for part of their learning. A few young people attend mainstream classes for almost all of their learning. The principal teacher, together with an associate deputy headteacher, have overall responsibility for the Caledonia Centre.

Leadership of change

- The principal teacher provides effective leadership of the Caledonia Centre. She understands very well the needs of young people and fosters nurturing and supportive relationships with them. She is well respected by staff, parents and young people. She, and the associate deputy headteacher, have led staff well to respond to the changing additional support needs of young people in the centre. For example, staff have developed their use of learning spaces to create learning environments that meet the needs of young people with complex learning needs better. All staff demonstrate the school values well in their interactions with young people.
- The Caledonia Centre is an integral part of King's Park Secondary School. Senior leaders have a strong focus on including the centre in the life and work of the school. The centre's improvement plan takes account of whole school priorities, which are adapted appropriately to reflect the needs of the centre. Staff should continue to engage in robust self-evaluation activities to identify improvement priorities that reflect the changing needs of young people.
- Teachers have helpful opportunities to develop their knowledge and skills through a range of professional learning, such as signing and dyslexia awareness. They lead on work that impacts on young people positively, such as communication, transitions and developing play. Teachers and support staff work well together. Support staff feel included in the life of the school. They would benefit from, and are eager to engage with, further professional learning that is more closely matched to the specific needs of young people.
- Young people participate in leadership opportunities in the mainstream school, where appropriate. Staff should continue to create further opportunities for young people to develop leadership skills in the centre and mainstream school. This will help to empower young people to become more confident, responsible and prepare them for life beyond school.

Learning, teaching and assessment

- Young people benefit from supportive and nurturing learning environments. All staff demonstrate very caring and respectful relationships with young people and their families. Staff lead morning routines well, incorporating daily check-ins, visual timetables and soft start activities. This helps almost all young people are ready to engage with learning. Staff match learning well to the needs of a majority of young people. A few young people require more individualised learning to meet their complex needs. Senior leaders and staff should ensure learning provides appropriate pace and challenge for all young people.
- Most young people engage well with their learning. They are motivated and confident. They respond well to questions and activities set. Staff are responsive to learner's needs and are flexible in their approaches. Staff praise and encourage young people well. Most staff share the

purpose of learning, what success in learning looks like, and the meta-skills being developed routinely. Staff should continue to support young people to understand how they will know if they have been successful and the relevance of meta-skills to their learning.

- Young people in the BGE benefit from a range of learning experiences, including cooking and gardening. Most teachers use digital technology effectively to support young people to access information. This results in young people become more independent in their learning. Young people enjoy sharing their work through digital platforms. Staff are beginning to use signing approaches to support communication with a few young people. These approaches should be developed further and embedded to meet the needs of all learners well.
- A majority of young people access learning in both the centre and mainstream school. Staff plan time spent between contexts well to meet the learning and wellbeing needs of learners. This flexible and bespoke approach to learning significantly improves young people's engagement and confidence. Staff should provide learning opportunities for a few young people who learn predominantly in the centre, that reflect better their individual needs.
- Staff make increasingly effective use of a variety of assessment strategies to assess young people's progress. Senior leaders and staff should continue to develop their approaches to assessment further. Staff need to be able to identify and record young people's successes and progress in learning. This will inform planning for young people better. Staff track young people in the senior phase through well-established approaches. A new tracking system has been introduced in the BGE. Senior leaders and staff should continue to develop tracking and monitoring approaches further across the centre.

Ensuring wellbeing, equality and inclusion

- Young people benefit from positive relationships with staff and peers. Almost all young people are calm, settled and behave well. A few young people display dysregulated behaviour at times due to their support needs. Staff support young people to re-engage in their learning successfully when this happens. Staff have created a multi-sensory room which young people access to help them regulate their behaviours when required. A few young people who struggle to attend school are supported by staff and partners effectively. They offer interventions and therapies such as home learning, equine therapy and counselling. These interventions allow a few young people to engage in activities at home and in the local community.
- 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 discussions help young people to feel safe, supported and help them to identify issues that may impact on their learning. Young people participate in regular wellbeing surveys. Staff use information gathered from meetings and surveys to plan interventions when required. Young people do not always understand how information provided in surveys is being used by staff. Staff should help young people to understand how their views are being used proactively to help them to progress.
- Parents speak positively about the impact of the centre on their children. A few young people's attendance has improved significantly since joining the centre. Parents value the care and support provided by staff. They identify young people's flexible and bespoke curriculum as having a significant positive impact on young people's wellbeing and engagement in education.
- Young people access helpful learning about keeping safe and living a healthy life. For example, they understand clearly the risks associated with alcohol and drugs. They describe confidently risk associated with social media use and the consequences of inappropriate use.

- All staff have a clear understanding of their statutory duties and responsibilities. They participate well in professional learning, including safeguarding and meeting learner's needs. Teachers support a caseload and develop individual plans for young people. These provide detailed information about strategies to support learners and outline young people's wellbeing and learning targets. Young people and parents are involved fully in setting these targets.
- Young people are included well in the life of the school. They attend whole school events and clubs. They develop an appropriate level of understanding about different protected characteristics, such as disability, race and gender. Young people describe aspects of discrimination and harassment and the impact this has on people's lives. Young people produced an informative video about neurodiversity. This was used creatively to inform staff about their needs and how to support them well in their learning.

Raising attainment and achievement

- Overall, most young people make good progress from prior levels of attainment in literacy and English. A few young people have the potential to make further progress in numeracy and mathematics. Staff should continue to develop the recently introduced tracking and monitoring system to support young people's progress further.

Literacy

- Young people in the BGE work within CfE early to third levels. They engage well in discussions with staff. They respond appropriately to questions about their writing and speak confidently about the purpose of a text. Young people identify grammar and spelling accurately in their work. They identify the features of a text and make predictions about what will happen next. Young people benefit from regularly revisiting key concepts. They use written information well in practical contexts such as science experiments and recipes. Staff should continue to support young people to develop literacy skills through the use of digital technology.

Numeracy

- Young people in the BGE work within CfE early to second levels. They use concrete materials to support their learning well to describe shapes, explore symmetry and understanding number processes. Young people measure angles and use their knowledge in other curricular areas, such as science. They use a range of number processes successfully to calculate problems. Staff should, as planned, explore strategies to improve attainment in numeracy and mathematics in the senior phase.

Attainment over time

- Most young people make appropriate progress from prior levels of attainment. There is scope for a few young people to attain and achieve more with improved approaches to assessment and personalised learning. Young people in the BGE work from CfE early to third levels in curricular areas outwith English and mathematics as appropriate.

Overall quality of learners' achievements

- Young people's achievements are captured and celebrated in a variety of ways, including whole school award ceremonies, the school website, or by awarding badges and merits. Young people develop social skills by, for example, hosting coffee afternoons for parents. Young people in the senior phase participate in valuable work experience opportunities, such as car valeting and hospitality. These opportunities help young people to develop their communication skills and learn about the world of work and develop skills for learning, life and work. Staff should continue to provide opportunities for young people to gain skills and accreditation through a range of activities and experiences.

- Young people in the senior phase attend college placements through a supported college programme. Young people develop team work skills and value the experience which help them plan for the future. Young people learn from a range of vocational experiences, responsive to their needs and interests.

Equity for all learners

- Senior leaders and staff understand young people's socio-economic and wellbeing needs very well. They use information positively to ensure all young people access learning appropriate to their needs and personal choices. Staff used PEF to create a sensory room to help young people's emotional wellbeing. They should consider how PEF could be used further in order to accelerate the progress of young people impacted by poverty.
- Young people are supported well to plan and prepare for the future. They benefit from well-considered course choices, work experience and college placements. All young people leave school to a positive post-school destination.

Practice worth sharing more widely

- The wide variety of opportunities for young people to adopt meaningful leadership roles relating to their school. This is resulting in young people being agents of change across the school. These include leadership of learning roles, Youth Parliament and diversity ambassadors. Pupil voice is an integral part of self-evaluation and planning change. Young people contribute significantly to identifying and leading improvement priorities.
- The highly effective approaches being used to support improvements to young people's attendance at school. Staff maintain a relentless focus on improving school attendance. They rigorously track young people's attendance and put in place appropriate and well-considered support for individuals and families who require it. Staff promote widely the importance of regular attendance, and positive timekeeping, at school. Overall attendance data has steadily been improving over the last three years. A few young people who disengage from learning access the 'Maximising Attainment and Achievement Programme' (MAAP). Staff provide a bespoke curriculum in a smaller class setting to help targeted young people maximise their attainment. They provide young people with valuable wellbeing support to help them to re-engage with learning or work with partners effectively to prepare learners for an appropriate positive post-school destination.

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.