

Summarised inspection findings

St Roch's Secondary School

Glasgow City Council

4 March 2025

Key contextual information

School Name: St. Roch's Secondary School
Council: Glasgow City Council
SEED number: 8438730
Roll (December 2024): 751 young people

St. Roch's Secondary School is a six-year Roman Catholic secondary school located in Royston, Glasgow. The headteacher took up post in December 2023 and is supported by four depute headteachers.

The school includes the Department of Deaf Education (DDE), which supports 43 young people who are deaf.

Attendance is generally above the national average. Exclusions are generally below the national average. In February 2024, 52.8% of young people were registered for free school meals. In September 2023, 84.4% of young people live in 20% most deprived data zones in Scotland. In September 2023, the school reports that 59.5% of young people had an additional support need (ASN) and 31.3% of young people had English as an additional language (EAL).

1.3 Leadership of change

good

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

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

- The headteacher demonstrates strong, authentic leadership, built on collaboration, transparency and trust. The headteacher is highly respected by staff, young people, parents and partners. In his year in post, he has developed a clear understanding of the unique context of the school. The headteacher places young people's wellbeing and sense of belonging at the forefront of achieving positive outcomes for them. He developed, with strong support from other senior leaders, a clear strategic vision for the school. They recognise the need for an increased sense of ambition for all young people.
- The headteacher and senior leaders led an extensive and meaningful consultation with stakeholders on the school's vision and values. The school motto of 'Alios Adiuvā' meaning helping others, reflects well the strong sense of community across the school. The values of faith, inclusion, achievement, compassion and respect underpin the school culture and improvements. Almost all staff describe the motto, vision and values as underpinning their daily work. The values are highly visible across the school and are evident in interactions between staff and young people.
- The school community is currently in the second year of a three-year school improvement cycle. The school improvement plan (SIP) reflects local and national priorities appropriately. This includes relevant targets relating to Developing the Young Workforce (DYW) and enhancing young people's career management skills. A key aspect of this is the meaningful and positive extension of the senior phase curriculum offer. Senior leaders extend opportunities for all staff to be involved in identifying priorities for the SIP. Department improvement plans demonstrate how all staff contribute to SIP priorities. Senior leaders' remits have recently been realigned to be directed towards improvement priorities. Senior leaders should continue these improvements by ensuring the SIP has a sharper focus on improving outcomes for all young people. This will enable staff to show more clearly how progress towards improvement priorities is being achieved successfully.
- The headteacher recognises the need to develop further the role of parents in school improvement and self-evaluation. Due to depleting numbers, the Parent Council has predominantly been used by senior leaders to share information about improvement plans, including in relation to Pupil Equity Funding (PEF). As identified, senior leaders should re-establish a more active Parent Council involved in consultation, implementation and review of improvement as a next step.
- Senior and middle leaders implement a range of helpful self-evaluation and quality assurance activities. These include reviewing tracking data, lesson observations and supporting teachers to moderate young people's work. A majority of middle leaders have effective arrangements in place to evaluate the work in departments. A few middle leaders offer highly effective

leadership of departments, clearly evidencing the impact of strategies to raise young people's attainment.

- Middle leaders have recently been involved in helpful professional learning focusing on using data to support school improvements. They are now more confident in using data with their staff to analyse attainment and progress. The headteacher should continue with well-considered plans to enhance the leadership capacities of the wider leadership team, including pastoral middle leaders. This should support senior and middle leaders to provide greater constructive challenge and review to one another in order to support improved standards further.
- Staff across the school adopt leadership roles linked to various areas of school improvement. This includes project leads relating to children's rights, learning and teaching, and celebrating diversity. Many of these projects show indications of positive impact. For example, the newly established PEF committee of staff and young people supports decision making and evaluation of interventions. This offers greater accountability for the considered use of resources. The strong leadership at all levels of, and collaborative working across, the Department of Deaf Education results in very strong outcomes for young people.
- Staff share good practice and pedagogy successfully during professional learning. The '30 minutes on...' inputs are well-received and attended by most teachers. These sessions have developed a sense of collegiality amongst staff and help build knowledge and confidence across the school. All teachers participate in teacher learning communities in the school, working with colleagues to explore pedagogy and research collectively. They have also established strong links with neighbouring schools to share good practice. Staff should continue to explore effective practice regularly, including looking outwards to learn from the practice adopted by schools in and beyond their local authority.
- Most young people recognise the increase in opportunities to share their opinions on school improvement through consultations and surveys. They also appreciate feedback of this through 'you said, we did' boards across the school. There is an increasingly wide range of leadership opportunities available to young people. A majority of young people are accessing these opportunities, such as rights and anti-racism ambassadors. They speak passionately about the difference they make to the school's culture of inclusion.
- Senior leaders and almost all staff have a clear understanding of the social, cultural, and economic context of the school. Senior leaders and staff have developed highly effective partnerships with community and business partners, who contribute actively to the life and work of the school. For example, partnership working with Skills Development Scotland (SDS) staff result in a range of opportunities such as career fairs and employability skills workshops. Staff and SDS staff work together very well to implement, track and monitor interventions for young people at risk of not achieving positive post-school destinations. Commendably, all young people left school to an initial positive destination for the last three years. This success is supported by highly effective partnership working. Senior leaders and staff should continue to develop opportunities for joint planning and evaluation of collaborative work with partners on an ongoing basis.

2.3 Learning, teaching and assessment

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

- The strong school ethos is characterised by positive relationships between staff and young people. These reflect Gospel and school values and result in a nurturing, calm and inclusive climate for learning. Most staff have high expectations and encourage young people to do their best. Young people are kind, polite and engage confidently with visitors about their learning. Almost all young people are proud of their school and feel valued and supported by staff.
- Most young people participate well during varied and interesting learning activities. These include activities combining group work and direct teaching. Positively, in a majority of departments, teachers seek the views of young people and use their feedback to plan future learning. Most teachers are increasing opportunities for young people to lead aspects of their learning and to exercise personalisation and choice. However, in a minority of lessons, the pace of learning can be too slow, resulting in a few young people lacking motivation and disengaging from their work.
- Most teachers use the St Roch's Learning and Teaching strategy well to guide their approach to young people's learning. Senior leaders and teachers developed the strategy after extensive professional learning. It has undergone recent review and now includes approaches to develop young people's metacognition and meta skills. The strategy has helped staff to develop clear classroom routines that support young people to learn. Senior and middle leaders use the strategy well to direct their lesson observations. A minority of middle leaders should now offer more constructive, individual feedback to teachers on the learning observed. This will help all teachers to deliver more consistently high-quality learning experiences for young people.
- In almost all lessons, teachers give clear explanations and instructions. This helps young people complete planned activities and tasks. In most lessons, teachers use questioning well to check young people's understanding and to help them recall and connect prior to current learning. Most young people volunteer answers with confidence. In a few lessons, teachers use questioning techniques skilfully to extend young people's learning and prompt them to think deeply. This practice should be shared widely and adopted across the school.
- Almost all teachers follow a helpful structure to lessons. They share the purpose of learning and what successful learning looks like routinely. They use a range of well-considered starter activities to engage young people. Teachers should continue to develop the quality of learning intentions and success criteria. Too often, success criteria focus on the completion of tasks rather than learning. Most teachers need to make more regular reference to what successful learning looks like during lessons to help young people consider their progress and next steps.

- Almost all young people have their own digital device. This enables most young people to access materials and resources online from digital platforms. In a few departments, teachers use digital technology creatively to motivate young people in their learning. Senior leaders recognise the need to develop the school's digital strategy further to ensure young people experience learning which is enhanced by technology more regularly.
- In most departments, teachers use a range of assessments effectively to measure the progress of young people. These include valuable formative assessment strategies such as individual boards, and peer- and self-assessment tasks. A few teachers use the information gathered from formative assessments meaningfully to adapt their teaching in order to better meet the needs of learners. This responsive approach results in teachers identifying clearly young people who are confident in their learning and those who need further support. This assessment information should now be used more effectively by teachers to provide greater levels of challenge to young people.
- Most teachers are developing their skills in applying national standards in the broad general education (BGE). Almost all teachers engage in purposeful and varied moderation activity with colleagues. This includes in and outwith their department, with associated primary colleagues, and through trios with other secondary schools. In every faculty, there is a teacher trained as a Quality Assurance and Moderation Support Officer (QAMSO). The QAMSOs support teachers to strengthen their understanding and application of the learning and teaching cycle.
- In the senior phase, teachers show a clear understanding of the standards associated with National Qualifications. They have robust senior phase verification procedures in place to ensure judgements are valid and reliable. In almost all faculties, there are Scottish Qualification Authority markers who support colleagues to apply national standards accurately.
- Most teachers provide helpful feedback to young people. This helps learners recognise their progress and next steps in learning. Teachers use verbal feedback more often than written feedback. A majority of teachers use digital platforms well to offer young people guidance on their work. Most young people value regular learning conversations with teachers. This is stronger in the senior phase than the BGE. These conversations help young people to identify what they need to do to progress. Pastoral middle leaders have started having helpful learning conversations with young people in the BGE following reports. Young people would benefit from greater consistency in teachers' approaches to, and recording of, learner conversations. This will help young people take increasing ownership of their next steps in learning.
- In most departments, teachers use whole-school and departmental tracking data successfully to identify young people who are not on track with their learning. This is resulting in a majority of staff putting in place appropriate interventions to improve young people's progress in learning. These include targeted study support, mentoring and digital revision packs. Young people value and appreciate these interventions and the range of support they receive from staff to help them to achieve to their full potential.

2.2 Curriculum: Learning pathways

- Staff are committed to improving the curriculum to raise attainment and increase the range of courses on offer to learners. This includes developing the curriculum at the senior phase by increasing the range of Scottish Credit Qualification Framework (SCQF) courses and awards. They have worked with stakeholders to develop an aspirational vision for the curriculum captured in a clear rationale document. This is shaped by the vision and values of the school.
- Senior and middle leaders are now well placed to continue to develop the range of learner pathways offered to young people, including in the BGE. They should continue promoting the value and purpose of new learner pathways to all members of the school community, including parents. Middle leaders are now well placed to review their approaches to planning for progression in the BGE, based on reliable monitoring and tracking, that allows all learners to build on their learning successfully over time.
- Young people choose seven courses in S3 which they continue throughout S4. Senior leaders should continue to monitor that all young people receive their entitlements to breadth across all curriculum and subjects. This includes young people's entitlement in line with the policy Language Learning in Scotland: A 1+2 Approach. Young people receive two periods of high-quality physical education, and learning in religious and moral education as they progress through school.
- Young people in S5 and S6 select five courses. Staff work successfully with a range of partners to allow young people to access an extensive range of qualifications, including National Progression Awards and Foundation Apprenticeships.
- Young people benefit from high-quality careers advice from SDS staff and DYW workers. Staff and partners make effective use of labour market intelligence to inform the planning of the curriculum and to guide young people in their career aspirations. Pastoral middle leaders work effectively with partners to monitor young people at risk of disengaging from school. They collaborate well to plan targeted interventions that promote pupil engagement. These interventions offer personalised support and guidance for a few young people which result in improved outcomes and opportunities for success.
- Staff work with primary colleagues effectively to support children in their transition to secondary school. Staff visit primaries to build relationships with children and develop children's knowledge and sense of belonging to the secondary school. Teachers in most departments offer well-considered transition projects to help children to make links between their learning in primaries and subject areas. This supports young people to settle more quickly and happily into their first year of secondary school.
- The school library is a valued and well-used resource. Young people read, study and socialise in the library at break and lunchtimes. There is a well-established programme for young people to volunteer as library assistants, developing leadership skills by managing the lending of resources, organising the space and writing book recommendations. The librarian ensures that there is a range of literature available for young people with EAL.

- Staff have developed well their appreciation of health and wellbeing as a responsibility for all. They consider how learning in curricular areas can support young people's sense of wellbeing across the school. Staff are beginning to identify common approaches to developing numeracy skills across the curriculum. Teachers in a few departments are focusing on literacy skills across the BGE through planned learning activities. There is scope to develop further staff's shared understanding of literacy and numeracy as a responsibility for all.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the welcoming and inclusive ethos across the school community. Staff use a range of approaches to communicate with families. This ensures parents have access to school news and opportunities. Staff communicate timeously in response to parental contact. Most parents feel staff know their child well and understand the support that is available to young people in school.
- Staff report on young people's progress regularly. A majority of parents value the feedback they receive on their child's learning, including the opportunity to discuss progress at parent's evenings. A few parents would like further guidance on how they can use reports to help their child to progress in their learning. Senior and middle leaders should continue to extend family learning opportunities offered to parents. This will help to engage parents more fully in the life of the school and allow them to develop their ability to support their child's learning more confidently.
- Senior and middle leaders recognise the need to review and improve the role of the Parent Council. They need to consider how they can extend their engagement with the wider parent body further in aspects of school life.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Young people's wellbeing and sense of inclusion lies at the heart of the school's work. All staff have a clear understanding of the importance of wellbeing in supporting young people. There is a consistent understanding of, and approach to, improving young people's sense of wellbeing across the school. Staff from every faculty are trained in nurture and work together to implement these principles actively. Most young people feel safe in school and recognise that their school is helping them to feel safe, as a result.
- Senior and middle leaders implemented a new pastoral house system recently following stakeholder consultation. There is a clear rationale for this change. It is too early to evidence the impact of the restructure fully. However, early indications suggest that it is beginning to support improved family relationships and young people's connection to a key adult.
- Most young people discuss the wellbeing indicators confidently. Staff have begun to use the wellbeing indicators to help young people self-evaluate their wellbeing as part of a tracker. This is helping young people to become more emotionally resilient, and to make healthy decisions. Senior and middle leaders also use data well to identify young people needing targeted support for early interventions. Senior and middle leaders should now consider how wellbeing data can be used with other indicators to gain a comprehensive picture of a young person's progress.
- Young people benefit from progressive and flexible learning in personal and social education as part of their personal support class. Young people learn about a range of topics, including children's rights and internet safety. This supports young people to be prepared to meet life challenges better. Senior leaders also use this learning to respond to, and address, issues that arise across the school community. Staff demonstrate how this approach is addressing and reducing concerns proactively. Young people would appreciate further opportunities to influence their learning in personal support to ensure it is consistently relevant to their lives.
- Senior and middle leaders use a staged intervention approach successfully to identify young people requiring wellbeing support. Staff work constructively with a range of partners to offer well-planned wellbeing interventions. Staff and partners plan support for young people effectively using wellbeing assessment plans, which include the views of young people. Staff identify young people appropriately for individual and small group interventions, such as nurture or literacy and numeracy groups. These support improved engagement and outcomes, such as improved reading ages for these young people.
- Support for learning staff develop strategies and targets for young people who require additional support with their learning. These are shared well with all staff. Staff also benefit from professional learning focusing on universal support strategies. This helps teachers to

meet young people's needs better, such as through the strong use of assistive technology. Teachers should ensure strategies are implemented consistently and that they work with senior and middle leaders to evaluate their effectiveness to plan next steps.

- A significant minority of young people speak EAL. A majority of these young people volunteer as young interpreters, supporting staff to communicate with new arrivals to the school. Young people with EAL who join the school feel well-supported and included, as a result. Staff provide young people with EAL with a range of support, including intensive group interventions to support language acquisition. However, a few young people with EAL require additional support to make further progress in their learning. Senior and middle leaders need to work together to develop clearer strategies to accelerate the progress of these young people.
- Staff offer a well-planned enhanced programme for children transitioning to secondary school. They work purposefully with primary colleagues to identify young people with ASN and ensure they benefit from personalised support. Staff are proactive in seeking and considering the views of young people and parents throughout. This is resulting in young people needing social, emotional or learning support to make the transition successfully.
- The school's exclusion rate is consistently below the national average. Young people at risk of exclusion benefit from careful individual planning and support from staff to deescalate situations of conflict. Staff monitor the attendance of groups of young people closely. Pastoral middle leaders use a range of creative approaches to support improved attendance for young people. Young people's positive attendance is also supported by a restorative environment for learning. Staff should take care to ensure attendance classification is applied rigorously.
- Staff provide high levels of support to young people who are care-experienced. They are considered for a coordinated support plan and their progress is systematically reviewed. Staff work well with partners, like Glasgow Virtual School, to plan creative and bespoke supports. Young people who are care-experienced achieve positive outcomes as a result. This strong partnership working is now extending to provisions for other groups, such as young carers.
- Staff are developing their approaches to addressing incidents of bullying. However, a minority of young people still feel staff do not deal well with bullying. Staff should continue to work with young people and families to establish a clearer, shared understanding of bullying. In doing so, they should aim to ensure that all young people feel respected and valued.
- Staff celebrate the diversity of the school community and promote equality and inclusion for all. This is an important strength of the school. A minority of young people work with staff to lead groups and activities effectively that focus on a range of protected characteristics, such as race, sexual orientation and disability. For example, young people lead assemblies, recite the school prayer daily and engage in anti-racism activities across the local authority. Young people also learn about the different faiths of their peers through an extensive programme of whole school events, many coordinated by the Cultural Diversity Inclusion improvement group. Young people also value cultural diversity celebration days. Most young people feel increasingly included, cared for and valued as part of the school community. These activities also increase young people's confidence and understanding of diversity.
- Young people develop their knowledge and understanding of equality and diversity well through the personal support curriculum and a range of subject areas. Young people also learn about their rights. This helps almost all young people to understand and respect others and promotes an inclusive school community. Staff should now support young people further to increase their confidence in challenging discrimination, prejudice and intolerance.

3.2 Raising attainment and achievement

good

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

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

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

Attainment in literacy and numeracy

Broad General Education (BGE)

- There are improving patterns in the attainment of young people by the end of S3 in CfE third and fourth level in literacy and numeracy. In 2023/24, by the end of S3, almost all young people attained CfE third level in listening and talking, and numeracy. Most achieved CfE third level in reading and writing. In 2023/24, by the end of S3, most young people achieved CfE fourth level in listening and talking, and a majority of young people attained at this level in reading and writing. A minority of young people achieved CfE fourth level in numeracy.
- Staff in English and mathematics have focused appropriately on ensuring teacher professional judgements of young people's attainment in literacy and numeracy are robust. They work in departments well to ensure staff can apply national standards with confidence. Staff regularly moderate young people's work, and engage in moderation activities with other secondary schools, and increasingly with primary colleagues. Senior leaders demonstrate through rigorous data analysis that assessment data for literacy and numeracy is reliable.

Senior Phase

Literacy and numeracy (leavers)

- Most leavers achieved SCQF level 5 or better in literacy in 2021/22 and 2022/23, which is in line with the virtual comparator (VC) and an improvement from previous years. A minority of leavers achieved SCQF level 6 in literacy from 2018/19 to 2022/23, apart from 2021/22, when it was a majority.
- A majority of leavers achieved SCQF level 5 or better in numeracy from 2018/19 to 2022/23. This is significantly lower than the VC for the last two years of this period. A minority of leavers achieved SCQF level 6 from 2019/20 to 2022/23. This is in line with the VC. There is no consistent pattern of improvement to this measure.
- Most school leavers with ASN achieved SCQF level 4 or better in literacy and numeracy in 2021/22 and 2022/23. A majority of school leavers with ASN achieved SCQF level 5 or better in literacy from 2019/20 till 2022/23. There is a declining pattern in the attainment of school leavers with ASN in numeracy at SCQF levels 5 or better.

- Staff track young people at risk of disengaging from school systematically. These young people access interventions, which result in positive outcomes in literacy and numeracy.

Literacy and numeracy (cohorts)

- At S4, most young people attained SCQF level 4 or better, and a majority attained SCQF level 5 or better, in literacy over the last three years. This is in line with the VC and an improvement from previous years. By S5, based on the S4 roll, most young people attained SCQF level 5 or better in literacy in the last two years. This is significantly much higher than the VC in 2023/24. A minority of young people attained SCQF level 6 over the last five years, which is generally in line with the VC. By S6, based on the S4 roll, a majority of young people attained SCQF level 6 in two of the last three years, including 2023/24. This is significantly higher than the VC.
- At S4 young people's attainment at SCQF level 4 or better in numeracy is improving. Almost all young people attaining at this level or above in 2023/24. A majority of young people attained SCQF level 5 or better in three of the last five years, including 2023/24. This is generally in line with the VC. At S5 and S6, based on the S4 roll, a minority of young people attained SCQF level 6 in three of the last five years, including 2023/24. This was significantly higher than the VC in the most current year.

National Qualifications (NQ)

- Young people in S4 attain well in National 5 (N5) English with almost all young people achieving a Grade A – C pass over the last three years. This is above national figures. Young people in S5 generally achieve success in Higher English, in line with national figures. There have been improvements in the attainment of young people in S4 in N5 mathematics in the most recent year. This moved from a majority attaining a Grade A – C pass in selected years, to almost all young people in 2023/24. This is above national figures. Improving the attainment of young people in N5 application of mathematics is an important next step. There is also room for improvement in the attainment of young people in S5 in Higher mathematics and applications of maths. There is a need to reduce the number of No Award grades in each.
- Staff should increase presentations in S4 for N5, and in S5 for Higher, in both mathematics and English. Presentation levels are generally much less than national averages. Teachers in mathematics should review their use of dual presentation for young people in S4 to ensure there is a clear rationale for this approach. In 2023/24, around a quarter of young people were dual presented for both National 4 and National 5.

Attainment over time

BGE

- Senior leaders demonstrate positive progress made by young people in the BGE over time. In 2024, by the end of S3, most learners achieved CfE third level in a majority of curricular areas. Senior leaders improved their system for tracking the attainment of young people. Senior and middle leaders continue to focus rightly on ensuring the quality and accuracy of information being entered. Teachers should continue to work together to ensure data entered for the progress of young people in the BGE across the curriculum is consistently reliable.
- Staff in a few departments have worked with primary colleagues to improve consistency in the application of national standards. Staff should continue this partnership to ensure data at the point of transition supports teachers to accelerate young people's progress in learning.

Senior Phase

- Senior leaders and staff recognise the importance of being ambitious for young people to attain to the best of their ability. Staff increased the range of courses offered to young people, beyond NQs.

- When compared using average complementary tariff points, the attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of leavers shows improvement and is generally in line with the VC, having previously been significantly lower.
- At S4, the performance of the lowest attaining 20% and middle 60% has been significantly higher than the VC for the last two years. This is an improvement from being significantly lower than the VC in selected years. The performance of the highest attaining 20% is in line with the VC for the five-year period, apart from the most recent year where it was significantly higher. For S5, based on the S4 roll, the performance across all cohorts has generally been in line with the VC for the five-year period. Positively, the performance of the middle attaining 60% was significantly higher, and the performance of the highest attaining 20% was significantly much higher, than the VC in 2023/24. For S6, based on the S4 roll, the performance across all cohorts is generally in line with the VC for the five-year period.

Breadth and depth

- At S4, most young people attain four or more courses at SCQF level 4 or better over the last two years. This is significantly much higher than the VC. There is a declining pattern of attainment in the number of young people attaining six or more or seven or more courses at SCQF level 4 or better over the last three years. A minority of young people attained four or more courses at SCQF level 5C or better over for the past five years. This was significantly below the VC in 2020/21 but has been significantly higher than the VC over the last two years. A minority of young people attain one or more or two or more courses at SCQF level 5A or better. This is generally in line with the VC, apart from the last two years when it was significantly higher. Staff should continue to support young people in S4 to attain more high-quality passes at SCQF level 5.
- By S5, a minority of young people attain two or more to five or more qualifications at SCQF level 5A or better over the five-year period. This is generally in line with the VC. A majority of young people attain one or more qualifications at SCQF level 6C or better for the last two years. This is an increase from a minority previously, and was significantly much higher than the VC in the most recent year. A few young people attained two or more and four or more awards at SCQF level 6A or better. This is in line with the VC. Staff should continue to support young people in S5 to attain more high-quality passes at SCQF level 6.
- By S6, there are improvements in the number of young people attaining at SCQF level 5 or better. A minority of young people attained two or more to five or more awards at SCQF level 6C or better over the past four years. This is generally in line with the VC. A few young people attained one or more or two or more awards at SCQF level 7A over the last three years. This is generally in line with the VC.

Overall quality of learners' achievement

- Staff celebrate young people's achievements routinely through social media, public address announcements, bulletins and praise cards. Staff host popular celebration events for achievement and academic success. Almost all pupils receive certificates detailing their participation in achievements. This helps young people feel that their achievements are valued.
- Staff use an effective tracker to gather a wide range of helpful information relating to young people's participation. Staff can show that almost all young people are actively participating in wide range of achievements available in and outwith the school. Senior leaders and pastoral middle leaders use information systematically to target those most at risk of missing out. This ensures young people benefit from the development of important skills through their

achievements. Staff should continue to develop how they support young people better to identify and communicate the ongoing benefits and impact of their achievements.

- Staff maintain strong and effective partnerships that helps young people's sense of achievement. Young people talk confidently about the positive outcomes from working with partners in the local community, such as increased attendance and engagement in learning. These young people develop important skills for learning, life and work. They are becoming more resilient and self-aware. Most young people make positive contributions to the life of the school, parish, the local community and charities. The number of young people achieving the Caritas Award is increasing annually. Young people use the award to acknowledge and celebrate cultural and religious differences across the school and local community.
- An increasing number of young people use volunteering to develop leadership skills through involvement in sports and dance leaders. Many programmes are formally recognised through accreditation. Groups of young people enjoy taking responsibility as house captains, young interpreters and as mental health, SCQF or children's rights ambassadors. A few young people successfully complete Duke of Edinburgh's awards each year. Young people value the problem-solving, resilience and teamwork skills they gain through the programme. More young people would benefit from accreditation for their achievements.

Equity for all learners

- Staff use PEF well to reduce the cost of the school day, extend learner pathways and enhance curricular experiences through a broad range of educational trips and activities. Senior leaders are reflecting on the sustainability of these interventions. They invested in resources and learning appropriately which has allowed in-house staff to offer The Duke of Edinburgh's Award. Young people benefit from experiencing learning in real-life contexts, alongside aspirational visits to universities and employers, that are having a positive impact on young people's attainment.
- Senior leaders have rightly identified the need to improve the allocation, monitoring and evaluation of PEF spend to demonstrate the impact of interventions fully. The recently established PEF Committee is beginning to address this through departmental bids to access PEF that require measurable outcomes. Senior leaders are now well-placed to use tracking data to identify gaps in learning for equity groups, set targets, and plan further interventions to close the poverty-related attainment gap.
- Most young people live in Scottish Index of Multiple Deprivation (SIMD) decile 1 and 2. In the last two years, young people living in SIMD decile 1 performed better than those living in similar deciles across Scotland. In three of the five-year period and including the most current year, young people living in SIMD decile 2 performed better than those living in similar deciles across Scotland.
- In 2022/23, most young people stayed on at school from S4 to S6. Staff's drive to ensure young people achieve a positive post-school destination by engaging with the local community and partnership working is an important strength. All young people progressed to an initial positive destination from 2020/21 to 2022/23. This is significantly much higher than the VC.

Context

The Department of Deaf Education (DDE) supports 44 young people from Glasgow and nine other local authorities. At the time of inspection, there were 15 teachers, including three principal teachers and six pupil support staff. Young people are supported in mainstream classes for some subjects, such as home economics and physical education. They attend other mainstream subject classes with support or within small supported classes depending on their needs. The deputy headteacher and headteacher of St Roch's Secondary have overall responsibility for the provision. Almost all young people use British Sign Language (BSL). A few young people use both BSL and aural communication.

Leadership of change

- All staff have a shared vision of high expectations and aspirations for young people. They understand very well the individual strengths and needs of young people and their social, economic and cultural context. Staff support young people very well to understand their deaf identity through deaf history and planned interactions with deaf clubs and organisations. As a result, young people are proud to be deaf and to be part of the deaf community. Staff have a clear vision for all young people that promotes inclusion within the mainstream school whilst supporting them to develop important friendships and relationships with their deaf peers.
- Staff are highly skilled in supporting deaf learners. They ensure their professional learning is aligned to improving outcomes for young people. Staff are qualified in BSL and other skills relevant to supporting deaf learners, such as audiology. Staff display strong collegiate working within the department and across the school to continually improve practice. Learning observations between DDE and mainstream staff is allowing the sharing of important skills to ensure learning and teaching takes account of the needs of deaf learners.
- There is strong and highly-effective leadership across the DDE. Principal teachers lead staff very well. Together with staff, they have created a culture that encourages everyone to maintain high-quality standards in all aspects of the work of the department. Staff focus on improving outcomes for learners. They are reflective of the needs of deaf young people and seek opportunities to improve practice that will impact positively on them. Staff lead aspects of school improvement very well, such as the development of the wider achievement curriculum and DYW skills for deaf learners. Principal teachers have developed a highly-effective and bespoke BSL curriculum. It is designed to help young people to develop their BSL communication skills and to identify and address barriers to successful interactions. Through the course, young people develop important skills progressively and are equipped with strategies and approaches to achieve success in different aspects of their lives. As discussed, staff should now look for ways to share and promote this innovative work across the deaf community to support other deaf young people.
- Staff have created an ethos and culture that encourages young people to develop confidence and leadership skills. Deaf young people in the DDE are positive role models for young deaf children. They support deaf children in other schools at times of transition and lead activities for children such as sports leaders in a local primary school. Young people are members of groups that represent the views of deaf young people to national organisations and the Scottish Youth Parliament. They value their important leadership roles within the mainstream school, such as house captains and children's rights ambassadors.

Learning, teaching and assessment

- Across the DDE, there are very positive and nurturing relationships between staff and young people. Staff are highly knowledgeable about the strengths and support needs of young people. Staff provide very high-quality teaching and support that is bespoke to all learners. Young people's timetables are individualised to reflect their needs and strengths. Young people have very good opportunities to learn within mainstream classes, small deaf classes or in one-to-one sessions with staff. As a result, almost all young people are highly engaged and motivated in their learning. Young people behave very well and display care and support for each other. They demonstrate very good levels of concentration within classes. They sustain focus on teachers as well as BSL interpreters. Mainstream staff ensure young people are fully included in lessons. They work very well with DDE teachers, support staff and interpreters to deliver learning that is accessible and meaningful.
- Staff take very good account of the challenges faced by deaf young people that they may experience with mainstream classes. These challenges include the pace of lessons, technical or unfamiliar language and the additional explanation required before translation to BSL. In response, staff in the DDE have well-considered approaches that allow young people to experience inclusive learning with mainstream peers, whilst providing support such as additional time to reinforce learning. These approaches are leading to high levels of attainment and achievement. Staff identify areas of the curriculum that often provide additional challenges for young people, for example in drama. They offer bespoke high-quality learning in drama to support young people. As a result, a few young people excel in this area and participate in drama-based activities outwith school.
- Young people have very good opportunities to learn important skills outwith the school. The extended curriculum programme allows young people in the BGE to learn in challenging contexts and participate in activities such as kayaking, paddleboarding and skiing. Young people in the senior phase attend college and work placements. They have opportunities to take part in residential outings and study skills trips. These opportunities allow young people to develop confidence and skills in new and unfamiliar activities.
- Staff take very good account of the range of young people's needs when planning and delivering teaching. A majority of deaf young people have additional barriers to their learning, and a few have had prolonged periods outwith education. Staff use information from baseline assessments, relating to literacy, numeracy and BSL levels, very effectively to plan learning. They plan curriculum programmes focused on meeting young people's individualised needs systematically. Staff use additional support plans systematically to identify specific aspects of literacy and numeracy that present barriers to young people's learning. Staff, supported by principal teachers, monitor and track the progress of young people robustly. As a result, young people progress very well in their learning and attain successfully.

Ensuring wellbeing, equality and inclusion

- The wellbeing needs of young people are very well met. Staff are highly attuned and responsive to the wellbeing, social and emotional needs of learners. As a result, young people are confident, happy and articulate. They talk about the positive impact of attending the school and the importance of being with other deaf learners to support their emotional wellbeing. Staff strive to build young people's confidence and aspirations through interactions with the wider deaf community. Ex-pupils visit the school to talk about their achievements and to encourage young people to aim for success. A few staff in the department are deaf and provide very good models of success and achievement in their careers. This is impacting positively on young people who are keen to achieve and become strong role models for others. Parents have very positive relationships with staff and work in close partnership with them to support their young

people. Parents value how well the school supports young people's learning and wellbeing needs. As a result of the department, young people are becoming increasingly independent and confident at home and in the wider community.

- Wellbeing assessment plans are used very well by pupil support staff. A wide range of supports and interventions are in place such as counselling to help young people who require support. Interventions are monitored well by staff and in collaboration with young people. Young people feel very involved in interventions and decisions. Their views are valued and used to plan their support. Staff work very well with a range of partners to support the learning and wellbeing needs of young people. They recognise that for deaf young people, there is a need to address specific challenges related to areas such as life skills, skills for work, travel and socialising. Partners provide a wide range of supports and activities that enable young people to develop confidence and skills for life beyond school.
- Staff have developed an effective transition programme that support young people very well when they start at the school. Partnerships with primary schools allows staff to prepare young people for the new school environment. Young people benefit from visits to the school and communication with older peers at the school who provide information about being a pupil in the DDE. As a result, young people are well prepared and settle well into the school.
- Young people feel very included in the mainstream school, the deaf department and the wider deaf community. Across the school and DDE there is an inclusive culture and ethos. Senior leaders and staff promote the importance of everyone feeling welcomed and included. Deaf young people value being part of the mainstream school whilst also enjoying friendships and support with their deaf peers.

Raising attainment and achievement

- Data available from the school and young people's work, demonstrate that attainment in literacy, English, BSL and mathematics is very good. Almost all young people in the BGE are working across CfE second, third and fourth levels. A few young people in the BGE are working at CfE early and first level. Almost all young people in the senior phase are working towards SCQF level awards at level 2 - 6.

Attainment over time

- Almost all young people make very good progress from prior levels of attainment. Data from the DDE from baseline and other assessments provide robust information about the progress young people are making. Young people who attend the school who previously had limited formal education or did not attend school are making significant progress across subjects, including in their acquisition of BSL. Almost all young people in the senior phase are achieving awards across a wide range of subjects, including course awards in subjects such as English, modern studies and biology at SCQF levels 5 and 6.
- Over the past three years, all young people moved to a positive post-school destination. These include college placements, university, work placements and apprenticeships.

Overall quality of learners' achievements

- Young people develop a wide range of important skills for life and work through their participation in well-planned achievement activities. Young people in the BGE develop skills in sports and safety through achievement activities in a local water sports centre. These experiences allow young people to develop their BSL vocabulary in new and unfamiliar contexts. Young people develop confidence through participation in challenging activities, while applying BSL in new and unfamiliar contexts where it is not widely used.

- Young people in the senior phase develop skills in leadership and mentoring through National Progression Awards. They are successfully organising events for the deaf community and developing important skills in communication and team working. Young people at the senior phase benefit from sports leaders programmes at SCQF level 4 and 5. As a result, they have a good understanding about the role of sport and fitness in health. They lead sports activities for deaf children in a local primary school. Participation in these activities allows young people to develop their confidence and important leadership skills.
- At the senior phase, most young people have appropriate opportunities to attend college and take part in work experience. Placements are well planned in collaboration with young people and take good account of their intended post-school destination. Staff work very well with partners to provide young people with knowledge and skills for apprenticeships in areas such as childcare and construction.

Equity for all learners

- All staff have a very good understanding of young people's social, economic, and cultural context. They take account of the impact of a range of other factors such as learning needs, family circumstances and EAL. Staff have identified young people who may be disadvantaged, including young people who live in SIMD deciles 1 and 2. PEF is used well to support young people to participate in activities that help their wellbeing and BSL

Practice worth sharing more widely

Department of Deaf Education

Within the Department of Deaf Education, there is sector leading practice that should be shared to support other schools and provisions for deaf children and young people:

- Very high-quality learning and teaching provided by skilled teachers that results in strong learning experiences for young people
- Development of the BSL curriculum for young people
- The impact of supporting young people to develop deaf pride and be part of the wider deaf community
- High aspirations for learners that results in confident young people who attain very well and are role models for other deaf children and young people; and
- Bespoke programmes for young people and opportunities for young people to participate and achieve in areas such as drama.

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.