

Summarised inspection findings

Brae High School

Shetland Islands Council

5 November 2024

Key contextual information

Brae High School is a 3-18 non-denominational comprehensive school on Shetland. It serves the community of Brae for early years and primary provision and the wider north mainland community for secondary provision.

Brae High School is part of the North Mainland Learning Community, along with Urafirth, Lunnasting, North Roe, Ollaberry and Mossbank primary schools.

The headteacher has been in post for four and a half years. He is supported by two Depute Headteachers (DHT).

Currently, the school roll is around 320 children and young people, with 158 in the primary school and 162 in the secondary. The nursery is registered for 43 children.

The nursery, primary and secondary departments are currently housed across three different buildings. The current building constrains staff's ability to provide children and young people with their full entitlement to high quality physical education (PE). Staffing difficulties in key subject areas, including religious and moral education (RME) and craft, design and technology (CDT) impacts on senior leaders ability to provide a full and varied curriculum for all young people in the secondary school. A new school building is being planned. It is anticipated that it will be operational in around three years' time.

Attendance is generally above the national average.

The exclusion rate is generally below the national average.

In February 2022 12% of primary aged and 13.1% of secondary age pupils were registered for free school meals.

In September 2022 no pupils live in 20% most deprived data zones in Scotland.

In September 2022 the school reported that 29.1% of primary aged and 45.8% of secondary age pupils had additional support needs (ASN).

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

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

- Staff, in consultation with stakeholders developed the school's vision, values and aims a few years ago. Staff are turning aspects of the vision; 'A caring learning community that is nurturing, supportive and ambitious and enables all children and young people to thrive', into the lived experience for most children and young people. The values of creativity, aspiration, relationships and equality, (CARES), are clearly demonstrated in most interactions across the school and are well understood by children and young people. Senior leaders have identified

correctly the need to refresh the vision, values and aims, with stakeholders, to reflect better the current context, the increasing awareness of the United Nations Convention on the Rights of the Child (UNCRC) and the views of children and young people currently in the school.

- Senior leaders have worked well together to develop and build sustainable approaches for continuous improvement. This includes increasing understanding and use of data amongst staff and regular whole-school self-evaluation activities planned throughout the academic session. The school improvement plan, developed in consultation with parents, pupils and staff, reflects appropriately the need to develop consistently high-quality learning, teaching and assessment approaches and to build further on the respectful relationships, equality and communication at all levels within the school. This plan is regularly reviewed by staff to measure progress against intended outcomes. Senior leaders should continue to ensure that the priorities within the school improvement plan impact meaningfully on improved outcomes for children and young people. The Pupil Equity Fund (PEF) plan focusses on improving literacy and numeracy for identified children and young people. The plan is shared appropriately with the Parent Council.
- Middle leaders are at the early stages of using robust approaches to self-evaluation. Middle leaders attend regular meetings with each other and senior leaders to discuss departmental and whole school issues. These include increasingly robust attainment reviews. A few middle leaders understand their leadership roles and responsibilities in their department well and demonstrate confidently the impact that this has on children and young people. A few middle leaders do not yet recognise fully their whole-school leadership roles. Middle leaders are becoming more proficient at using evidence to inform their departmental improvement plan. However, too many of these plans do not reflect the whole school improvement plan. Departmental plans do not include sufficient detail on identified outcomes to be achieved and how progress towards these will be measured. These plans should be reviewed regularly with all stakeholders to monitor progress towards achieving improvements for young people.
- Senior leaders and staff need to increase the pace of change in several areas. For example, developing a fuller understanding across the school of self-evaluation leading to school improvement, a curriculum review to ensure appropriate progression pathways for all children and young people, and addressing areas of weakness in learning, teaching and assessment.
- The headteacher recognises and values the importance of building the leadership capacity of staff. Several staff are developing their leadership skills well through both internal and external opportunities. Most teachers are becoming more critically reflective and collaborative in their desire to lead improvements for children and young people. A few have led activities where teachers engage in research around a specific aspect of pedagogy, share their findings and learn together. This approach is working well and leading to improvements in, for example, strategies used to frame learning. These strategies help children and young people understand what they are learning.
- Most staff readily take on leadership roles across the school. They engage regularly in professional learning and enquiry and lead the development of key areas of work such as improving writing across the school, developing interdisciplinary learning and digital literacy. This is supported by effective approaches to the professional review and development process which is clearly aligned to the General Teaching Council for Scotland standards. All staff need to ensure that they engage with the professional review and development process.
- Staff proactively engage with a wide range of highly effective partners. Partners are helping to broaden learning opportunities and provide bespoke packages of support to help children and young people, including those with additional support needs. Routine communication between

school staff and partners is clear and based upon mutual respect. Senior leaders and staff meet regularly with individual partners to plan and review their programmes. Staff should now work collectively, in a more structured way, to plan and evaluate the input of partners in line with the school's vision, values and aims.

- Staff from Skills Development Scotland work closely with senior leaders to plan activities for young people in the senior phase. These activities include for example, work experience and mock interviews to help prepare young people for the world of work. There is significant scope to develop further opportunities to explore and implement national priorities in 'Developing the Young Workforce' across the school.
- A few children and young people engage effectively in relevant leadership opportunities. They value the opportunities they have to influence change in the school. For example, young people in S6 lead on key events across the school year including pupil versus teacher events and assemblies. Young people in senior stages also lead activities for children in the primary stages including paired reading and sporting events. These activities support children's wellbeing and improves their confidence in making transition from primary to secondary school. Successful participatory budgeting approaches and the work of the pupil council has influenced improvements in social spaces and outdoor areas of the school. Staff should continue to develop pupil voice further.

2.3 Learning, teaching and assessment

weak

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

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

- Children and young people across the school experience positive and caring relationships. Staff increasingly promote the UNCRC and value respectful interactions between children and young people. As a result of the school's approaches, learners benefit from a supportive and inclusive ethos. While most children feel that the school helps them to understand and respect other people, a minority of children in the primary school do not know if they are treated with respect. Therefore, there is a need to continue to explore with children in the primary department their views about how they feel they are treated in school.
- Most children's and young people's behaviour across the school is good. In the primary department, class charters and approaches to develop children's skills in self-regulation and managing their own behaviours are evident and mostly effective. These approaches are part of the whole school approach to promoting positive behaviour. However, a few teaching strategies lead to a minority of children displaying disruptive behaviours that interrupt the learning for the majority of children. Across the school, there is a need to review learner engagement and ensure that all children and young people's learning and pastoral needs are met effectively.
- Most children and young people work well independently and with their peers. In a few classes, children and young people use their individual skills effectively to complete tasks in small groups. The majority of children across the school are eager to learn. A minority of teachers plan a few experiences that challenge children's and young people's thinking and are well matched to learning needs. In both the primary and secondary departments, most experiences do not enthuse children and young people sufficiently well and this impacts negatively on their motivation and progress.
- Most teachers across the school share the purpose of lessons at the start of each lesson. Most children and young people know what is expected of them to achieve success. In a few classes, children and young people co-construct measures of success in their learning with teachers. This helps them to structure their work. However, the quality of approaches to involve children and young people in their learning is too variable. As a result, the majority of children and young people are not clear about what and why they are learning. They do not know their strengths and next steps, and most written feedback from teachers does not link well with the purpose of the lesson or move learning forward.
- In a few lessons in the primary department, teachers make effective use of digital technologies to consolidate children's learning. A few young people in the secondary department use digital technologies for personalised study and research. Across the school opportunities to develop independence, support and challenge children and young people using digital technologies is not planned effectively.

- Primary teachers across the early level are beginning to develop play as an approach to improve outcomes for children. The environment is well-resourced, and children enjoy accessing learning across a range of planned areas. Adult interactions are sensitive and children's interactions with each other are positive. However, the level of challenge children experience when learning through play does not meet minimum national expectations of standards for a minority of children. In addition, staff do not use observations of children's progress through child-initiated play, guided play and teacher directed learning to extend and deepen learning. As a result, the effective progress a minority of children make through teacher-directed and structured learning approaches is not developed during child-led learning.
- The majority of teachers use the school's agreed learning and teaching framework to structure learning in classrooms. Most learning environments are inclusive, well laid out, organised and support children and young people to learn. A minority of teachers use effective questioning very well to extend learning. There is a need to develop further staff understanding of each element of the learning and teaching framework. For example, children and young people experience some basic choices in what they learn. This does not build individual children and young people's ownership of their learning or deepen their knowledge and understanding.
- Across the school, all teachers plan lessons to deliver the curriculum. However, these plans and the implementation of the planned learning does not meet the learning needs of all children and young people in their classes. Class teachers' planned learning is not differentiated sufficiently well, nor does it build on prior knowledge. Therefore, the pace of learning and the level of challenge is not appropriate. This diminishes children and young people's experiences and opportunities as they move through the school from P1 to the senior phase.
- Across the school expectations of what learners can achieve are low. As a matter of urgency, senior leaders need to ensure that all teachers have a whole-school shared understanding of how to plan and implement high quality learning experiences. These experiences should be enjoyable, appropriate, set at the right level of challenge and meet the needs of all children and young people.
- Across the school, approaches to assessment are variable and at the early stages of informing next steps in learning. In the primary department teachers are at the early stages of developing approaches to ongoing and periodic assessment. These assessments are beginning to inform teachers and senior leaders about children's progress. In the secondary department, most teachers use an appropriate range of ongoing and periodic assessments through the planned courses and programmes across the broad general education (BGE) and senior phase.
- Across the school, most children and young people regularly use self-assessment linked to success criteria outlined at the beginning of lessons. A few participate in peer-assessments which help them to reflect on their learning. Importantly, most teachers across the school do not make judgements from ongoing assessments during lessons to ensure that each child and young person makes expected progress in their learning.
- Senior leaders identified the need to improve the rigour and reliability of teacher's professional judgements across the BGE. Staff recognise the need for a more consistent approach to moderation activity in the primary and secondary departments. The school's approach to moderation of standards in the BGE is at the early stages of development. Teachers should continue to seek opportunities for professional learning to develop their understanding of the moderation cycle. This should include moderation activities in partnership with teachers from associated primary schools, within and across curriculum areas, across departments, and

through subject development networks. Teachers should, through these activities gain a better understanding of national standards and of planning for progression, particularly through the broad general education (BGE). These activities need to need to improve the reliability of professional judgements and lead to increased expectations of what children and young people can do.

- In the primary department teachers are developing their understanding of expected standards in writing well. As a result, the majority of writing tasks are set at the correct level of challenge. However, the majority of learning in numeracy and across the curriculum is not set at the correct level of challenge and the pace of lessons are too slow.
- A few teachers continue to undertake duties with the Scottish Qualifications Authority. This supports them develop both their knowledge of senior phase qualifications and develop crucial networks across Scotland. Most teachers in the secondary department participate in subject development networks across the island. They also engage in moderation activities with others beyond the school. Teachers in both the primary and secondary departments need to moderate plans, assessments and achievement of a level evidence, collegiately to ensure clarity in expected standards from early level through to the senior phase across all curricular areas. Approaches currently in place do not show continuity of learning from early level through to the senior phase.
- Teachers use a limited range of assessment strategies that provide meaningful evidence of how well children and young people are progressing. They do not make sufficient use of assessment evidence to help inform planning and therefore tasks and activities are set universally for all learners.
- Teachers in the primary department are not yet tracking progress across all curriculum areas. In the secondary department, most teachers track young people's progress across the BGE and the senior phase. A few departments use tracking information well to plan and review interventions. These approaches demonstrate young people's progress over time and inform middle leaders of the learning pathways for young people through into the senior phase. There is a need to ensure that tracking and monitoring of progress is rigorous and demonstrates improvements in attainment of young people.

2.2 Curriculum: Learning and developmental pathways

- Children and young people learn across almost all curriculum areas in primary and secondary school. Currently, there is an over-emphasis on discrete literacy and numeracy in the primary school. Teachers need to develop further experiences which extend children's learning in other areas of the curriculum. Staff now need to ensure all planned experiences are progressive and build on children's prior learning. In the secondary department, teachers should develop further progression routes from the BGE into the senior phase to broaden the learning pathways for young people. This includes gaining a better understanding of all aspects of the Scottish Certification and Qualifications Framework (SCQF) to ensure young people develop well skills for learning, life and work.
- Young people make choices towards the end of S2 that enable them to develop skills in different subjects. At S3, young people personalise their curriculum further by selecting five subjects in addition to the required core courses in English and maths. From S3 young people also have an opportunity to participate in a variety of courses, such as computing, aquaculture and engineering skills, at the local college. These courses link well with potential careers. In the senior phase almost all young people choose to follow seven courses in S4.
- Across the school there are a few examples of staff taking forward project-based approaches to enhance the delivery of the curriculum. Senior leaders should consider how these approaches could be further developed to allow children and young people to apply their learning in different contexts and also have a greater awareness of the skills they are developing.
- In BGE young people do not yet receive their entitlements across all curriculum areas. Senior leaders report challenges with recruitment that are constraining young people's curriculum in a few areas including RME and CDT subjects. Staff use a variety of strategies to mitigate these challenges. These include creative approaches to timetabling and through well-embedded links with partners such as the local college. Across the primary and secondary departments children and young people do not receive the national recommendation for PE. This is in part due to the facilities available to them and to current transport arrangements.
- At the primary stages, children benefit from specialist teaching in drama, music, art and PE. Across the primary school children learn French and Spanish. Teachers of modern languages build on these experiences to ensure all young people continue to experience learning languages in the BGE. This is in line with national recommendations. Young people also have opportunities to take this learning forward into the senior phase.
- Young people benefit from an effective transition programme which supports all children as they move from primary to secondary school. The programme includes enhanced transition opportunities to support identified young people in their transfer to secondary school. Partners support this pastoral programme well. However, teachers across the associated primaries and the secondary school could work together more effectively to ensure continuity and progression in learning for young people as they transition from primary school.
- Across the school all children and young people have a timetabled period to access the school library. Children and young people also access this useful resource beyond the school day. The school librarian supports learning well by working with the English department and supporting young people develop study skills. More effective use could be made of the library to promote literacy, numeracy and health and wellbeing as a responsibility of all.

- Young people develop an understanding of their strengths and areas for development in personal and social education (PSE). Supported well by partners, a range of experiences are offered to young people from S1 to S6. All pupils in S3 have opportunities to take part in mock interviews with staff from local businesses for example. Other young people benefit from individual advice, group sessions, or support with curriculum vitae (CVs) and with universities and colleges admissions service applications. Senior leaders should develop further this work and link it with a skills framework. This should help to support all young people to have an understanding of how the skills they are developing will support them in the future world of work. A few young people would welcome further opportunities to meet with staff to fully consider appropriate options from the range of opportunities and subjects on offer.
- Young people access digital learning opportunities through a 'film and screen' digital learning experience. Staff should develop learning opportunities throughout the curriculum to ensure all young people benefit from an appropriate range of digital learning experiences.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents value the variety of methods used to communicate with them, including e-mails, social media and newsletters. Across the school, most parents feel comfortable to contact the school if they have any queries or concerns. They feel that staff know their children well and appreciate the support they receive at school.
- All parents receive useful information about their child's progress through annual reports and parents' evenings. Parents also welcome the 'Understanding Options' evening where they gained a knowledge of the range of pathways open to young people. Across the school, a few parents would value more opportunities to be more involved in supporting their child's learning at home and would value more regular feedback on how their child is learning and developing.
- The Parent Council is a small supportive group who work closely with the school. They have been involved in important aspects of school improvement including changes to lunch times and methods of communication across the school. Senior leaders share the improvement plan with the Parent Council and seek parental views on the use of PEF. Senior leaders should continue to broaden the membership of the Parent Council to better reflect the current school context.
- Partners support families effectively through events such as 'Tea-Time Tuesdays' where parents enjoy sports, cookery and use of the library facilities.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Most children and young people enjoy positive relationships with most staff in calm and respectful learning environments. Most children and young people know that they have someone to go to if they feel worried or upset. They therefore feel safe in school and know that any issues are addressed. Across the school children and young people feel that they are valued and supported by most staff.
- Across the school most pupils feel that staff treat them fairly and with respect whilst the majority feel that they are treated well by their peers. Almost all children and young people behave very well and enjoy good relationships. Staff have created a range of safe spaces where young people go to self-regulate as required. Staff support children well to understand their own mental wellbeing and to respect others. Children and young people recognise their own rights and those of others and are now working together with staff to develop further a whole school approach to understanding and recognising children's rights.
- Young people are supported well by staff and a range of partners. As a result, young people have a good knowledge of the wider range of support services available to them. Most young people feel that the school helps them make healthy choices and provides a range of opportunities for regular exercise through, for example, timetabled PE and out of school activities. All young people appreciate opportunities given in PSE to discuss current issues that impact their lives. Staff should continue to review the PSE curriculum with young people to ensure that it is relevant, responsive and progressive.
- Staff across the school, have a limited understanding of the wellbeing indicators and how they support children and young people. They are at the early stages of using wellbeing assessments universally. For example, young people use wellbeing wheels in PSE to evaluate their own wellbeing. As a result, pupils have a good understanding of their own wellbeing. Staff, across the school, should now develop a consistent language of wellbeing. This should help all staff effectively support children and young people to recognise how their own wellbeing can change, and importantly how to access help.
- Senior leaders and pupil support staff display a very good understanding of statutory duties and comply with legislation and guidance relating to inclusion, wellbeing and equality. Teachers, across the school need to develop their awareness of statutory duties and guidance relating to wellbeing, inclusion and equality in order to improve outcomes for children and young people.
- Senior leaders have clear procedures to track and monitor children and young people's attendance. They explore reasons for absence and late-coming and work with partners to provide appropriate support. As a result, attendance rates are high.

- Staff across the school follow the local authority staged intervention process. This provides a structure for staff to follow to help identify, and meet, the needs of children and young people as required. Staff record information relating to children and young people's needs in a range of ways, including through pupil passports. Staff should now use the staged intervention process more effectively to help ensure that barriers to learning are identified and appropriate interventions planned and implemented to meet the needs of children and young people. This includes exploring further universal supports which may help more children access support within the classroom. Senior leaders and the pupil support team meet regularly to discuss and review the effectiveness of support strategies and targeted interventions. Senior leaders should develop a strategic overview of all children and young people's needs in order to track and measure the impact of universally available interventions more effectively. This will help staff know what is working well for individual, and groups of children and young people.
- Young people who require targeted support have appropriate individualised plans and programmes in place. These plans include strategies that young people would find helpful. As a result, most young people with additional support needs are attaining and progressing well with their individual targets. Teachers should now ensure that targets for learning within children's plans are specific, measurable, achievable, realistic and reviewed timeously. They should be informed by the voice of children, young people and their parents. Children and young people, along with their parents should be more involved in the planning, evaluation and review of targets set as well as identifying appropriate next steps. This will allow senior leaders to monitor the impact of interventions and evaluate the effectiveness of supports to ensure children and young people make good progress in their learning.
- Senior leaders provide a range of planned professional learning opportunities to help staff understand aspects of inclusive practice and develop strategies to support children and young people. As a result of specific professional learning a few teachers altered their learning environment to meet the needs of young people better. This is working well. Senior leaders should continue to ensure that all staff across the school fully understand their roles and responsibilities with regard to providing universal support and meeting the needs of children and young people in the classroom.
- Children and young people are developing their understanding of protected characteristics through, for example, the PSE and health and wellbeing curricula. Within primary classes, children share their knowledge of other cultures through class presentations. This is helping children gain a deeper understanding of different cultures and traditions. Young people in the secondary school are developing further their understanding of diversity through assemblies and other targeted approaches planned for and delivered with partners. As a result, young people are developing their confidence to challenge discrimination actively, should this arise. Senior leaders should continue to develop a whole school overview of children and young people's learning experiences relating to equalities and diversity. This should help staff identify any gaps and plan learning experiences across a wider range of curriculum areas more authentically. As planned, senior leaders should continue developing the Equalities Group to develop young people's appreciation of everyone as an individual and the value that all have within a community.

3.2 Raising attainment and achievement

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

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

BGE

Primary stages

- Most children at early and first levels, and the majority at second level, achieved expected Curriculum for Excellence (CfE) levels in reading, writing, listening and talking in 2022/23. A majority of children at all levels achieved expected CfE levels in numeracy.
- In 2023/24, at early level, a majority of children achieved expected CfE levels in reading, writing and numeracy and most achieved this level in listening and talking. Most children at first and second level achieved expected CfE levels in reading, listening and talking and in numeracy. Most children at first level and a majority at second level achieved expected CfE levels in writing.

Attainment in literacy and English

- Overall, attainment in literacy and English is good. Most children, including those who require additional support with their learning, are making expected progress.

Listening and talking

- At early level, most children listen well to instructions. Most children take turns when engaged in paired and group activities. At first level, most children listen attentively and work well together. They share their thoughts and ideas appropriately and confidently make contributions when discussing books they have enjoyed reading. By second level, most children are confident and articulate. Most children share ideas and opinions confidently and work well in a group. At all stages, a few children are not yet able to participate well in discussion activities. Children at all stages would benefit from opportunities to develop further their listening and talking skills in real life contexts.

Reading

- At early level, most children recognise initial sounds and blend letters and sounds well. They are confident in using their phonic skills to attempt new words when reading aloud. Children enjoy listening to a variety of texts and answer simple questions well. At first level, most children read familiar texts with fluency and expression and can identify the main ideas in texts. At second level, most children read enthusiastically for enjoyment and with good comprehension. They recognise the techniques authors use to create effect, including

vocabulary and figurative language. At second level, children would benefit from more challenging analysis and evaluation tasks in relation to the texts that they are reading.

Writing

- At the early level, the majority of children form most lowercase letters legibly and leave a space between words. A few children working at early level use capital letters and full stops in sentences and simple stories effectively. At first level, most children organise their writing appropriate to the tasks they are given. They spell most commonly used words correctly. Children are increasingly confident in using a range of language techniques to enhance their writing. At second level, most children write regularly in a variety of imaginative writing genres. A majority of children use confidently a range of language techniques to enhance their writing and engage the reader. Children at all stages would benefit from more regular opportunities to develop their extended writing skills across a range of genres and in real life contexts.

Attainment in numeracy and mathematics

- Overall, the majority of children make satisfactory progress in numeracy and mathematics. Teachers need to make sure that planned learning accurately builds on prior knowledge. In addition, children need to apply their numeracy and mathematical knowledge in real life meaningful contexts.

Number, money and measure

- At early level children recognise numbers and add numbers to ten. The majority of children at first level add two-digit numbers and read digital and analogue times o'clock and half past. A minority are unable to demonstrate mental calculations appropriate to their age and stage of development. At second level most children calculate the percentage of a whole number. They use fractions of two-digit numbers. The majority of children are not able to solve two step word problems in a range of contexts or apply numeracy across the curriculum.

Information handling

- At early level children use real-life contexts well to gather and present data. At first and second levels most children use simple tally charts and create very simple bar charts with one unit representing a scale. Almost all children at second level interpret run charts relating to their progression in writing very well. Children are motivated by this real-life context to learn. Most children are not able to apply their information handling skills in challenging contexts or use digital technologies to communicate and analyse data.

Shape, position and movement

- At early and first level, most children accurately name two-dimensional shapes and three-dimensional objects. At second level most children are unable to describe complex properties of two-dimensional shapes and three-dimensional objects. A few recognise and draw an appropriate range of angles.

Secondary stages

- As the number of young people in each school year is small, care has been taken when interpreting and analysing data. In order not to identify any of the small number of young people taking qualifications, HM Inspectors have not always used quantitative terms in this summary.

S1 to S3

- In 2022/23, by the end of S3, a majority of young people achieved CfE third level in literacy and numeracy. A minority achieved CfE fourth level in literacy and numeracy.

- In 2023/24, by the end of S3, most young people achieved CfE third level literacy and all young people achieved third level in numeracy. Most young people achieved CfE fourth level in numeracy and a minority achieved CfE fourth level in literacy.
- Most young people with ASN are making appropriate progress with their current targets.

Senior Phase

Literacy and numeracy

- Almost all young people who left school between 2018/19 and 2022/23, including those with ASN, achieved SCQF level 4 or better in literacy and most achieved SCQF level 5 or better in literacy. This is generally in line with the Virtual Comparator (VC). By S6, based on the S6 roll, almost all young people achieved SCQF level 5 or better course award in literacy between 2018/19 and 2022/23.
- Almost all young people leaving school between 2019/20 to 2022/23, including those with additional support needs, achieved SCQF level 4 or better in numeracy. A majority of young people leaving school between 2018/19 and 2022/23 achieved SCQF level 5 or better in numeracy. This is generally in line with the VC. Attainment at this level has declined in the latest year (2022/23). By S6, based on the S6 roll, most young people achieved SCQF level 5 or better in numeracy between 2018/19 and 2022/23.

Attainment over time

BGE

- Senior leaders recognise that previous attainment data is not reliable or robust. Staff have not yet gathered and analysed data for attainment across all curriculum areas throughout the BGE in both primary and secondary departments. Senior leaders have developed approaches to tracking attainment over time. These approaches need to be developed fully and embedded across all departments and throughout the BGE. Staff now need to track the progress of different cohorts and groups of learners over time. This will ensure a greater understanding of gaps in attainment and allow them to measure the progress towards closing these gaps.

Senior phase

- When compared using the average complementary tariff points, attainment of the lowest attaining 20% and the middle attaining 60% of young people who left school between 2018/19 and 2022/23 is generally in line with the VC. This includes those young people with ASN. Attainment of the highest attaining 20% of young people is below the VC for the same period.

Breadth and depth

- In S4, over the past five years, most young people achieved five or more awards at SCQF level 4 or better. The majority of young people achieved five or more awards at SCQF level 5 or better over the past five years. This is generally in line with the VC.
- By S5 based on S5, attainment at SCQF level 5 or better shows an improving pattern from 2020/21 to 2022/23 for five or more courses. This is above the VC. Over the last five years, there has been consistent improvement in passes at A grade at SCQF level 5 for five or more courses. The school has performed consistently above the VC over this time. Attainment at SCQF level 6C or better shows an improving pattern from 2018/19 for five or more courses. Performance at SCQF level 6A or better is generally in line with the VC.
- By S6, attainment at SCQF level 6C or better shows a decline across one or more to five or more courses in recent years. Senior leaders should explore coursing arrangements in S6. The percentage of young people not presented for any or 1 course is higher than the national average.

Overall quality of learners' achievement

- Children and young people are developing their leadership skills and apply these in a range of activities, such as Junior Road Safety Officers, sports leaders and Mentors in Violence Prevention (MVP). Children and young people enjoy being role models and contributing widely to the life of the school. MVP leaders are raising awareness of how to tackle discrimination across the school. Young people recognise they are developing their capacity to communicate and have improved their self-esteem.
- A majority of young people gain skills and develop attributes through taking part in clubs at lunchtime and after school. A few young people use these skills well to contribute to the life of the school and wider community. For example, organising sports days and the annual summer ball.
- A few young people volunteer as part of their Saltire awards and SCQF level 4-6 volunteering awards. All young people at S3 participate in the Youth Philanthropy Initiative which is helping develop their teamwork and research skills and gain a better understanding of their own community.
- Staff celebrate regularly children and young people's achievements through assemblies, newsletters and wall displays. This helps children and young people feel that their achievements are valued. Senior leaders do not yet have a system for tracking young people's achievements. Staff should now develop a strategic overview of achievements so that they know how many learners are involved. This will enable staff to track participation levels and skills development, including achievements beyond the school. This will further enable staff to identify children and young people who are at risk of missing out.

Ensuring equity for all learners

- Senior leaders use the PEF appropriately to provide effective early interventions. As a result of these interventions, a majority of pupils in targeted groups across the primary and secondary departments are beginning to close gaps in literacy and numeracy. A few young people have improved their attendance and engagement in the life of the school.
- School leaders work well with Skills Development Scotland and other partners to monitor young people at risk of not achieving an initial positive destination. Together staff and partners plan appropriate support interventions for these young people. School leaders collaborate effectively with partners to help support young people at risk of, or who have, disengaged from school.
- Overall, almost all young people who left school from 2018/19 to 2022/23 moved into an initial positive destination. In the latest year (2022/23), more than a third of young people moved to higher education, a significant increase from previous years.

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.