

2 December 2025

Dear Parent/Carer

In April 2024, HM Inspectors published a letter on Lockerbie Academy. The letter set out a number of areas for improvement which we agreed with the school and Dumfries and Galloway Council. Recently, as you may know, we visited the school again. During our visit, we talked to young people and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting young people's learning and achievements. This letter sets out what we found.

Continue to improve the consistency of high-quality learning, teaching and assessment across the school, ensuring appropriate pace and challenge for all young people.

There has been positive progress in this area for improvement since the initial inspection.

Across the school, relationships continue to be positive, caring and respectful between staff and young people. In almost all classes the learning environment is calm, purposeful and nurturing.

Young people participate well in a range of motivating classroom tasks and activities. They are now more active participants in their learning and engage well when learning independently and when working with peers. Young people benefit from an increased use of digital technology to enhance their learning. Senior leaders and staff should continue to build on these positive experiences for young people.

Senior leaders and staff have worked well together to further refine and embed a common lesson structure across almost all classes. The staff Learning and Teaching group continues to drive improvement across the school and have plans in place for ongoing development.

Continue to implement the recently developed approaches to monitoring young people's progress. This will support staff to make better use of data to inform judgements and plan for learning more effectively.

There has been sufficient progress made in this area for improvement.

Staff have introduced effective arrangements across the school to monitor the progress of young people's attainment.

In S1-3, teachers and middle leaders have a better understanding of how young people are progressing within and across subject areas. As a next step, teachers should work more closely with colleagues in associated primary schools to improve progression in learning at the point of transition. This will support continuity in learning for all young people.

In S4-6, teachers support young people well through learner conversations about their progress. This enables young people to identify their strengths and next steps with increasing confidence. This approach is developing for young people in S1-3.

Senior leaders are now monitoring young people's progress over time more effectively. This is helping them to identify learners who may require additional support. As part of ongoing improvement, senior leaders should monitor the impact of these supports to ensure they are making a positive difference to young people's learning and attainment.

Continue to raise the attainment of all young people, with a particular focus on literacy and the percentage and quality of passes in S4-6.

Overall, the school has not yet made sufficient progress in this area for improvement.

Senior leaders have strengthened the school's approaches to raising attainment for all young people. They now monitor progress more comprehensively and have clear plans and processes to support improvement. Progress in this area for improvement however is not yet sufficient. Senior leaders recognise the need to continue to improve attainment across the school, particularly in increasing the number and quality of passes in S4-6. Senior leaders and teachers require more time for their current approaches to have an impact on young people's attainment.

There has been improvement in overall attainment in literacy in S1-3 with more young people progressing to higher levels of attainment in S4. However, there is no steady pattern of improvement in attainment in numeracy. Senior leaders and teachers have clear plans in place to improve this.

Attainment at SCQF level 6 by S5 has improved in 2023/24 and 2024/25, with the majority of young people now achieving this level. The introduction of the Communication and Literature course in S5/6 has contributed to an increase in the number of young people achieving SCQF level 6 in literacy in 2024/25.

There has been some progress in improving attainment across S4-6. However, this remains an area for continued improvement. The recent introduction of a seventh national qualification in S4 should provide additional opportunities for increased attainment.

Senior leaders should ensure that additional qualifications in S4 are adding value to the attainment of young people.

This area for improvement has been addressed successfully.

Senior leaders are developing clearer pathways through the senior phase. Courses offered now meet the needs of learners more effectively. New Skills for Work courses at SCQF Levels 4 and 5 are providing valuable and relevant pathways for learners. These include construction, early learning and childcare, hospitality, and beauty

Moving forward, senior leaders should continue to strengthen course choice options to ensure young people undertake the most aspirational range and level of courses, aligned with their individual needs and future plans.

What happens next?

The school has made some progress since the original inspection. We will liaise with Dumfries and Galloway Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within 12 months of the publication of this letter. We will discuss with Dumfries and Galloway Council the details of this inspection. When we return to inspect the school we will write to you as parents informing you of the progress the school has made.

Carolanne Calderwood-Glassford
HM Inspector