

Summarised inspection findings

Pathways to Success

Midlothian Council

23 September 2025

Key contextual information

School Name: Pathways to Success
Council: Midlothian
SEED number: 5546346

Pathways to Success is a non-denominational education service based in Newbattle, Midlothian. It supports 10 young people from across Midlothian, aged from 13 to 16 years old. All young people require extensive additional support with their learning. Young people receive 1:1 support and small group tuition from 3.8 (full time equivalent) teachers and five youth workers. Staff support young people to attend education at the service, in college and at work-based placements. The depute headteacher leads and manages the service on a daily basis. He has been in post for three months and was principal teacher for two years previously.

In 2023, the service relocated from Pathhead to premises in Newbattle Abbey College. This was a significant change for the service. The service has satellite bases in the McSence Centre and Edinburgh College, both in Dalkeith. Young people are allocated a place at the service by the authority-wide Education Resource Group (ERG) and remain on the roll of their mainstream school. Almost all young people attend the service in conjunction with attending other education provisions. Most young people attend the service for the majority of their school week. They attend work placements or Community, Lifelong Learning and Employability services for the remainder of their week. The local authority's aim is for the service to avert the requirement for young people to be educated within residential placements. Young people attend on a shared-placement model and maintain links with their mainstream school. All young people receive free meals. There have been no exclusions since 2023.

1.3 Leadership of change

good

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

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

- The deputy headteacher and staff have created a welcoming and nurturing environment for young people at Pathways to Success. The deputy headteacher leads staff in creating a positive atmosphere where young people feel safe, respected and included. As a result, young people are improving their attendance, gaining confidence and experiencing increased success in learning.
- The deputy headteacher has worked with staff, young people and their families to review and develop the school's vision, values and aims. They have consulted with young people and their families successfully through discussion and using surveys. They have adopted the local authority values of 'safe, connected and ready to learn'. Young people understand the vision and aims well. This shared commitment to the values is helping young people and staff to connect well with one another and to sustain positive relationships. Staff care for young people's wellbeing and ensure that young people feel safe and secure enough to engage in learning.
- Through planning for school improvement, the deputy headteacher identified the need to improve how they support young people affected by trauma. They aimed to improve how they work with parents and to develop more trusting relationships within the school community. The deputy headteacher issued questionnaires to evaluate and assess how they could improve communication. Staff have now established clearer lines of communication with young people and their families. They make regular phone calls to parents and invite them to visit the service. They share positive experiences and ensure that families understand young people's progress well. This is helping families to support their child's learning. The deputy headteacher meets newly placed young people and their families and works hard to establish good relationships prior to placements starting. As a result, most young people settle into their new placement well.
- The deputy headteacher has worked very well with local authority colleagues to identify new premises and to support staff and young people to relocate successfully. Almost all young people and staff agree that the new premises are a more suitable alternative to the previous accommodation.
- School leaders have managed the transition to the new premises very well. Staff support young people to make valuable use of the extensive woodland areas around the campus, for learning and for exercise. Staff have worked well with the proprietors of Newbattle Abbey College, on whose campus Pathways to Success is based. Young people are contributing well to maintaining and improving the campus. As a result of the move, they are better able to access a curriculum tailored to their needs while making positive links with the community. The

depute headteacher worked well with neighbouring businesses, and other staff on the campus to ensure that the service assimilated very well with the local community.

- Young people are beginning to take on leadership roles. They work with neighbouring businesses on enterprise projects and social events. For example, young people are developing their communication, entrepreneurial and food preparation skills through a breakfast delivery project, where local businesses are customers. Young people also organise coffee mornings in the grounds, inviting families, staff and partners. They are participating well in the life of the school and take pride in their new skills and achievements. Staff should now extend leadership opportunities for young people by seeking learners' views about how they can influence change within the service. In particular, the service should continue to find ways to involve young people and their families more in deciding on improvement priorities.
- Staff across the service take on leadership roles aligned with their interests and areas for service improvement. Teachers have worked together well to design an online tracking and monitoring system which a few young people are beginning to access and edit. Although in its early stages, staff are beginning to use this system to plan, monitor and track learners' progress.
- Staff's professional learning reflects their commitment to developing a trauma-informed practice approach. Staff use their specialist understanding of trauma and nurture to support colleagues from other schools to develop their practice. Teachers work well with colleagues from across the local authority to ensure that their learning and teaching practice aligns with other schools in Midlothian. Senior leaders should now support all teachers to develop their leadership roles to help improve attainment for all young people.
- All staff have a clear understanding of the context of the service, including the barriers to learning young people face. The depute headteacher consults with parents and staff to gather their views on service improvement. Staff and young people can discuss and demonstrate areas of recent improvement well. For example, in the past year the range of accredited achievements, delivered by youth workers, increased significantly and included more awards at Scottish Credit and Qualifications Framework (SCQF) levels 2-4. Staff are also increasing the range of Scottish Qualifications Authority (SQA) awards available to young people by working in close partnership with learners' mainstream schools.
- The current service improvement priorities incorporate a series of broad targets which align with the context of the service. However, there are currently too many improvement priorities to ascertain which ones are most important. The depute headteacher should now revise the number of improvement priorities to provide a narrower and more focused set of targets for improvement. He should continue to support the existing priority to raise attainment and should now increase quality assurance of learning and teaching across the totality of the learners' week. This will provide a clearer view of learners' progress across shared placements.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Staff have created a positive ethos across the service which supports all young people to feel safe and most to feel ready to learn. Staff have built strong relationships with learners and their parents and carers. These relationships contribute well to a culture which is caring and sensitive to the needs of all learners. Staff track engagement during lessons on individual digital pupil trackers. This provides useful data on the progress that young people are making when they are in the service. Staff use this information well to identify barriers to learning and plan interventions to improve engagement levels for the majority of learners. Most young people spend time at other placements across the week. These include learning in the community and work experience placements. For a minority of young people, staff should consider how they increase their time spent in planned learning activities.
- Interactions between young people and staff are trusting and respectful. Staff connect with young people well, which helps learners to establish productive routines. However, there is currently limited interaction between young people across the service. The deputy headteacher works with staff across the service to risk-assess and support young people to gradually build and sustain friendships. Senior leaders should prioritise this work, ensuring that young people have ample opportunity to form safe, positive peer relationships and participate in group work.
- The nature of young people's additional support needs can impact negatively on their levels of engagement in learning. All young people have highly individualised timetables which staff plan in conjunction with them to suit their needs and interests. For most of the school week, young people work individually, in small groups or access planned learning activities delivered by community-based partners. Staff have undertaken specialised training to improve their capacity to reduce young people's anxieties and support young people effectively during periods of dysregulated behaviour. Staff are aware of the needs of young people and support them sensitively and compassionately. As a result, there has been a significant reduction in violent incidents over session 2024/25 in comparison with previous years. Staff should now reflect on how they can build on this success to enable young people to work together and collaborate in small group activities better.
- Staff provide learning experiences which are well-suited to the needs of the majority of young people. There is a clear focus across the service in improving young people's literacy and numeracy skills and prioritising their health and wellbeing. Each young person has an identified lead teacher and lead youth worker, who collaborate to plan next steps in learning. This approach is working well across the service with almost all young people involved in planning their learning. Staff's learning and teaching approaches are well-balanced with an appropriate mix of class-based activities and opportunities to develop social, communication and self-regulation skills in the wider community. As a result, most young people are appropriately

engaged in learning. This reflects positively in improving trends in attendance and achievement for most learners.

- Staff use a range of teaching strategies well to motivate learners. They support the majority of young people to remain on task and engage in learning activities. For example, teachers and youth workers consistently use praise and encouragement effectively to build young people's confidence. Staff use questioning well to support learners to stay focused and deepen their thinking. As a result, most learners feel supported well during lessons. Staff have established informal procedures to share approaches to teaching. However, senior leaders need to consider how to develop further processes to share good practice and define what effective teaching looks like. Staff would also benefit from more opportunities to observe other teachers in similar settings. This should help enable teachers and youth workers to deepen their understanding of pedagogical approaches and further enhance effective teaching within the school.
- Staff use a variety of teaching spaces well to provide a range of contexts for young people to access their learning programmes. Most learners access a combination of class-based learning in Pathways to Success and other planned learning experiences in collaboration with community partners, such as gardening, metalwork and joinery. A few learners successfully access their mainstream school for limited periods throughout the week. Staff at the service now need to obtain a clearer overview of learners' progress across all placements, taking into account all aspects of their individual programmes.
- Staff have developed a common approach to implementing assessment well. Teachers and youth workers assess young people's progress following each lesson using the service's Pupil Tracker. They involve young people in this process and discuss whether planned learning targets have been overtaken. This approach enables learners to share responsibility for measuring their progress made and identifying any barriers to learning.
- Each young person's lead youth worker and lead teacher review learners' progress on a weekly basis. They work together well to identify short term next steps in young people's learning. Staff collate termly progress reports where they review young people's targets in literacy, numeracy and health and wellbeing and plan next steps. Staff should continue to implement the new Learning Journey digital profile, which is enhancing their assessment approaches further. Though in the early stages, the use of the digital profile provides data on achievements, wellbeing, engagement and attainment across the curriculum. Staff are beginning to use this data to plan further learning better. Senior leaders and staff now need to clarify how they analyse and use the data they are gathering to plan clearer and appropriate long-term learning targets for young people.
- Senior leaders have established appropriate moderation arrangements within the service and with a few partners within the local authority. The deputy headteacher should continue to facilitate strong links with learners' mainstream schools for moderation activities. Staff have taken part in a recent local authority literacy moderation event and have established useful links with local schools to moderate assessments for National Qualifications. Staff also take part in regular moderation activities using the national Benchmarks. While most staff judgements are valid and reliable, senior leaders are aware of the need to plan more regular opportunities to moderate across the staff team. Senior leaders are planning to develop further the frequency of moderation across the curriculum in the broad general education (BGE). This will help support the full staff team to consistently make accurate judgements of young people's progress and attainment.

- Senior leaders have developed strong procedures to support planning. The service uses a pupil centred planning approach to develop a shared understanding of current progress. They discuss learners' next steps at meetings involving young people and parents and carers. As a result, the views of young people and parents and carers are central to the planning process. Staff use this information to plan learning around the interests and long-term career aspirations of young people. Using the information gathered at planning meetings, staff have established many productive community-based partnerships to provide work-based learning and wider achievement opportunities for young people. These opportunities are very beneficial for learners, and they speak highly of the experiences which are available to them. Staff effectively use their knowledge of individual learners' interests to make learning more meaningful in class activities.
- The depute headteacher is developing tracking processes and is implementing systems to monitor learning and teaching within the service. He now needs to embed robust quality assurance frameworks to support staff to identify when learners are not making expected progress. This should ensure that planned learning is progressive and that all learning is set at the right level of difficulty, particularly as learners progress through the BGE.

2.2 Curriculum: Learning pathways

- Young people who attend Pathways to Success have individualised learning programmes due to the nature of their additional support needs. Most young people who attend the service join after prolonged periods of absence from mainstream school or following significant periods out of education. The curriculum has a strong focus on improving outcomes for literacy, numeracy and health and wellbeing. Staff work closely with young people and parents. They identify shared priorities and use this to develop creative approaches to providing a personalised curriculum for each young person. The majority of young people are benefitting from a progressive learning programme.
- Staff build learning around learners' personal interests. Staff use this knowledge to make activities more accessible and engaging for learners. For example, young people learn about measurement, ratio and scale by studying car dimensions and technical drawings. They make scale models of furniture and build items for family members.
- Young people at the BGE are now gaining wider achievement awards which are recognising more fully the skills that they are developing. The service should continue with this positive recent development. At the senior phase, young people gain accreditation in National Qualifications and wider achievement awards at SCQF levels 2-4. Senior leaders recognise the need to expand the breadth of the curriculum and the number of qualifications available for learners in the senior phase.
- Staff link well with community partners to provide opportunities for young people to gain skills for life and engage in vocational learning opportunities. These include work placements in local garages and joinery workshops, warehousing and bike maintenance. Most young people are developing skills for learning, life and work such as working with others, leadership and problem solving. They are increasing their knowledge of potential future pathways. The service has identified building more partnerships to strengthen the curriculum further as an area for development.
- The service is not currently meeting the minimum national recommendation in relation to planned, progressive physical education and this needs to be addressed. Most young people do access many opportunities to improve their fitness through outdoor learning and sporting activities.
- Young people receive minimal religious and moral education (RME) as part of their curriculum. The deputy headteacher should ensure that all young people experience learning in RME that is meaningful and progressive.
- The service should provide opportunities for young people to access modern languages during the BGE in line with national recommendations.

2.7 Partnerships: Impact on learners – parental engagement

- Overall, staff work very effectively with parents and families. The home-link teacher supports families to cope with young people's dysregulated behaviour by offering advice and guidance to family members. A few parents articulated the very important role that the service has played in keeping their family unit together. They have stressed that staff intervention has helped keep their young person out of residential care.
- Parents appreciate the patience of the staff and the high levels of empathy surrounding the needs of their child. Staff share positive behaviour strategies with young people's families. This supports parents to adopt similar approaches to those that have been successful in the education setting.
- Parents are increasingly involved in the life of the service. For example, they attend young people's review meetings, service coffee mornings and catch ups with staff. All are extremely positive about the work of the service and staff's commitment to young people's education. Families say that staff are accessible and focused on solving any problems effectively.

2.1 Safeguarding

- The service submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the service and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Young people experience a welcoming ethos and staff are compassionate in their approach. Staff have created a positive atmosphere which helps almost all learners and their families experience improved outcomes such as increased attendance and better engagement in education.
- Teachers and youth workers share an accurate understanding of young people's needs. All young people have significant additional support needs. Staff develop strong relationships with young people and their families to ensure that they can support them appropriately and effectively. Staff revise young people's plans and targets responsively and in conjunction with relevant partners, including parents and social workers. Staff place a high focus on children's rights throughout the service. Young people pick a right of the month. They understand the importance of upholding their rights and the rights of others, and how this benefits society.
- Families say that staff have a solution focused approach and can articulate how they contribute to plans for their young people which lead to positive change. This constructive communication supports families to be involved in their child's education and allows staff to understand any issues that young people are experiencing. Staff share information with appropriate professionals and engage effectively with partners to seek support for young people. They work well with a broad range of partners including agencies such as social workers, careers advisors and educational psychologists as well as several work-based learning partners.
- Young people feel consulted, safe and respected. There is very clear communication between staff and families. Parents describe how they value the non-judgemental attitude of staff and the unconditional positive regard that staff demonstrate towards them. Young people describe how activities they participate in, organised by staff from the service, make them healthier and more active. Staff ensure that they include young people in activities where they can experience success and demonstrate a degree of responsibility. For example, young people participate in dog walking and training with a local volunteer. They learn to treat animals with respect, to look after and nurture them and can describe the importance of boundaries and discipline.
- Staff ensure the health and wellbeing curriculum in the service is responsive to young people's needs. Staff plan lessons to address pertinent issues which young people are experiencing in the community or to meet other identified health and wellbeing needs. Young people learn about substance abuse, relationships, sexuality and consent. They are learning to appreciate the viewpoint of others and are showing increased empathy.
- Staff fulfil their statutory duties by ensuring that young people's needs are identified appropriately and met. They work closely with referring schools and educational psychologists

to ensure a clear understanding of young people's family circumstances, and social and emotional needs. Staff support young people well by working in partnership with other agencies, and agreeing and reviewing plans regularly. As a result, most young people are achieving and progressing well in improving their health and wellbeing.

- Young people learn about diversity and other cultures through the health and wellbeing curriculum and by observing religious festivals. Staff are skilled in engaging young people in challenging conversations which promote open mindedness and inclusion. Most young people understand the impact of their actions and are increasingly reflecting on important concepts such as self-respect and tolerance.
- Most young people experience a range of healthy physical activities which total more than two hours per week. They use the local area and the natural spaces effectively to increase their connection with the community and with nature. Young people do this by participating in outdoor learning within the campus grounds, trips in the community, fishing at local ponds and using local gyms. Young people participate in activities which promote dexterity, confidence and co-operative working. For example, young people work with local organisations to access courses and develop their interests in mechanics, moto-cross and metalwork. Young people enjoy exploring potentially risky activities in a controlled environment. They are developing their understanding of how to keep themselves safe through well-planned activities which meet their needs.
- At times, young people display challenging behaviour as a result of their additional support needs. Staff are skilled in using appropriate de-escalation approaches in keeping with learners' identified needs. These approaches are recorded in young people's plans and reviewed regularly. Almost all young people at the service have experienced a period of exclusion prior to attending Pathways to Success. Parents appreciate the high degree of understanding and acceptance of their young people's circumstances by staff. Figures for exclusion and for the use of physical intervention have declined over the past four years in line with the service's commitment to The Promise. Incidents of dysregulated behaviour, violence and aggression have also declined significantly during this period. As a result of this improved approach to inclusion, young people are more included, engaged and involved in their education.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- All learners in Pathways to Success have a highly individualised curriculum. As the current number of young people in the BGE is very small, direct comparison to national expectations of achievement of CfE levels is not appropriate. Overall, most young people are making satisfactory progress in literacy and numeracy.

Attainment in literacy

- Most young people in the BGE are working at CfE levels appropriate to their needs. Around half of young people at the BGE are working at first level and around half are working at second level for literacy and English.
- Most young people can engage well when interacting with others and communicate clearly and respectfully. They take turns and contribute at the appropriate time when engaging with others in a variety of contexts. They can listen to complicated instruction in a variety of familiar and less familiar contexts. For example, while participating in careers interviews or while learning new skills, such as computer coding. Most young people would benefit from continuing to develop their confidence when engaging with others beyond the service, using suitable vocabulary for their purpose and audience.
- Most young people can understand the purpose of written texts and are engaging with them for different purposes. The service promotes literacy across learning, which is supporting learners to understand that they can use their literacy skills in wider contexts. For example, one young person describes how he uses his reading skills to access recipes during planned cooking activities and how he can use this at home. Most young people would benefit from developing more formal aspects of reading practices, such as identifying a writer's style and features of a genre.
- Young people could develop their literacy skills further by gaining experience of writing in a wider variety of contexts and for a variety of purposes. They should practice using a range of punctuation to write sentences in a more grammatically accurate way. They should also build their confidence in reviewing and correcting their writing to ensure it makes sense and meets its purpose. All staff should further embed literacy and English across the curriculum in order to raise attainment.
- Most young people in the senior phase achieve course awards at a SCQF level appropriate to their level of ability. Young people should now work towards increasing their confidence in writing, in order to apply their skills to accredited course work across the curriculum. The service should continue to review their approaches to maximising attainment in literacy. For a

few young people, the service should consider the balance of their curriculum to make sure that there is sufficient time given to attaining National Qualifications in literacy and English.

Attainment in numeracy and mathematics

- Most young people in the BGE are working at CfE levels appropriate to their needs. Around half of young people at the BGE are working at first level and around half are working at second or third level for numeracy and mathematics.
- Most young people can organise data in different formats. A few can select and use the most appropriate way to gather and sort data for a given purpose, for example a survey, questionnaire or group tallies. Learners are developing their knowledge of fractions and percentages. They can explain what a fraction is using pictorial representations and appropriate mathematical vocabulary. A few learners use their knowledge of equivalent fractions and percentages to solve problems. Young people round whole numbers to the nearest 10 and 100, using this knowledge to estimate and check solutions. A few can round to the nearest 100,000 and can apply this knowledge in appropriate contexts.
- Most young people are developing their confidence and knowledge of handling money at an appropriate level, including identifying coins and notes and exploring different ways to make the same total. A few young people can compare costs and understand how costs impact on profit. Most learners are developing their numeracy skills across different subjects. For example, a young person calculated the cost of items within budget for an event and selected the cheapest options to maximise profit.
- Learners apply their mathematical knowledge about measurement and angles while crafting joinery projects. They calculate the perimeter and area of objects and draw shapes accurately with a given set of measurements. They read scale drawings and interpret the information to create a model. They use mathematical language including acute, obtuse, straight and reflect to describe and classify a range of angles.
- Young people need to build their confidence in investigating different routes to a solution independently and applying this knowledge to solve practical problems. A few young people would benefit from building their resilience in mathematics by learning discrete aspects of mathematics outside of practical contexts. For example, young people working at third level could spend more time working on expressions and equations. This will prepare them for more complex concepts introduced during study for National Qualifications. At first and second levels, young people need more experience in using rules to better understand well known number sequences including square numbers, and multiplication patterns.
- Most young people in the senior phase are making satisfactory progress from their prior learning in numeracy and mathematics. Most young people are currently working on qualifications at appropriate SCQF levels. Staff should increase the level of challenge in literacy and numeracy activities for a few learners in the BGE. This will support young people to prepare properly for the National Qualifications which they are predicted to obtain.

Attainment over time

- In the BGE stage, learners make satisfactory progress from the levels they were attaining on entry into the service. Senior leaders need to review the pace of progress for a minority of young people as they progress through the BGE. A robust quality assurance process, alongside the newly-developed Learning Profile, should provide staff with the data needed to help ensure that all young people are able to maximise expected progress.

- The majority of young people in the senior phase make satisfactory progress in attaining a small number of National Qualifications courses. This is mainly at National 2 to National 4. Since 2021, the number of qualifications gained by young people has been variable. Senior leaders, alongside staff, need to ensure that all young people have opportunities to maximise attainment across a wider range of National Qualifications. For a minority of learners, senior leaders need to reflect on the balance of the curriculum. They should make sure that learning activities lead to more qualifications or wider accreditation for young people.
- The majority of young people who attend Pathways to Success have experienced significant periods of absence or non-attendance in previous schools. The current average attendance rate is 78.8%. The majority of young people have significantly improved attendance since beginning their placement at the service. Senior leaders monitor attendance closely and plan interventions well to support young people and their families during periods of absence. Teachers and youth workers provide support for young people to get to and from the service and manage the transitions at the beginning and end of the school day very well.
- A few young people attend the service on a part-time basis. Almost all of these young people have additional plans in place, such as working with the Community, Lifelong Learning and Employability service or attending college or work placements. A few young people would benefit from increasing the total learning hours per week which they spend in Pathways to Success. Teachers who have a key responsibility for individual young people should continue to assess and monitor young people's attendance at other services. They should also ensure that they include the totality of each young person's curriculum across their week in overall assessment and attainment data.

Overall quality of learners' achievement

- Staff have recently developed a progressive achievement model linked to the SCQF framework. Staff have begun to collect data around young people's participation and engagement. They record planned activities in the pupil tracker and align these to skills and CfE experiences and outcomes relating to literacy, numeracy and health and wellbeing. This is beginning to support staff to recognise where young people have gaps in their learning.
- Almost all young people are gaining wider accreditation awards through a number of providers. Youth workers have successfully engaged with young people to identify areas of interest, such as history, and have sought out awards related to these areas. Young people engage enthusiastically in personal achievement activities and speak positively about the skills that they are developing. They enjoy budgeting for cooking, taking orders from customers and travelling independently. They are proud of the work they are doing and feel well-supported by staff.
- Staff involve young people very well in agreeing personal development targets and identifying the personal achievement activities in which they will participate. Learners are gaining valuable skills. For example, through the skills and knowledge gained in organising community events or during angling sessions, young people can demonstrate an improvement in their ability to communicate with less familiar adults. Learners are developing their self-regulation skills in a broader range of real-life settings. For example, young people who struggled to be in group situations in the community are managing to sustain organised activities without incident at gyms, libraries and during work placements. Staff now need to improve information sharing between teachers, youth workers and the other services that young people attend. They should record all the positive outcomes which young people experience so that staff can plan progressive learning which builds on these achievements.

Equity for all learners

- The service does not currently access discrete Pupil Equity Funding (PEF). Instead, the service is costed and funded by the local authority to meet the additional support needs of young people attending. All young people attending the service receive free school meals and support to attend work placements or college. Staff at the service direct families to external support agencies, including those which alleviate financial burdens where appropriate.
- Staff who work across 52 weeks of the year support young people and their families during holiday periods. This ensures that staff maintain contact with and offer valuable support to learners and their families throughout these times of the year. This is helping young people and their families to access support consistently and allows staff to remain connected with young people to support their return to education.
- Since 2022, all young people have moved successfully into a positive post-school destination. The service has well-established partnerships with Skills Development Scotland (SDS). SDS workers support young people while they are in part time placements and offer enhanced support to young people in the service. School staff and their partners link well with employers that young people are interested in working with to negotiate work placements successfully. This enables learners to access valuable support to help move them into a 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.