

Summarised inspection findings

The High School of Glasgow

Independent

19 May 2026

Key contextual information

School name: The High School of Glasgow

Independent

SEED number: 8481733

Roll: 840 children and young people.

The High School of Glasgow is a co-educational independent day school located across two campuses in Glasgow. The kindergarten and junior school are co-located in the school's Bearsden campus, with the senior school situated in Anniesland, in the west end of Glasgow. At the time of the inspection, the kindergarten was in partnership with East Dumbartonshire Council and was inspected at the same time as the junior and senior school through the quality improvement framework for the early learning and childcare sectors. Children progress through the junior school from stages one to six (J1 – J6). The senior school accommodates young people from transitus (P7) to S6.

The Rector was appointed in August 2025. She is supported by a head of the junior school, who also assumed their post in August 2025, and a head of the senior school. The head of the junior school is supported by an established deputy head. The senior school leadership team comprises three deputy heads and a director of sixth form and innovation.

Around a quarter of the school roll are recorded as having an additional support need. Overall attendance in both the junior and the senior school is significantly above national averages.

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

- Staff, parents and partners place a strong emphasis on developing children and young people who are courteous, kind, respectful and ambitious. The widely known and shared school values provide continuity and celebrate strong school traditions. Senior leaders and staff use the values thoughtfully to inform and shape school improvement at a strategic level. These are underpinned by the 'High School Way' and class charters. Staff, children and young people demonstrate the values consistently in their daily interactions. The High School of Glasgow is a welcoming and highly inclusive school where members of the school community are ambitious for themselves and each other. They are rightly very proud of their school.
- Staff have engaged in a period of extensive and very robust self-evaluation under the energetic and focused leadership of the recently appointed Rector. The Rector takes very effective account of longstanding school traditions, the evolving business context and the needs of children and young people in a fast-changing environment. Supported effectively by the senior leadership team, the Rector and newly appointed head of the junior school are leading meaningful, well-paced change and improvement across the school. This includes using robust self-evaluation evidence to measure effectively progress towards existing priorities, including improving learners' wellbeing. Senior and middle leaders use a wide and increasing range of qualitative and quantitative evidence to inform and reflect on decision making.
- Senior leaders, middle leaders, and teachers demonstrate a strong understanding of approaches to self-evaluation. They use effectively a well-established quality assurance process to identify strategically the improvement actions that will impact most positively on learners. In the senior school, middle leaders link departmental improvement planning effectively to whole school priorities. As planned, senior leaders and the Board of Governors should continue to streamline strategic planning processes which align across the junior and senior school. They should develop common approaches to improving learning and teaching and wellbeing across the junior and senior school. As part of this work, senior leaders, middle leaders, and teachers should strengthen their understanding of best practice nationally in learning and teaching. This should help them as they continue to strive towards their aim of providing all children and young people with excellent learning experiences.
- Almost all staff take on leadership responsibilities beyond their substantive roles to enhance children and young people's experiences. These roles link clearly to achieving school improvement priorities across the school. Staff lead and facilitate change very well across the school. They value greatly the autonomy to lead on areas of interest, whether personal or

subject-related, while contributing very effectively to whole school improvement. Staff feel empowered to lead change across a wide range of impactful improvement groups.

- Across the school, all staff have a strong commitment to improving experiences for children and young people through effective professional learning, departmental and stage discussions and research-informed practice. They engage purposefully in learning from each other and external providers. Staff share effective and relevant practice with colleagues across and beyond the school. Professional learning communities work collaboratively and effectively to drive forward improvement across the whole school. There is a collective purpose of improving learning experiences for all children and young people. This is leading to very positive outcomes for children and young people.
- The work of all staff is supporting the ongoing drive to continue to develop consistency across both the junior and senior school in delivering high-quality learning and teaching. The professional review and development process (PRD) is fully aligned to the General Teaching Council of Scotland (GTCS) standards. Staff's professional learning is also focused very well on achieving school improvement priorities. This includes, for example, staff in the junior school undertaking effective training through a programme to improve children's mental agility. This learning is positively impacting on children's ability to talk about the strategies they use to solve numeracy tasks. Staff are extending this effective approach across the junior school.
- Senior leaders and young people in the senior school have been successful in leading continuous improvement in innovation through the START programme. This highly-impactful initiative to develop young people's entrepreneurial skills is in partnership with local and national businesses. Strategic leadership in this area is innovative and is having a considerable impact on the skills, resilience and confidence of young people. Senior leaders and young people are also building very well the capacity across the wider education system by sharing their expertise with secondary schools across the country.
- The Board of Governors provides strategic direction for the school through appropriate support and challenge for senior leaders. Governors provide clear oversight in areas such as learning and teaching and finance.
- Across the school, groups of children and young people demonstrate strong leadership skills with responsibilities relating to wellbeing, children's rights and the Gender and Sexuality Alliance (GSA). Children's views are used effectively to influence improvement in the junior school. All children participate in one of ten leadership committees which are aligned to areas of priority such as digital learning and global citizenship. Children are influencing meaningful change. Digital leaders, for example, have designed an instruction manual to help children capture their work to share with parents through an online platform. They make greatly valued contributions to groups such as the project playground initiative, suggesting how the learning environment could meet fully the needs of all children.
- In both the junior and senior school, there are well-established pupil councils where all children and young people can raise points for improvements. Children and young people also take responsibility as leaders in the school community through roles such as house and school captains, and prefects. In the senior school, prefects and house and club captains lead and represent peer views for improvement in areas such as changes in menu, uniform and safe access to school.

2.3 Learning, teaching and assessment

very good

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

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

Junior school

- All children learn in a calm, nurturing environment, underpinned by very respectful and caring relationships. All staff have very high expectations for learning and behaviour across the school, supported by the school values. As a result, almost all children are attentive, behave well and are very eager to succeed in their learning.
- All teachers use a wide range of engaging real-life contexts and teaching approaches. This includes regular outdoor learning, visits to places of interest in the local community, educational trips, and opportunities to work with a range of partners. These rich experiences deepen children's understanding, help them make meaningful connections across different areas of learning, and support the development of important skills for life, learning and work.
- Children in the early years benefit significantly from participation in both independent, child-led play and adult-initiated play experiences. Staff provide well-considered resources that allow children to engage appropriately. For example, children develop skills well in problem solving and working together as they complete numeracy puzzles and build models in the construction area.
- All classrooms are very well-organised, stimulating spaces that promote independence and effective learning. Teachers create high-quality displays such as the well-established 'breaking barriers' walls to provide children with a wide range of tools to take responsibility for their learning. Almost all teachers deliver well-planned, engaging lessons that offer appropriate pace and challenge, resulting in high levels of participation and progress for almost all children. Almost all children engage very well when given opportunities to lead and direct aspects of their learning. However, in a minority of lessons, learning is overly teacher-led. This leads to a few children becoming passive in their learning. Teachers should support children to take a greater lead in their learning.
- Senior leaders and staff have agreed the features of high-quality learning and teaching to be evident in lessons. This supports greater consistency across the school. All teachers provide clear instructions, helpful explanations and share the purpose of learning well. In almost all lessons, they share with children how to be successful in their learning. The majority of teachers support children appropriately to discuss and revisit these steps to success during lessons. All teachers use a range of questioning effectively during lessons to check children's knowledge

and understanding and to support engagement. Most teachers use questions skilfully to challenge and extend children's thinking, encouraging them to explain and justify their answers.

- During lessons, all teachers provide children with oral praise and written feedback to highlight successes. The quality of this feedback is variable. Teachers should ensure that all feedback helps children to understand clearly their strengths and next steps in learning. Across the school, children would benefit from more regular opportunities to engage in peer- and self-assessment.
- All children use very effectively an individual digital device to support and enhance their learning. As they move through the school, they become increasingly proficient at using a range of digital technologies, developing their skills progressively. Staff and children use an online platform very skilfully to share learning, complete tasks, support homework and undertake ongoing assessments. They use this platform very successfully to provide parents with ongoing information about children's progress. As a result, almost all parents feel they receive helpful, regular feedback about how their child is learning and developing. Children who require additional support with their learning use digital technology very effectively to assist their learning. They use confidently a range of relevant accessibility tools such as a text creator to help them create extended pieces of writing.
- Senior leaders have created a helpful calendar to plan assessments for all children. Teachers use a range of summative and standardised assessments very well to measure children's learning across the curriculum. Senior leaders and teachers make effective use of assessment data to evaluate children's progress and to plan appropriate next steps for groups and individuals. All teachers participate in moderation activities with colleagues within and beyond the school. They have recently focussed on writing and outdoor learning. These moderation activities are supporting teachers' confidence and accuracy when making professional judgements. As planned, staff should develop further opportunities to discuss standards and approaches to teaching and assessment across all areas of the curriculum.
- Teachers make effective use of curriculum frameworks and progression pathways to plan children's learning across the curriculum. All teachers use assessment information very well to inform the planning of learning. They plan over different timescales and use short-term planning effectively to detail support and resources for groups and individuals. This supports almost all children to engage fully in their learning and achieve success. Children enjoy contributing to the planning of cross-curricular learning contexts. Going forward, teachers should plan opportunities more regularly for all children to experience greater personalisation and choice in their learning across all curricular areas.
- Senior leaders meet termly with class teachers to review robustly their tracking and monitoring of children's progress. They discuss and evaluate children's progress in literacy, numeracy and health and wellbeing, along with their attitudes to learning. They identify very effectively children who are on track, exceeding expectations or require additional support. Teachers and support for learning staff use this information very well to plan appropriate targeted interventions for those at risk of not making expected progress.

Senior school

- Relationships between staff and young people are very positive and built on mutual respect and kindness. Almost all young people are highly motivated and enthusiastic about learning. Staff create supportive environments that empower young people to be curious, explore ideas and take an active role in their learning. Young people confidently seek support, ask questions and understand that mistakes are a valuable part of their learning. As a result, almost all young people demonstrate high levels of confidence, articulate their thinking and show resilience and perseverance in progressing in their learning.
- Young people across the school collaborate very effectively and routinely to support each other in lessons. Almost all demonstrate high levels of independence and take responsibility for their work and learning. In the senior phase, most young people confidently and skilfully lead the learning of their peers, showing maturity and strong leadership in group and class activities.
- In almost all lessons, young people demonstrate a very clear understanding of the purpose of their learning. In a minority of lessons, teachers make explicit links to the specific skills young people are developing. Most teachers use starter activities or daily reviews effectively to strengthen connections between prior and current learning. As planned, senior leaders should continue to build greater consistency in the quality of starter activities across all lessons.
- In almost all lessons, teachers provide clear guidance and criteria to help young people understand how to be successful in their learning. In a few lessons, teachers and young people work together very well to identify and agree success criteria. This collaborative approach further enhances young people's ownership of their learning.
- Staff maintain consistently high expectations of all young people. Almost all teachers maximise learning through well-established routines and a purposeful pace. In almost all lessons, they provide very high levels of challenge through well-planned and high-quality tasks. Teachers offer effective individual support and resources when needed. A few young people would benefit from a more appropriate pace, and a few would benefit from more challenge in lessons.
- Digital technology is well-embedded in learning and teaching. All young people use confidently their digital device for research, to support classwork, and to access learning materials. Most teachers use digital technology very well to enhance learning, making effective use of interactive whiteboards, visualisers, video clips and digital quizzes to sustain enjoyment and engagement. All teachers use digital platforms to share tasks and additional resources which young people value greatly being able to access at home.
- Most teachers use skilfully probing questioning to deepen young people's thinking and extend higher-order responses. Most teachers adapt learning effectively in response to young people's answers. A majority of teachers use well-planned plenaries to assess progress at the end of lessons. In the strongest practice, teachers monitor and review young people's progress throughout learning, ensuring they respond promptly to emerging needs. Senior leaders should continue to strengthen the consistency and quality of teachers' approaches to reviewing and summarising learning.

- Almost all teachers use a wide range of appropriate assessment strategies to identify young people's progress and next steps in learning. They use thoughtfully a balance of summative and formative assessments. Most teachers use effective formative assessment approaches such as self- and peer-assessment, show-me boards and questioning, to check young people's understanding. Young people are very skilled in providing peers with detailed, positive and constructive feedback. Teachers in all departments use summative assessment data effectively to inform planning and interventions. This practice is stronger in S3 – S6.
- Almost all young people benefit from meaningful learner conversations to support their progress. Young people talk confidently about their current working levels, strengths and next steps in learning. Almost all young people value the helpful feedback and the individual support provided through organised and informal sessions. Almost all teachers use a wide variety of approaches to provide effective written feedback to young people. This is particularly strong in the senior phase following regular assessments and prelims.
- All teachers participate in moderation activities within departments to ensure the reliability of assessment judgements. All heads of department engage in collegiate discussions and moderation with a neighbouring school. All departments have a member of staff who is an appointee for Qualifications Scotland. These teachers share their expertise with colleagues which supports clear expectations and understanding of national standards. As a result, young people in the senior phase are very well supported to be successful in examinations. As a next step, senior leaders should support staff in the junior and senior school to develop collaboratively their moderation practices.
- Planning, tracking and monitoring at teacher and department level is highly effective. Heads of department use this information very well to measure patterns of attainment over time and to inform extremely impactful interventions to address any gaps in young people's learning. Almost all teachers use data meticulously to support the progress of young people. This includes using the information carefully to plan activities and differentiated learning such as scaffolding, stretch tasks or resources. Teachers in a few departments also use the data very well to measure and record the impact of interventions.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff, children and young people work together purposefully and effectively to sustain a very strong community ethos across The High School of Glasgow. The school community's approach to wellbeing is underpinned very well by the school vision, which includes a commitment to ensure "every pupil is nurtured". Children and young people display very positive relations with each other and with staff. They feel respected by staff and peers and are very well supported in a highly inclusive environment. As a result, children and young people exhibit frequently a sense of belonging and pride in their school.
- Senior and middle leaders have developed highly effective approaches to support and improve children's and young people's wellbeing. Staff use their strong understanding of the importance of wellbeing to ensure children and young people know where to seek support. This includes, for example, daily 'check-ins' in the junior school which staff use very well to support and improve children's overall wellbeing in class. Children and young people benefit from timely, sensitive and well-coordinated interventions from skilled pastoral and wider staff teams. These approaches ensure almost all children and young people are well supported to sustain very positive levels of wellbeing.
- Children and young people are supported very well to understand and reflect on their wellbeing. Staff ensure that this is well promoted through class and whole school activities so that learners know how to maintain positive wellbeing. In the senior school, for example, young people undertake regular and carefully constructed wellbeing surveys, pupil profiles and House interviews. These approaches help children and young people to identify meaningfully the strengths and challenges relating to their own wellbeing. Senior leaders should proceed with plans to develop a whole-school collation of the range of wellbeing information they gather about children and young people over time. They should use this information to evaluate the impact of whole-school policies and to inform future development priorities.
- Almost all children and young people demonstrate feeling safe in school as a result of well-planned learning from staff and support from peers. Children and young people are supported very well to enhance their resilience by staff providing carefully planned individual and group-based experiences. This includes, for example, children in the junior school developing skills to help them self-regulate their emotions and build resilience. Most children engage well in supportive and restorative conversations when resolving peer issues. Children and young people across the school are supported very well to manage conflict.

- Across the school, children and young people develop a strong understanding of the importance of being healthy and active. This is as a result of high-quality physical education lessons. These are enhanced by a substantial offer of sports in which almost all young people participate. Staff have planned carefully a curriculum offer where children and young people are acquiring a well-developed knowledge of the importance of life choices such as diet, personal hygiene, healthy relationships and substance abuse. This learning is co-ordinated well by staff through their well-considered and relevant personal and social education (PSE) programme. Teachers should build on the positive work in a few subject areas where PSE lessons intersect very well with planned learning.
- Staff have a clear understanding of statutory duties and fulfil these responsibilities effectively. Senior leaders should continue to ensure all processes are underpinned fully by national guidance as they review and develop their policies and practices in relation to wellbeing, inclusion and equality. Across the school, staff use and maintain robust referral procedures to ensure learners' needs are identified quickly and met very effectively through well-planned interventions.
- Staff across the school who lead on pastoral and learning support provision ensure children and young people receive very high levels of impactful support. This includes, for example, support for learning staff who share detailed information with teachers around children's and young people's additional learning needs. Children and young people who require additional support with their learning have their needs considered and met very well through effective, well-structured and collaborative approaches by a range of highly skilled staff. As a result, children and young people benefit from swift and highly personalised support and are progressing very well in their learning.
- Staff work well with partners to provide sustained and targeted support, where required, for children and young people to participate fully in the life of the school. This includes impactful mental-health provision in the senior school. Staff also take thoughtful steps to remove barriers to participation, including effective support for young carers. Staff have developed well-considered enhanced transition arrangements, including the Transitus year, to prepare children and young people successfully to make all transitions throughout their school journey. Staff work well with children, young people and families to ensure that learners are supported very well to sustain very high levels of attendance at school.
- Senior and middle leaders should, as planned, review further their intervention and support plans to ensure all targets can be evaluated effectively to demonstrate impact. Staff should also work to build greater consistency in approaches between the junior and senior school to ensure greater continuity in children and young people's provision.
- Children and young people value how their views influence the school's anti-bullying strategy. Children and young people are involved fully as anti-bullying ambassadors to promote understanding of bullying issues. Young people in the senior school who participate in the Gender and Sexuality Alliance (GSA) have worked very well with staff to inform the refreshed anti-bullying policy which now gives greater and appropriate consideration to the importance of protected characteristics. As a result, most children and young people agree that the school responds effectively to any reported incidents. Staff should continue to strengthen the school community's understanding of the school's response to bullying.

- Staff have developed a highly inclusive culture across the school. They are supporting children and young people very well to develop a clearer understanding of their rights and the importance of respecting those of others. Children and young people are developing a strong understanding of their rights through learning about the United Nations Convention on the Rights of the Child (UNCRC) through initiatives such as the 'Rights Respecting Reads challenge'.
- Staff have developed a range of well-considered approaches to promote inclusion across the school. These include well-planned assemblies, themed weeks, guest speakers and a range of community-based initiatives. Children and young people, through these approaches, develop a greater appreciation for the challenges that people face in life and this is enhancing significantly their empathy towards others. Staff have focused on helping children and young people to appreciate the importance of understanding fully all aspects of protected characteristics. This includes, for example, young people in the 'Barrier Busters' group who have influenced learning across the school on understanding better neurodivergence. These approaches are helping almost all children and young people to understand, include and respect others.
- Children and young people are supported well to recognise diversity and include thoughtfully others with perceived differences. Staff plan carefully lessons and whole school events to celebrate the range of beliefs and cultures represented across the school. Young people in the senior school learn in detail about all aspects of diversity through subject lessons such as religion and philosophy, PSE and social subjects. This includes, for example, learning about inclusion and diversity in business management or reviewing class texts and researching role models in English. This learning promotes understanding and respect. Young people who are members of the GSA have worked well with staff to discuss how lessons and other aspects of school life such as the library can reflect LGBTQ+ perspectives. This work has been highly effective and impactful in fostering a more inclusive school community for young people. Children and young people are confident in how they use their learning about the importance of including others to challenge discrimination.
- Staff are considering how to build on the very positive work in inclusion and diversity. Senior leaders should strengthen their strategic overview of children's and young people's learning about equality and diversity across the curriculum. This should help them to plan more progressive learning experiences for all children and young people so that inclusion, diversity and all aspects of equality are prominent across all stages of the school.

3.2 Raising attainment and achievement

excellent

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

- Throughout the junior and senior school, a highly ambitious culture of attainment is underpinned by the school community's very high expectations of children and young people.

Attainment in literacy and numeracy

Junior school

- Across the junior school, almost all children achieve in line with national expectations, with a significant minority of children exceeding national expected standards. Children who require support with their learning make very good progress relative to their individual targets.

Attainment in literacy and English

- Across all levels, children attain exceedingly well and almost all children are making very good progress. A minority of children make excellent progress in reading and writing.

Listening and talking

- At the early stages, almost all children listen very well to teachers and other children. They confidently share their views and answer questions about stories. In the middle stages, almost all children listen and respond respectfully to adults and peers. They develop very well their speaking and presentation skills through, for example, participating in poetry competitions and presenting at assemblies. Children confidently explain how to make an effective presentation, speaking clearly and making good eye contact with audiences. In the upper stages, all children write and present individual speeches on topics of their choice and take part in drama productions which enhance their talking and listening skills. They use confidently a range of persuasive language and techniques when making 'pitches' to a panel of judges as part of an annual enterprise project.

Reading

- Across the school, children demonstrate a love of reading. At the early stages, almost all children use their knowledge of sounds to read words. Children demonstrate well their understanding of stories through answering a range of literal questions. In the middle stages, almost all children use punctuation and grammar well to read fluently and with expression. They explain their preference for different types of texts and authors and make predictions about what might happen next in a story. In the upper stages, almost all children skim and scan texts effectively to find evidence and answer a range of inferential and evaluative questions about class novels. Children use well-developed skills of evaluation to enhance their knowledge and understanding of areas across the curriculum. For example, they confidently undertake

research linked to topics, accurately distinguishing between fact and opinion to identify potential bias when using primary and secondary sources.

Writing

- Across the junior school, the quality of children's writing is very high. Children demonstrate considerable pride in the presentation of their written work.
- At the early stages, children write sentences with capital letters and full stops, adding a simple connective to short stories. They use adjectives, for example when describing planets. In the middle stages, children confidently write recounts and reports. They write stories with interesting main character descriptions, using a range of ambitious vocabulary. In the upper stages, almost all children write for a range of purposes, successfully applying their literacy skills across the curriculum. They make very effective use of impressive vocabulary and figurative language to engage the reader. Children confidently take notes and use these to create new texts, for example, non-chronological reports.

Attainment in numeracy and mathematics

- Across the junior school, children attain highly and almost all children are making very good progress. A minority of children make excellent progress in numeracy and mathematics.

Number, money and measure

- At the early stages, almost all children recognise and order with accuracy numbers to 20. They are developing well their skills in adding and subtracting within 10 and beyond. They recognise and name coins to £2 and count from 10p successfully. At the middle stages, almost all children identify the place value of three-digit numbers and round numbers confidently to the nearest 10 and 100. They add and subtract three-digit numbers using a range of strategies very well. Children read and recognise successfully both analogue and digital times. At the upper stages, almost all children multiply and divide confidently decimal fractions to two decimal places. They apply the correct order of operations in number calculations very well when solving multi-step problems. Children calculate accurately the area and perimeter of two-dimensional shapes.

Shape, position and movement

- At the early stages, almost all children identify confidently two-dimensional shapes (2D) and describe their properties. They are less confident identifying three-dimensional objects. They use the language of position and direction, including in front, behind, above and below correctly to solve simple problems in movement games. At the middle stages, almost all children use technology and other methods successfully to describe, follow and record directions. They identify symmetry confidently in patterns, pictures, nature and 2D shapes. At the upper stages, almost all children identify angles, including acute, obtuse and reflex. They use these appropriately when creating codes for programmable toys.

Information handling

- At the early stages, almost all children use their knowledge of colour, shape and size to sort items successfully in a variety of different ways. They interpret simple graphs well. At the middle stages, children are confident in extracting key information from charts, bar graphs and tables to answer questions. They are less confident in displaying data by creating charts and diagrams, using simple labelling and scale. At the upper stages, almost all children analyse

and interpret data confidently to draw conclusions and answer questions. They display data accurately in a variety of ways including through the use of digital technologies.

Senior school

- Staff have very well-developed systems to track and monitor young people's progress in literacy and numeracy over time. Staff demonstrate that young people make considerable progress from prior levels of very high attainment through all stages of the senior school.
- The English and mathematics departments have embedded highly successful approaches to develop young people's literacy and numeracy skills. This includes well-considered trips, clubs and successful participation in national competitions. Staff have developed a significantly strong culture of reading and writing for enjoyment through clubs, national awards and strong liaison with the vibrant school library. As a result of these vastly impactful approaches and very effective support of young people, literacy and numeracy outcomes are consistently outstanding and exceed national and independent-sector averages. These exceedingly high levels of attainment are sustained over time. Young people make excellent progress as they move through the senior school.
- In 2024/25, all young people in S4 achieved Scottish Credit and Qualifications Framework (SCQF) level 5 literacy through the full course award at National 5 (N5) for English. Almost all young people achieved SCQF level 5 numeracy through the full course award at N5 for mathematics. Most young people achieved an A pass for both mathematics and English. Almost all young people achieved N5 in English and mathematics between 2020/21 and 2024/25. Almost all young people achieved SCQF level 6 in S5 through Higher English and the majority of young people achieved this level in mathematics. The majority of young people achieved an A pass in English. These sector-leading levels of performance are sustained over time. By the point of leaving school, almost all young people achieve at least an SCQF level 6 literacy and numeracy qualification.
- All young people who achieved N5 level in English in 2023/24 attained Higher English in 2024/25. Almost all young people who achieved N5 level in mathematics in 2023/24 attained Higher mathematics in 2024/25. Just under half of the S5 cohort from 2023/24 progressed to Advanced Higher English in 2024/25.
- A few young people are presented for both National 4 (N4) and N5 level in mathematics. Senior leaders use tracking information very carefully to minimise the number of young people who are dual presented.

Attainment over time

Junior school

- Children attain very highly in literacy and numeracy over time. They are supported very well by a range of well-considered strategic approaches to raise and maintain high levels of attainment and progress.
- Senior leaders and staff have nurtured an ethos of high standards and expectations. Children expect to work hard to achieve as greatly as possible and in so doing contribute very effectively to their own successful learning. Senior leaders and staff gather a range of helpful assessment information about children's attainment in literacy and numeracy. They use this

information very effectively to adapt approaches and provide interventions to ensure children attain highly. Senior leaders and staff regularly share information with parents and carers about children's progress in literacy and numeracy. This helps parents and carers participate in their child's learning.

Senior school

S1-3

- Staff use very well-established and robust systems to measure rigorously young people's attainment over time across S1-3 and into the senior phase. Staff track thoroughly the progress and attainment of young people from S1 - S3 using standardised scores and a substantial range of assessment information. They use this information meticulously to predict attainment outcomes and to plan highly-aspirational pathways. Overall, staff use tracking data rigorously to support and challenge young people appropriately to sustain exceptional levels of attainment.
- Senior leaders use highly informative commercial programmes to provide comparator data with similar schools. Data from these systems shows a substantial and impressive added value to almost all young people's attainment as they move through the school. Senior leaders have recently strengthened further their tracking of young people's attainment over time. This demonstrates very strong alignment between outstanding attainment in S1-3 and exceptional senior phase attainment outcomes.

National qualifications

- Senior leaders and staff use attainment data systematically to inform impactful interventions which support almost all young people to attain remarkably well across the senior phase. These include, for example, impactful mentoring, support for young people to develop study skills and focused revision sessions for young people in the senior phase. Staff also use this data rigorously to measure carefully the impact of interventions in supporting young people to attain exceptionally well.
- Teachers ensure the consistency of this data thoroughly through a well-established approach to moderation. Teachers' judgments are very reliable and based on a well-considered range of high-quality assessments, baseline data and standardised assessments. Staff's judgements in the senior phase are bolstered in all departments by teachers undertaking roles with Qualifications Scotland. Staff use this information very well to prepare young people for outstanding success in national examinations.
- In S4, between 2022/23 and 2024/25, almost all young people achieved five or more awards at SCQF level 5C or better, with most achieving these awards at SCQF level 5A. Most young people attained eight or more awards at SCQF level 5C or better with the majority of young people attaining these awards at SCQF level 5A. These very impressive levels of attainment have been sustained over time.
- Between 2022/23 and 2024/25, almost all young people in S5 attained four or more awards and most achieved five or more awards at SCQF level 6C or better, with the majority achieving A grade passes. Over a third of the S5 cohort achieved five or more awards at SCQF level 6A.
- Performance at SCQF levels 5 and 6 is outstanding and commendably above independent schools' averages.

- By S6, between 2022/23 and 2024/25, almost all young people attained one or more awards at SCQF 7C or better. The majority achieved two or more awards and just under half of the S6 cohort achieved three or more awards at this level. Of those, the majority were A grade passes. The percentage of young people who gain A passes is notably above the average for independent schools.
- Teachers in all departments have well-embedded and highly impactful strategies to support all young people. Almost all young people pass all their chosen subjects. Almost all departments have 100% pass rates in either N5 or Higher courses and often in both. The percentages of A grades are noteworthy. These are substantially above national averages as well as the independent averages for subject attainment. Commendably, staff have maintained these notably high standards of attainment for young people over time.

Overall quality of learners' achievement

Junior and senior school

- Across the junior school, children and young people develop an outstanding range of important skills for learning, life and work through participation in an extensive range of activities offered by staff, partners and young people in the senior school.
- Children and young people deepen and extend classroom learning, as well as their confidence and creativity from specialist subject teaching in the junior school and additional activities from all subject departments in the senior school. Children and young people develop confidence through a sector-leading range of opportunities to perform. This includes through a considerable offer in music. Older children in the junior school strengthen very effectively their communication, collaboration, problem-solving and decision-making skills through an exceedingly effective annual enterprise project. Children and young people apply well their knowledge and skills in subjects by competing successfully in local, national and international competitions. They also learn about societal issues and develop global citizenship through a range of local, national and international excursions.
- Almost all learners are very active and are developing a considerably strong understanding of health and wellbeing through a substantial offer of sports. Children and young people develop social connections and a sense of belonging through teamwork. A few young people have enjoyed national and international sporting success in a range of pursuits. Children and young people develop skills and friendships from older peers through mixed teams. A few young people represent proudly the school and their country in a wide range of sports' competitions.
- All young people in the senior school are achieving very well through a substantial and well-considered offer of activities outwith the classroom. Most young people across the senior school take part in at least two of these activities. A majority of young people gain valuable skills including perseverance and endurance by taking part in the Duke of Edinburgh's Award scheme. A few young people lead clubs and activities which strengthens and develops further their own leadership skills as well as supporting peers.
- Through committee roles, captaining teams or leading rehearsals, children and young people develop initiative, planning skills, decision-making and a greater sense of responsibility. Through community work and fundraising, children and young people are significantly developing their organisational skills as well as a strong understanding of the importance of collaboration and communication. Older children and young people develop greater empathy

and enhance their communication skills by helping peers in their own and other schools. Children in the junior school made a significant contribution towards the school receiving an award as the 'Kindest School in Scotland'. This was in recognition of children's high levels of social responsibility and compassionate citizenship.

- Staff have robust and established processes to capture, record and recognise all children's and young people's achievements. Children and young people are rightly proud of their achievements and appreciate greatly how staff celebrate their success. Staff do this through a range of approaches including school documentation, prizegiving, merits, reports, certificates, assemblies, displays and a range of media.
- Young people in the senior school articulate very well the skills, attributes and knowledge that they gain from a range of achievements. They are clear that their achievements strengthens their learning across the curriculum. Staff use a range of approaches to support young people to understand the skills they are developing. They should continue with plans to develop a co-ordinated and consistent approach to help both children and young people to identify more systematically the skills they are developing. This should help learners to profile more concisely and coherently how they are developing and applying these skills across the curriculum.

Equity for all learners

- Senior leaders and staff have a very comprehensive understanding of families' circumstances. They have robust systems to identify children and young people who have gaps in attainment or are not on track to attain expected progress. They use a range of thoughtful and successful interventions to support young people who face barriers to their learning through an additional support need or individual circumstances. As a result of robust tracking and highly effective support, children and young people who require additional support with their learning attain very well. In the senior phase, for example, the majority of young people who require additional support with their learning in S4 achieved eight or more passes at N5 and for young people in S5, five or more passes at higher level. A significant minority achieved A grade passes in all subject areas. These outstanding levels of performance are sustained over time.
- Over the years, the school has increased progressively the number of young people who benefit from the school experience through the provision of a Bursary Award. Staff are sensitive to the circumstances of families and have increased the number of young people who receive financial assistance towards fees through this scheme. Senior leaders monitor and support carefully their progress and as a result, young people receiving assistance attain and achieve exceptionally well.
- Staff and partners have developed an extremely innovative programme for the senior school, START. This initiative is developing an important range of skills, knowledge of business as well as SCQF level 6 accreditation for young people in the senior school. Commendably, staff are contributing to sector-wide improvement by extending this programme to improve the outcomes for young people and the skills of staff in other schools. This is leading to a greater number of young people from a diverse range of schools across four local authority areas experiencing these highly-positive outcomes.
- Young people benefit from strong partnership working to support them at points of transition. This includes regular and focused mentoring from school or careers staff and has resulted in all young people progressing to a positive destination on leaving school. This includes almost all

young people transitioning to university with a few progressing to college or a degree apprenticeship. The remaining few young people tend to postpone transition to further or higher education by taking a gap year.

Practice worth sharing more widely

Staff developed a highly innovative programme, START, to enhance the skills of young people in S6. This initiative, created with industry leaders and Scottish Government funding, supports young people across neighbouring schools in the local authority area. Staff launched START in the 2023/24 session to young people in sixth year. Young people collaborate with leaders in industry to develop their entrepreneurial skills. Participants articulate very well their enhanced understanding of business and future careers. Young people from a diverse range of backgrounds benefit from participation in this highly successful programme which has achieved SCQF level 6 accreditation, in partnership with City of Glasgow College. This session, the project is being expanded to a larger number of schools across four local authority areas so that a greater number of young people achieve these highly positive outcomes.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of the Office of His Majesty’s Chief Inspector of Education in Scotland