

Summarised inspection findings

Linburn Academy

Glasgow City Council

17 March 2026

Key contextual information

Linburn Academy is a special secondary school located in Glasgow. The Linburn Academy school building in Penilee is currently being refurbished. As a result, the school has temporarily been relocated into a former primary school building in the Castlemilk area of the city. The staff and young people relocated to the current building during session 2023/24. The school plans to return to the Penilee campus in Spring 2027. The current school campus offers 10 classrooms, a gym hall, canteen and extensive outdoor space. The 53 young people who attend the school require a range of significant additional supports to help meet their needs. The school is led by an executive headteacher who also has responsibility for leading a special primary school. The wider leadership team includes a head of school, an acting depute headteacher and two part-time acting principal teachers. Most young people on the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD). All young people are entitled to free school meals. There have been no exclusions during the session 2025/26.

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 executive headteacher and head of school are highly respected by young people, staff, parents and partners. They have led the school very successfully through a challenging period of transition moving from their old school building to their current temporary location. They ensured all parents, staff and young people were kept fully informed of developments throughout the move. Senior leaders and the wider leadership team planned each young person's move to the new school very effectively. They ensured that each young person was supported very well to manage the move to the new school. The move to the new school took place during session 2023/24. Young people moved to the new campus individually or in classes only after careful consideration have been given to their individual needs. This included classroom spaces were appropriately laid out and resourced. For most young people their move to the new school included visits to reduce any anxieties they may have regarding the move. As a result, almost all young people settled quickly into their new placement.
- Senior leaders advocated effectively to ensure the current temporary school building provides appropriate spaces to meet young people's needs. They work well with the local authority and partners to ensure classrooms and the wider campus provide spaces which support young people to engage purposefully in their learning.
- All staff show a clear understanding of the unique needs of individual young people and their families. Senior leaders recognise that the upcoming return to the Linburn Academy building in Penilee presents an opportunity for a new beginning for the school. As a result, they have begun reviewing the school's vision, values and aims with staff. Senior leaders should continue with their plans to include parents, partners and young people in the development of the refreshed school's vision, values and aims.
- All staff are highly committed to meeting each young person's needs. They reflect regularly on their practice. They use opportunities for professional dialogue well to share their ideas with colleagues. Staff regularly evaluate the impact of their interventions and adapt these appropriately in response to their effectiveness. Senior leaders undertake professional review and development meetings effectively to support teachers to identify individual development needs. Senior leaders subsequently support teachers to access appropriate professional learning to help improve their practice. All staff undertake a range of professional learning relevant to the diverse needs of young people in the school. This supports them well to develop further their understanding of each young person's needs. For example, recent professional learning helps staff to communicate more effectively with young people with more complex

needs. Staff now use signing, objects of reference and visual aids more effectively to support them to communicate with young people.

- Senior leaders create a supportive environment where staff feel empowered to initiate change. They are adept at identifying staff's interests and enabling them to use these to improve young people's experiences in the school. All teachers deliver a range of activities throughout the school. For example, a few teachers help young people take part in archery.
- All staff contribute effectively to the school's self-evaluation activities. This helps senior leaders to identify improvement priorities which accurately reflect the needs of the school. All teachers are members of working groups linked to priorities in the school improvement plan. Senior leaders support all staff well to take responsibility for implementing change and leading improvement priorities. Staff are driving forward change at a manageable pace. They are empowered to take decisions and implement new ideas. Senior leaders maintain an overview of developments, guiding staff appropriately to ensure new initiatives make positive changes to the work of the school. Senior leaders should now consider how support staff can become more involved in leading school improvements.
- Senior leaders have prioritised meeting young people's needs throughout the move from Linburn Academy to the current school building. This has taken significant time and effort from all staff to ensure all young people were supported well to move to the current building. This work will continue to impact on the school as the staff begin to plan for the return to the refurbished Linburn Academy building. Senior leaders have correctly identified planning for this move as an important focus in the school improvement plan. As result, this impacts senior leaders' abilities to identify and prioritise other potential areas for improvement. Senior leaders should consider how other priorities, such as learning and teaching, continue to develop and improve during the period in which the school remains in temporary accommodation.
- Senior leaders use a school calendar effectively to maintain an overview of the work of the school each year. This supports well to know when various events are due to take place such as reviews of young people's plans. They should now consider how this can be developed further to support their ongoing quality assurance of the school's work. Senior leaders should now develop further their use of data and information to inform how they identify what is working well and what requires improvement. This should include gathering and analysing a wider range of data and information.
- Each year all young people are given the opportunity to join a group committed to improving the work of the school. Staff support them well to choose a group which reflects their interests and abilities best. All young people have meaningful opportunities to lead improvements across the school. Each group meets monthly to plan what actions they will take to support the school to improve. For example, the digital leaders' group is supporting staff to undertake an audit of resources across the school.
- A few teachers attend working groups across the local authority. This supports them to share their practice with, and learn from, colleagues from other schools. Senior leaders support staff from a number of other schools within Glasgow City Council well. They help them to develop further their understanding of how best to meet the needs of young people requiring additional support. This helps teachers in other schools plan to meet young people's needs more effectively.

- Senior leaders allocate people equity funding (PEF) to fund additional staffing, residential trips and to support the development of outdoor learning. Senior leaders review the appropriateness of these allocations with teachers. Senior leaders should now consider how they can involve parents more fully in deciding how PEF will be used to improve young peoples outcomes. Senior leaders work well with parents to ensure they are kept informed of developments within the school. They are currently reestablishing the Parent Council. Senior leaders should continue to develop parent's role in how the school identifies and takes forward improvement priorities.

2.3 Learning, teaching and assessment

good

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

- Senior leaders and staff have established a calm atmosphere across the school which supports young people to engage well in their learning. All staff develop positive relationships with young people. They show high levels of compassion and understanding for each young person's needs. Staff are skilled at recognising signs where young people may become dysregulated. In instances when young people become dysregulated, staff support them well to use a range of strategies to reengage in class and return to purposeful work. Staff interact effectively with young people, maintaining their dignity and respect at all times. This results in a purposeful learning environment across the school.
- In most lessons, teachers plan learning taking good account of each young person's next steps in their learning. They plan lessons which focus on the development of young people's communication, emotional regulation and independence. Teachers plan fun and creative ways to build young people's attention skills and to support them to engage in their learning. Young people respond well, showing enjoyment. Staff support young people well to make choices in learning. For example, when making choices about who to say hello to next or choosing a preferred play activity. Staff encourage young people to interact with each other in class and in the wider school. A few young people are able to engage successfully with others, where they show kindness and respect.
- Staff use clear structures and routines, supported well by visual supports to help young people know what they are doing throughout each day. They use praise well to support young people to know when they have been successful. All staff communicate appropriately with young people. They ensure young people know what they are being asked to do. Staff use signing and core word boards well to support how they communicate with young people. They are developing their skills in using a range of strategies to communicate with young people with more complex needs who are new to the school. These include alternative and augmentative communication (AAC) aids. Staff need to continue to develop how they use communication technologies and strategies to ensure all young people can express their choices and opinions. In a few lessons, staff take significant amounts of time to go through daily class routines. This results in missed opportunities for teachers to extend young people's learning. Teachers should consider how they can build more flexibility into their lessons to allow young people opportunities to lead their own learning.

- Where possible staff give young people opportunities to work independently. All young people have opportunities to contribute to the ethos and life of the school through a range of interesting experiences. For example, at assemblies, attendance at coffee mornings, seasonal parties and signing choir performances. Staff regularly ask young people what and how they would like to learn. Young people know that their views are important and that staff will listen to them and take their views into account.
- Teachers use digital technologies effectively in a range of ways to support young people's learning. For example, staff and young people create the Linburn News programme which is shared at assemblies. They use photographs of young people's learning in plenaries at the end of each day effectively to remind young people of what they have learned. A few young people are supported well to use eye gaze technology to play games or communicate their wants. Most young people use tablets well to regulate during free choice activities. A few young people use a communication application effectively on tablets to communicate. Most teachers use interactive white boards well to support young people's learning.
- Staff use a range of learning spaces and the wider school environment well to enhance young people's learning. This includes opportunities for play such as water play, sensory and messy play and outdoor play such as the mud kitchen. Young people enjoy learning in the range of experiences available to them at the school. This is having a positive impact on their wellbeing and engagement in their learning.
- Staff plan a wide range of activities which support young people's physical health and wellbeing. They help young people experience activities such as archery, skiing, cross country walking and golf. This supports young people to maintain their interest in learning. Staff ensure young people's postural needs are supported well. They make all necessary physical adaptations to the school environment to allow young people to continue to develop their functional movement skills.
- Teachers use a range of baseline assessment tools well to identify young people's skills and abilities. They update these useful documents bi-annually. Teachers use these baseline assessments effectively to monitor young people's progress. They have begun to link these documents to the foundation milestones to create more effective progression pathways in literacy and numeracy. Teachers should now embed these more fully in practice. This will help ensure that young people's progress is more clearly tracked across all levels of the curriculum, including the benchmarks. Teachers assess young people's work effectively, taking into account their levels of support and engagement.
- In most classes, teachers evaluate and assess young people's learning on an ongoing basis throughout each day and term. They adapt their learning plans appropriately according to how well young people engage with a task. Teachers have undertaken moderation activities to develop their understanding of national standards at the broad general education (BGE) phase of education. They have undertaken validation activities to support their understanding of standards at the senior phase. Working together they are building their confidence in making professional judgements of young people's progress.
- Teachers plan young people's learning well over different timescales to meet the needs of individuals and classes across all areas of the curriculum. They monitor and evaluate planned learning on a termly basis gathering a range of evidence to support their evaluation of young

people's progress. This information helps teachers provide parents with detailed annual progress reports. In the senior phase, teachers ensure these reports give clear information about qualifications and accreditation. Staff should now develop a system to monitor more fully attainment at the BGE across all levels of the curriculum using foundation milestones, milestones and national Benchmarks.

- Senior leaders are not yet tracking young people's progress systematically across the school. There is a range of data available on each individual young person's progress. Senior leaders correctly recognise the need for them to develop systems to track and monitor this data more fully for both individuals and cohorts of learners.

2.2 Curriculum: Learning pathways

- The school's curriculum rationale, which promotes the development of young people's independent living skills, reflects young people's needs well. The school places a strong focus on developing young people's key skills for daily life, community engagement and future beyond school. This supports young people to develop these skills very effectively. Young people learn through planned routines and in meaningful real-life contexts, such as shopping, cookery, and gardening. As young people progress into senior phase there is an increased focus on activities and experiences which prepare them effectively for adult life. Partners support a range of valuable experiences for young people such as participation in work placements and college tasters, increased community engagement and transition activities.
- Young people's access to the community is often focused on planned blocks of learning at key times. The school should further develop regular opportunities for learning in the community to allow young people to extend their individualised coping strategies and help ensure preparation for adult life.
- All classrooms have a space which staff use creatively to meet young people's needs. In a few classes these are used as libraries. In all other classes young people access books and stories through their daily learning.
- The current school building lacks dedicated cooking and life skills spaces. Teachers make appropriate adaptations to their planning to ensure young people continue to develop important independent living skills.
- Teachers plan young people's personalised learning pathways well through young people's additional support plans. They write effective targets with a focus on the development of communication, emotional regulation and independence. Teachers use these additional support plans effectively as working documents which helps them to be responsive to young people's needs where required.
- The school has developed a useful three year curriculum cycle for the BGE. This ensures teachers plan a breadth of experiences across the Curriculum for Excellence experiences and outcomes for all curricular areas.
- Young people's achievements in the senior phase are accredited through a wide range of National Qualifications (NQ) and wider achievement awards. Teachers track young people's achievements carefully. This supports them well to identify next steps in young people's learning. Teachers ensure young people in the senior phase experience learning which is progressive and supports them to achieve as best as possible.
- Teachers have worked well with the Scottish Qualifications Authority (SQA) to advocate for their young people. As a result, they contributed to the development of the 'Adult Learning and Transition Award'. This award is a key focus of the school's pathways as young people prepare for their life after school.

- Senior leaders have begun valuable work on developing further pathways to support the needs of learners at the earlier stages of development. Senior leaders should continue to develop this important work with staff to ensure all learners have access to a progressive curriculum experience.
- Young people receive their entitlement to physical education (PE) through a range of activities including planned PE activities in the gym hall. These include the use of fitness equipment, sensory postural sessions, visits to the hydrotherapy pool and the use of adapted bikes. Staff work very well with a range of partners including physiotherapists, and boxing and karate clubs. These partnerships offer a broad variety of opportunities which ensure all young people can enjoy PE activities regardless of their physical needs and abilities.

2.7 Partnerships: Impact on learners – parental engagement

- All staff develop very positive relationships with parents of young people who attend the school. Senior leaders keep parents fully informed on the progress of the refurbishment of the Linburn Academy building. This helps reduce any potential anxieties for parents regarding their child's future educational provision.
- Staff advocate for parents very well. They support them, when necessary, to seek out and access appropriate support to meet their child's needs beyond the school day.
- Parents regularly attend a range of events at the school. They appreciate the opportunities to connect and socialise with other parents at coffee mornings and information evenings. This is leading to parents making helpful connections beyond the school.
- Teachers use an online platform to share photographs with parents of what their child has learned that day. Parents enjoy these regular updates and say this helps them reflect on their child's day at school with their child.
- Senior leaders should continue with their plans to reestablish the Parent Council. Once established, they should consider how they can involve parents and the Parent Council more fully in improving the school.

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 young people 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

- All senior leaders and staff ensure that the wellbeing of all young people is a core feature of school life. Senior leaders and staff's strong focus on developing young people's communication, emotional regulation and independence supports young people well to develop their wellbeing. As a result, young people feel safe, valued and cared for. Throughout each day staff ensure young people access support when they need it. Staff work collegiately with partner agencies to ensure the principles of Getting it Right for Every Child are embedded effectively in the life of the school. As a result, all staff and partners demonstrate a good understanding of the worth of each individual young person. Senior leaders and staff have a sound understanding of the individual strategies that help each young person to develop their wellbeing.
- Almost all young people enjoy school and engage well in activities and lessons that support their physical wellbeing. For example, they engage well in soft start movement time, hydrotherapy and outdoor play. Staff work collegiately to ensure young people are included in as many physical activities as possible across the school week.
- Young people develop strong and trusting relationships with staff and peers. They build positive relationships in line with the current school values notably fairness and respect. All staff show an understanding of young people's rights through their interactions with young people. Teachers should now develop young people's understanding of their rights across the school. For example, children's rights could feature more explicitly within class charters or school displays.
- Senior leaders fulfil their statutory duties well. They adhere to relevant codes of practice to meet young people's needs as best as possible. Teachers hold regular meetings with each young person, their parents and relevant partners. These meetings help ensure plans for each young person, where needed, include appropriate postural care plans, risk assessments and sensory profiles. Teachers seek parents' views effectively and ensure they contribute meaningfully in developing plans for their young person. Young people's plans are comprehensive and include all relevant information. Teachers review young people's plans regularly to ensure each young person's wellbeing needs are being met well. A few young people have a coordinated support plan in place. Senior leaders, alongside parents and appropriate agencies, review these in line with national expectations.
- Senior leaders and staff engage in high-quality professional learning aimed at reducing the requirement for physical intervention. They are adept at deploying de-escalation strategies as

outlined within positive behaviour plans and risk assessments. This approach is reducing the use of physical intervention within the school. Senior leaders should continue to support staff to ensure the need for physical intervention continues to be kept to a minimum.

- Staff are creative at developing ways to ensure young people are included in the life of the school. Almost all young people attend school full-time. A few young people are on part-time timetables in line with their individual needs. Senior leaders monitor and review part-time programmes closely to check these young people are making progress towards their individual learning plans. Senior leaders, with the support of local authority colleagues need to ensure all young people receive their full entitlement to education in line with national guidance. Senior leaders should develop robust plans detailing how young people attending part-time can increase their attendance at school.
- Staff, partners and parents support young people's transition into the school and when moving on to a post-school destination well. Young people and their families are included and involved in the life of the school at as early a stage as possible. Senior leaders and staff plan all young people's transitions effectively. They regularly review individualised transition plans to ensure all young people and their families are supported very well at times of transition. As a result, young people settle into Linburn Academy quickly, experience minimal anxiety and engage well in their learning. Senior leaders work well with partner agencies to ensure young people do not miss out on opportunities for support after they leave school. This helps young people maintain their wellbeing as they enter the adult world.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young people through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

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

Attainment in literacy and numeracy

- All young people require significant levels of additional support with their learning. As a result, the range of young people's needs and additional support needs renders comparison of cohorts and groups invalid. Overall, from observations of learning and reviewing young people's work, attainment in literacy, communication and English and in numeracy and mathematics is good.
- At the senior phase, young people attain an appropriate range of National 1 and 2 units and awards in literacy and English and numeracy and mathematics.

Literacy and communication

Listening and Talking

- Across all levels young people are making good progress in developing their communication and interaction skills. At foundation level young people attend for short periods and participate in shared interactions with staff. They show gestural or vocal responses to a range of sensory stimuli. A few young people use eye gaze technology well to communicate choices. At early level young people develop key communication skills and interact appropriately with staff and each other. At all levels most young people sit, listen and respond to instructions and share information with others. A few young people ask questions and listen to the response, for example when watching Linburn News videos. A few young people present to an audience and speak out with confidence and expression. Where appropriate, a few learners use alternative and augmentative communication technology to support their expression of wants and choices. Most young people use these well to share their feelings and emotions. For example, a few young people use communication software on tablets to express themselves. Teachers should continue with plans to improve young people's access to systems which will support them to communicate. Young people need to develop their skills further in using technologies, including tablets and AAC aids, to support them to communicate with others.

Reading

- Young people access a range of books and stories which meet their needs and interests well. They visit local libraries and use reading spaces in class regularly to make choices about what they would like to read. Staff should consider how to use library spaces and other opportunities for reading to extend the range of texts available to young people. At foundation and milestone levels young people enjoy regular sensory stories. They respond through gesture and vocalisation and most show anticipation of what's next in familiar elements. A minority of

young people repeat words or phrases and name characters from familiar stories. Staff's consistent use of visual timetables supports young people to develop their functional reading skills. Staff use visual cues, objects of reference or text to support young people's understanding of, and access to, learning activities and routines. These help young people understand what they are learning now or what is planned next.

Writing

- Most young people are developing their fine motor, pre-writing and writing skills well. At foundation and milestones level young people are able to explore a range of messy sensory activities with their hands and mark make in a range of ways including in textures or on the interactive board. A few young people create a short piece of text using symbols or pictures. A few overwrite their names or form letters or simple words. A few young people complete sentences or write about topics of interest to them. Staff should continue to develop the range of strategies available to young people to support them to improve their writing.

Senior Phase

- At the senior phase, almost all young people are developing their functional literacy and communication skills well. They are progressing well over a three-year period attaining a wide range of SQA NQ units at National 1, and unit and course awards at National 2.

Numeracy and mathematics

- Most young people are making good progress in numeracy and mathematics.

Number, money and measure

- Young people across all levels from foundation milestones through to first level, use a range of strategies effectively to develop their understanding of number. A few young people count forwards and backwards through good morning songs or when signing. In the majority of classes, most young people use concrete materials to develop further their understanding of number. A few young people use jigsaw puzzles to help them recognise quantities such as more or less. Young people use a range of differentiated methods to measure length including large bricks, rulers and metre sticks. Most young people across all levels sort coins and use them in role play or to pay and give change. Young people should continue to develop their understanding of measurement. For example, using terms such as bigger or smaller, or using units to calculate simple volumes.

Shape, position and movement

- A few young people name and use two-dimensional (2D) shapes purposely to create artwork. For example, when creating a display to share with the whole school. They name, describe and compare the attributes of simple 2D shapes. A few young people sort and match simple three-dimensional (3D) objects. A few young people working within early level name 3D objects. A few young people understand the concepts of rotation, orientation and spatial reasoning when completing jigsaws. Staff should continue to explore ways to develop young people's understanding of position and movement further. For example, helping young people to develop the notions of up, down, left and right or the points of a compass.

Information handling

- A few young people create and interpret simple charts, graphs and diagrams. Most learners respond well to signs, sound and visuals to support them to give answers or express their choice. A few young people read and interpret visual timetables presented in chart form.

They are able to anticipate routines and manage transitions with increased confidence. Staff should continue to explore ways in which information handling could be explored within other areas of the curriculum, for example when young people are litter picking.

Senior Phase

- At the senior phase, almost all young people are developing their functional numeracy and mathematical skills well. They are progressing well over a three-year period attaining a wide range of SQA NQs units at National 1, and unit and course awards at National 2.

Attendance

- The overall attendance for session 2025-2026 to date is 84.7%, which is in line with the national average. Senior leaders use the recently introduced local authority online absence dashboard effectively to track young people's attendance. Senior leaders recently refreshed the school absence management policy. As a result, senior leaders are beginning to create individual attendance profiles which helpfully detail each young person's attendance pattern. Senior leaders use these profiles well to identify appropriate actions they need to take to support young people to maintain high attendance. These include meetings with parents and partner agencies to identify possible supports to help parents support young people's attendance. These actions are successful in helping most young people to maintain a high rate of attendance.

Attainment over time

- Young people's individual successes are recorded within their personal learner journals. Staff are not yet able to demonstrate a clear overview of all young people's progress over time across the BGE. Overall, from observations of learning and reviewing young people's work, young people are making good progress from their prior levels of learning.
- At the senior phase, young people attain a range of National 1 and 2 units and awards over a three-year period. In recent years young people's attainment has increased to include a range of units across all areas of the curriculum.

Overall quality of learners' achievements

- Staff regularly celebrate young people's achievements, for example at school assemblies. They use an online platform effectively to share examples of each young person's successes with their parents. Young people are proud when they achieve success and enjoy sharing their achievements with their parents. In the majority of classes, young people's recent achievements are showcased within their classrooms. A few young people recognise the valuable contribution they make to the school community through the achievement of 'headteacher awards'. This helps build young people's sense of responsibility. As a next step, staff should consider expanding the range of awards available to young people at the school to include the schools vision, values and aims and young people's rights.
- Young people develop their skills in a wide range of activities. These include a number of sporting and arts activities. Teachers ensure young people's achievements are accredited where possible. These activities support young people well to develop their confidence in trying new activities and in expressing themselves through art. Sporting activities develop young people's movement skills and their abilities to manage risk. For example, when taking part in archery. A range of lunchtime clubs help young people to develop social interaction and

performance skills for example when participating in the school signing choir or messy play. Young people demonstrate their understanding of their local community through a range of outdoor activities.

Equity for all learners

- Senior leaders and staff have a very good understanding of young people's complex additional support needs and social and economic background. They plan well so that no young person is disadvantaged due to costs of the school day or as a result of their additional support needs. This ensures almost all young people access all the learning activities available to them at the school.
- Senior leaders work well with partners to ensure that young people and their families are fully supported for life after school. As a result, over the past two years 100% of S6 leavers have moved onto a range of adult supported services successfully.
- Senior leaders use PEF predominantly to enhance outdoor learning spaces in the school and to increase staffing capacity. These enhancements allow staff to offer a range of universal and targeted interventions. These include sensory PE, increased community outings and a wider range of lunchtime clubs. These enhancements and activities support young people to develop their skills in a wide range of contexts. Senior leaders should continue to evaluate the effectiveness of PEF interventions to ensure they lead to raising young people's attainment.

Explanation of terms of quantity

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

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

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

On behalf of His Majesty's Chief Inspector of Education in Scotland.