

# Education, Children and Families Committee

10am, Tuesday, 15 November 2022

## Quality Improvement and Scrutiny Update

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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1.1 The Education, Children and Families Committee is asked to:

1.1.1 Note the updates provided in response to the additional recommendations requested from the Education, Children and Families Committee 20 September 2022:

(1.1.6) Agrees to provide a copy of all recent QICS (Quality Improvement and Curriculum Service) school reports to members of the committee and relevant ward councillors.

(1.1.7) Requests an update on 5.3 support at the December Education, Children & Families committee.

(1.1.8) Requests an update on any new inspection visits that take place during September to December, at the December committee.

(1.1.9) Agrees to provide a report to this committee (at the next scheduled date) on any school that receives a less than satisfactory rating for any \*individual score, to allow for detailed discussion and scrutiny. from Education, Children & Families Committee 20.09.22

1.1.2 Agree the next steps as outlined in section 5 below.

**Amanda Hatton**

Executive Director of Education and Children's Services

Contact: Jackie Reid, Acting Senior Education Manager

# Report

## Quality Improvement and Scrutiny Update

### 2. Executive Summary

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- 2.1 This report provides updates to the recommendations added, to those approved, in the “Education Scotland Recovery and Follow-through Activity “report presented to the Education, Children & Families Committee on 20<sup>th</sup> September 2022.
- 2.2 Schools who have experienced a follow-through visit, following an Education Scotland Inspection pre -Covid, are listed below. Findings during the visit evidence the level of progress made with the areas of improvement identified in the Inspections. These are detailed in the main report section and in the attached appendices.
- Boroughmuir High School    Good progress
- St Augustine’s High School    Good progress
- Gracemount Primary School    Good progress
- Granton Primary School    Progress made
- 2.3 A supported self-evaluation process has been undertaken with Holy Rood High School. Key strengths and next steps have been identified and are detailed in the main report section and in the attached appendix. <sup>2</sup>
- 2.4 St John Vianney Primary School and St Crispin’s School have participated in the National Thematic Inspections focused on Inclusion (Phase 1). Feedback will be detailed in the Overview of National Practice document upon completion of the national inspection.

### 3. Background

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- 3.1 The Quality Improvement and Curriculum Service (QICS) undertakes follow-through visits in accordance with the following cycle:
- Within 1 year of inspection where a school has been externally validated as “satisfactory” or less in any of the core Quality Indicators (1.3 Leadership of Change, 2.3 Teaching, learning & assessment, 3.1 Health, wellbeing & resilience, 3.2. Raising attainment & achievement)

- Within 18 months of inspection for all other schools

Following Covid, schools who had an inspection pre-lockdown have been prioritised.

- 3.2 Education Scotland has resumed the routine programme of inspections from week beginning 5th September 2022. The QICS has reviewed our pre-inspection guidance and support materials to ensure settings and schools are well prepared for their inspections. This includes undertaking supported self-evaluation processes (SSEs) and Shared Classroom Experience (SCE) with schools who may be inspected in a relatively close timescale, as detailed in the QICS Capacity and Risk Register. The main factor in identifying these schools is the time since they were last inspected.
- 3.3 Intensive support has been provided to schools who have been notified that they were being inspected. Each of these schools have been/are to be part of the full model of inspection which evaluates the four key Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading) :-
- 1.3 Leadership of Change
  - 2.3 Learning, Teaching & Assessment
  - 3.1 Ensuring Wellbeing, Equality and Inclusion
  - 3.2 Raising Attainment & Achievement
- 3.4 The first phase of National Thematic Inspections: Inclusion has focused on the implementation of the new approach to recording and monitoring incidents of bullying and how well this is supporting children and young people. Later in the academic year the second phase of this national thematic inspection will be carried out which will focus on approaches by settings and schools to promote and develop positive relationships and behaviour.

## 4. Main report

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### 4.1 Follow-Through Visits

Boroughmuir High School (Full report – Appendix 1)

In January 2020, Education Scotland inspectors visited Boroughmuir High School undertaking a short model inspection. Here are Education Scotland's evaluations for Boroughmuir High School

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Good
3.2 Raising Attainment & Achievement	Very Good

In order to report on progress, a team of council officers visited the school on 21<sup>st</sup> June.

The school was found to have made good progress in all areas of improvement and has developed plans to embed this practice across the school to ensure consistency in learner experience. It is acknowledged that this progress has been made during a period of significant disruption to normal school life due to Covid. The school should now aim to embed these improvements to teaching and learning to ensure all learners enjoy a consistently high provision of learning experience.

St Augustine's High School (Full Report- Appendix 2)

In January 2020, Education Scotland inspectors visited St Augustine's High School undertaking a full model inspection. In order to report on progress, a team of council officers visited the school on 21<sup>st</sup> June.

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Raising Attainment & Achievement	Good

The school has made good progress with all identified areas for improvement and has planned for further improvements over time. The QICS continues to work with the school's senior leadership team to develop their strategy for continuous improvement.

Gracemount Primary School (Full Report – Appendix 4)

In June 2019, Education Scotland inspectors visited Gracemount Primary School and Nursery Class undertaking a short model inspection. As a result of the inspection findings, it was considered that the school needed time to make necessary improvements. They stated they would ask for a progress report within one year of the publication of inspection findings. Education Scotland held a virtual meeting with the Senior leadership team in December 2021 to discuss progress with the identified areas for improvement. Following this meeting, Education Scotland stated that they would make no further return visits to the school as they were satisfied that staff had addressed the recommendations from the original inspection successfully (See Appendix 3). In order to report on further progress, a team of council officers visited the school on 20<sup>th</sup> September 2022.

Quality Indicator	School Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

Quality Indicator	Nursery Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

The school has made good progress in all identified areas for improvement.

The school should continue to review the impact of teaching and learning approaches e.g., Numeracy on improving learners' outcomes. They should also focus on tracking of pupils' progress across Curriculum for Excellence Early Level (Nursery to P1) and into First Level (P2).

The QICS continues to support the school to develop their strategic plan for improvement and to measure the impact of teaching and learning approaches.

#### Granton Primary School (Full report – Appendix 5)

In January 2020, Education Scotland inspectors visited Granton Primary School and Nursery Class undertaking a short model inspection. Following this visit, the Authority asked Education Scotland to provide ongoing support to the school. In order to report on progress, a team of council officers visited the school on 7<sup>th</sup> June.

Quality Indicator	School Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

Quality Indicator	Nursery Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

The primary school has made progress with all of the identified areas for improvement and has developed clear plans for how this will progress in order to raise the attainment and achievement of all young people. The nursery has also made progress across the identified areas for improvement. A continuing focus on observation and planning processes is required in order to ensure further improvement. The local authority continues to work with the school's senior leadership team to develop their strategy for continuous improvement.

Follow-through visits have also been made, to the following schools:-

- Longstone Primary School (w/c 12<sup>th</sup> September)
- Prestonfield Primary School (w/c 12<sup>th</sup> September)
- Echline Primary School (w/c 26<sup>th</sup> September)

Please note that reports are currently being finalised and will be presented at the next Committee.

#### **4.2 Supported Self-Evaluation (SSE) (Full Report- Appendix 6)**

An SSE has been undertaken with:

- Holy Rood High School on 5<sup>th</sup> – 7<sup>th</sup> September

## **Strengths**

- A positive ethos, where positive, caring and supportive relationships between staff and pupils, was evident in all lessons visited.
- Pupils' engagement in learning and their eagerness to participate in learning activities was evident across the school.
- Senior Phase attainment demonstrates positive trends, including for learners residing in SIMD Quintile 1.

## **Next Steps**

- To undertake a review of the alignment and processes of Pupil Support, in order to maximise effectiveness and efficiency.
- To develop effective self-evaluation processes for tracking and monitoring of progress and attainment, particularly within the Broad General Education. This will ensure that data is used effectively to inform staff actions at all levels so that universal and targeted supports are delivered and their impact on learners are monitored.

### **4.3 Pre-Inspection Intensive support**

Where notification has been received of a school being inspected, the QICS has provided intensive support to ensure the school is well prepared for the inspection process to ensure the most positive outcome. In large part, this support focuses on visits to classes to review teaching and learning practice in collaboration with the school's Senior leadership team. All teachers are also offered a session with their QIEO, and a member of the Edinburgh Learns Teaching and learning team, to discuss planned learning experiences during the inspection. The school is also supported in analysing their data and attainment trends over time and in presenting their self-evaluation evidence to the team of Inspectors.

These schools are:

- Currie Primary School (Inspected w/c 5<sup>th</sup> September) 6
- Juniper Green Primary School (Inspected w/c 26<sup>th</sup> September)
- Royal High School (Due to be inspected w/c 3<sup>rd</sup> October. Rescheduled to w/c 5<sup>th</sup> December)

Please note that reports are not yet published by Education Scotland and will be presented at the next Committee.

Schools who may be in the cycle for inspection, according to the date since their last inspection, are receiving targeted support in the form of:

- Supported Self Evaluations
- Shared Classroom experience visits
- Pre-inspection briefings
- Staff support materials

This is tracked through regular review of the Capacity & Risk Register.

#### **4.4 National Thematic Reviews: Inclusion**

The first phase of National thematic inspections has focused on the implementation of the new approach to recording and monitoring incidents of bullying and how well this is supporting children and young people

Schools who have participated are:

- St John Vianney PS (22<sup>nd</sup> September)
- St Crispin's School (12<sup>th</sup> October)

This process does not provide schools with written feedback. Verbal feedback has been positive where the school has been commended for their approach to dealing with incidents of bullying, which has resulted in a decrease in incidents occurring. Selected practice will be published on an Overview of National Practice document, in the form of case studies, upon completion of the full national inspection.

### **5. Next Steps**

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- 5.1 Undertake remaining follow-through visit to Ratho Primary School (November)
- 5.2 Undertake planned SSEs (October/November) to:
  - Forrester High School
  - Drummond High School
  - James Gillespie's High School
  - Wester Hailes High School
  - Queensferry Community High School
  - Pirniehall Primary School
- 5.3 Continue to review Capacity & Risk Register to plan future programme of Supported Self Evaluation processes.

### **6. Financial impact**

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- 6.1 There are no financial implications contained in this report.

### **7. Stakeholder/Community Impact**

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- 7.1 The Edinburgh Learns Improving Quality in Learning Board will continue to consult with a range of reference groups i.e., senior leaders, practitioners, parents/carers & young people & Education Scotland to ensure helpful guidance and support is provided to schools to secure continuous improvements and effective self-evaluation approaches.
- 7.2 QIEOs will continue to evaluate Standards & Quality reports and share local knowledge to maintain an accurate Capacity & Risk Register to inform prioritised support. This will include an analysis of quality indicator grades (1.3, 2.3, 3.2, 3.2) which schools self-evaluate.

- 7.3 The QICS will continue to respond to learning from ongoing inspection and internal scrutiny processes. Emergent themes focused on areas for improvement will be provided to schools through internal support and challenge activity: - intensive, targeted or universal approaches.

## **8. Background reading/external references**

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- 8.1 Quality Improvement & Scrutiny Committee paper: - Education, Children & Families Committee (See Public Pack attached- page 273)
- 8.2 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

## **9. Appendices**

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- 9.1 Appendix 1 Boroughmuir Follow-Through report
- 9.2 Appendix 2 St. Augustine's Follow-Through report
- 9.3 Appendix 3 Gracemount PS Education Scotland continued engagement
- 9.4 Appendix 4 Gracemount Primary School Follow-Through report
- 9.5 Appendix 5 Granton Primary School Follow-Through report
- 9.5 Appendix 6 Holy Rood High School Supported Self Evaluation report



## **Appendix 1**

### **Boroughmuir High School Follow-Through visit by City of Edinburgh Council, June 2022**

In January 2020, Education Scotland inspectors visited Boroughmuir High School. Following the inspection, in March 2020, Education Scotland published a letter outlining the following areas of improvement that were identified:

1. Provide more opportunities for young people to lead their learning.
2. Continue to improve learning, teaching and assessment to achieve a better consistency in high-quality provision.
3. Continue to improve the approaches for regularly monitoring and checking young people's progress from S1 to S3 across all areas of the curriculum. Teachers need to ensure assessment evidence is reliable and judgements are robust. Ensure that conversations with young people about their learning make them aware of what they need to improve and how they can do this.

#### **The post-inspection visit**

In order to report on progress, a team of council officers visited the school on 21<sup>st</sup> June. The team consisted of the Quality Improvement Manager and 4 Quality Improvement Officers. The team met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE. The team also met with the following focus groups: young people from S1-S3 (the Broad General Education); young people from S4-S6 (the Senior Phase); young people involved in Pupil Voice and a Climate Change Pupil Leadership group; teaching staff; Curriculum Leaders and Support for Learning staff.

#### **Findings of the visit: progress with areas of improvement**

##### **Provide more opportunities for young people to lead their learning.**

Curriculum leaders demonstrate increased awareness of learner participation and there is increased leadership around learner voice at faculty level. Across the school, there has been an increase of pupil leadership roles, including in-class support, Pupil Voice group, Climate Change group, Sports Leaders, as well as other informal leadership opportunities across the year. In the strongest examples, pupils have had the opportunity to lead their own learning and lead the learning of others, for example, the Climate Change group. Pupils in the BGE commented that their voices were valued and listened to by the Senior Leadership Team. The school should now build on this and further embed formal structures for pupil leadership across the school, reflecting on the level and frequency of representation, and the consistency of experience.

In a few lessons, there were opportunities for pupils to lead their own learning. This resulted in increased pupil progress and understanding. The school should build on this practice and provide consistent opportunities across the school for pupils to lead their own learning during lessons.

##### **Continue to improve learning, teaching and assessment to achieve a better consistency in high-quality provision.**

There has been a whole-school focus on developing a shared language of high-quality learning and teaching at Boroughmuir. This has resulted in progress towards a shared understanding of high-quality learning and teaching across the staff, particularly in relation to the start of lessons. Pupils have had a role in developing this across the school. This should be continued as the school embeds this practice and evaluates the impact. As a result of in-house professional development for Curriculum Leaders, there is increased understanding across Curriculum Leaders around the leadership of learning and teaching at faculty level. In the best examples, Curriculum Leaders use this effectively to support the professional development of their staff at faculty level. The school has developed plans to engage in professional learning next year with a focus on high-quality pedagogy, including differentiation. This provides an opportunity to work with the Edinburgh Learns Team and re-visit 'Boroughmuir engages' to ensure that there is clarity across all staff around the principles of high-quality learning and teaching and how this translates into

the experience of learners in the classroom. As part of this, there is an opportunity to develop faculty level processes to quality assure learning and teaching.

Across the school, relationships are strong which supports learners to feel confident that they are able to access personalised support, if required, from their teachers. There is a calm learning environment across the school whereby learners are engaged in their learning and interact well during activities. In a few lessons, teachers use open-ended questioning that challenges thinking and deepens learning. In a few lessons, teachers skilfully check the understanding of pupils throughout the lesson and use this to provide an appropriate level of support. In most lessons, teachers recap learning at the end of the lessons to assess progress. In the Senior Phase, young people explained how teachers create opportunities during lessons to apply their learning which challenges their thinking and extends their learning. There is an awareness across teaching staff that there is an opportunity to extend this practice to ensure active engagement and challenge in Senior Phase lessons. In a few classes there was evidence of differentiation through questioning. The school have identified differentiation as a whole-school focus for professional learning next session. This is important to ensure that there is high-quality differentiation, informed by regular assessment for learning, evident in all lessons. This will ensure that all learners are appropriately supported and challenged, which will encourage pace and challenge. The school's focus next session is to ensure consistency and quality in the middle of lessons including effective questioning.

**Continue to improve the approaches for regularly monitoring and checking young people's progress from S1 to S3 across all areas of the curriculum. Teachers need to ensure assessment evidence is reliable and judgements are robust. Ensure that conversations with young people about their learning make them aware of what they need to improve and how they can do this.**

Tracking and monitoring approaches have been established in BGE and Senior Phase. This allows the school to track the progress and attainment of all learners, across all curricular areas. This practice is particularly strong across the Senior Phase, with Curriculum Leaders confident in using Senior Phase data rigorously to track progress and inform targeted intervention. The school should continue this work to embed a positive data culture, where class teachers are confident at using data to identify gaps in learning, inform planning and evaluate impact. Alongside this, the Senior Leadership team are working with faculty leaders to ensure that a consistent understanding and application of BGE benchmarks is applied across all faculties in relation to accurately measuring the progress and attainment of S1-S3 learners, which the school has identified as a focus next session.

The moderation practices established as part of the Alternative Certification Model during Covid has improved consistency in Senior Phase moderation. The school have plans to develop assessment and moderation approaches across the BGE as part of their 2022-2023 Renewal Plan, including delivering in-house QAMSO training across all faculty leaders next session. This will be important to ensure that there is an increased understanding of how assessment is integral for planning and teaching, and that there is a consistent approach to assessment in the BGE established across the school.

At whole-school level, the school have established regular opportunities for young people to engage with their reports and have conversations about their learning during PSE lessons. This has resulted in learners having increased understanding and ownership of what they need to do to improve and how they can do this. The school have revised their reporting structure for parents to increase consistency and depth of information provided to parents. The school should now consider how they can gather feedback from parents and pupils on the new structure to evaluate impact and inform next steps. At faculty level, there were some examples of learner conversations that supported young people to know what was going well and what their next steps were. This was particularly evident for targeted pupils where tracking and monitoring had identified a concern. This practice should be established across the school to ensure consistency in approach, with opportunities for all young people to engage in feedback, discuss their progress, and identify next steps.

## **Conclusions**

The school has made good progress with all of the identified areas for improvement and has developed plans to embed this practice across the school to ensure consistency in learner experience. It is acknowledged that this progress has been made during a period of significant disruption to normal school life due to Covid. It is anticipated that as school life returns to normal the pace of progress in developing consistent high-quality learning and teaching will increase.

## Appendix 2

### St Augustine's Follow- Through Visit

Following the Education Scotland (ES) inspection of St Augustine's High School in January 2020, resulting in a published inspection report in March 2020, officers from The City of Edinburgh Council conducted a two-day follow-through visit in June 2022 to determine the school's progress in relation to agreed areas for improvement.

#### Findings of the visit: progress with areas for improvement

*Senior leaders should continue to strengthen the approaches to self-evaluation to ensure that robust and rigorous evidence is gathered across the school. This should provide them with a clearer overview of actions to secure improvement.*

The school have begun to take a more consistent approach to self-evaluation at faculty level. The introduction of weekly Curricular Leader meetings has strengthened the school's approaches, providing a more robust and increased support from the headteacher. Staff speak positively about the dissemination of information around school improvement priorities. Greater clarity in planning around priorities has enabled school staff to play a greater role in evaluating progress made. Staff feel consulted and involved in the evaluation process. To continue to progress in this area the school should look at ways to strengthen the voice of all pupils in order to ensure that they are part of the self-evaluation process. Whilst members of the Pupil Council feel consulted, it is important that all young people feel that they have a voice and a part to play in the development of the school. All pupils, staff and parents should be consulted in the review of the school's positive relationships policy ensuring that they are championing equity and inclusion.

*A more rigorous and consistent approach to assessment and to tracking and monitoring will support learners' make progress in their learning. This will enable young people to better understand how well they are doing and what they need to do to improve.*

The school continue to demonstrate consistency in the sharing of Learning Intentions and Success Criteria with learners, with formative feedback used to help learners identify their next steps in learning. The Covid-19 pandemic has impacted upon the school's ability to monitor and progress the use of formative assessment strategies. They now need to ensure that there is clarity and consistency in all classes specifically in the language used in order for all learners to understand what it is they are learning and how it relates to previous instructions. An increased focus on questioning techniques in lessons including the exploration of prior learning will help to ensure greater active pupil engagement in classes.

The school's introduction of engagement reports during remote learning has had a positive ongoing impact in providing parents and carers with regular information, enabling more timely targeted supports and intervention where engagement was low. "Class Charts" was introduced in October 2021 in order to help inform pupils and parents on class achievements on a more regular basis. Reviewing the analytical use of the data gathered as well as the purpose and impact they wish to achieve, will help to guarantee a greater consistency in its use. In addition, the school should now consult more broadly with staff, pupils and parents on what should be recorded on Class Charts in order to ensure that the focus is on positive engagement and achievements in learning. The school are in the process of creating a whole school approach to assessment, monitoring, tracking and learner conversations in the coming session. This work will assist with consistency in providing accurate and up-to-date data on each pupil allowing for improved interventions and feedback on progress.

*Continue to pursue strategies to improve attainment and increase educational aspirations for young people. The school should also ensure that every young person has an increased range of opportunities for personal achievement.*

The school continues to look for ways to improve the attainment of the young people and have recently implemented the use of EdICT (a tracking and monitoring system) to provide a greater consistency in the tracking of pupils' attainment. The school continue to experience positive attainment results with learners outperforming the virtual comparator. Young people at St Augustine's are very aware of their pathways and career destinations. It is evident that 16+ and DYW activities and policies are having a positive impact. The school have increased the scope for young people to access a greater breadth of wider opportunities through curricular areas with examples seen in the introduction of leadership awards and the Caritas award. The school now need to develop a consistent approach to tracking wider achievements through the BGE and into the Senior Phase.

### **Conclusion**

The school has made good progress with all of the identified areas for improvement and has planned for further improvements over time. The local authority continues to work with the school to develop their strategy for continuous improvement.

25 January 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Gracemount Primary School and Nursery Class, we said that we would engage further with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out virtual meetings with the school. Our engagement helped us learn more about how children and their families have been supported through COVID-19. We also heard about approaches that have been working well to support children's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officers, the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

### **Progress with recommendations from the previous inspection**

During the initial inspection of the school in June 2019, HM Inspectors highlighted aspects of attainment in literacy and numeracy as an area for improvement. Since the initial inspection, attainment in the majority of aspects of literacy and numeracy has improved across stages. These improvements have been supported and monitored well with regular input from local authority officers who continue to work with the school senior leadership team (SLT).

Dealing with the impact of COVID-19 has stalled the pace of a few of the school's plans to improve levels of attainment. Importantly, local authority officers continue to work closely with staff. This is helping to ensure that appropriate support is in place for the school to continue to improve. The SLT and local authority officers are confident that increased support for targeted groups of children from Primary 4 to Primary 7, will ensure gaps in learning are addressed at pace. Many of these gaps arose mainly as a result of challenges that year groups faced with home learning.

Overall, more focused collegiate working amongst teachers across the school and cluster is beginning to bring about improvements in attainment. This includes improved planning across stages to target key improvement priorities and better collaboration with the cluster secondary school to improve attainment in literacy.

Over the past two years, the SLT along with the support of the local authority, has made improvements in approaches to learning and teaching. This is helping to ensure children engage in more consistently high quality learning experiences. The SLT and teachers have successfully reviewed approaches to planning learning, teaching and assessment. This now takes better account of the learning needs of all children.

Staff across the school have worked well to design and embed a new learning and teaching policy that outlines key features of high quality learning and teaching for the school. To support this, staff have developed a helpful learning, teaching and assessment framework. This outlines common expectations and approaches all staff should take when

planning and assessing learning. Helpfully, this also provides clarity on the role that children's prior learning plays in the planning of new learning.

Teachers have developed stronger working relationships with staff in the associated secondary school to develop learning, teaching and assessment in numeracy. This has improved teacher confidence in numeracy learning and teaching. This is also having a positive impact on attainment. A numeracy school improvement group is continuing to work with the local authority numeracy specialist to develop improved progression pathways.

Teachers have engaged well with the 'Edinburgh Learns Benchmarks' training to improve their confidence in assessment judgements. Helpfully, staff now also involve children and parents/carers in setting targets in children's learning. They now engage in more regular dialogue with learners, including the use of termly conversations with children about their learning. They agree identified next steps that are then discussed during parent and carer dialogue meetings twice each session.

The SLT and teachers have been working closely with the Edinburgh Learns team. This is helping to engage staff better in using collaborative approaches to improve aspects of classroom practice. Commendably, this work has continued during the COVID-19 recovery phases. This is providing useful support to teachers around learner engagement. This collaborative work is also helping teachers to find ways of gathering regular, robust learner progress information in spite of challenges brought about by the pandemic.

Staff have made significant progress in embedding a tracking and monitoring system. This is helping teachers and SLT to track and monitor with more confidence, the attainment and progress of individuals and cohorts of learners. Importantly, termly attainment meetings, with structured themes for dialogue, focus on the progress of all children. This year, SLT and staff are developing a useful system to track learner participation and wider achievement. This will support children's equity in relation to their access and involvement in a range of activities. As planned, the LA, SLT and staff should continue to build teacher confidence and capacity to measure learner progress more effectively, over time.

### What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. Staff are continuing to implement plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. The City of Edinburgh Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

JohnPaul Cassidy  
HM Inspector

## Appendix 4

### Gracemount Primary School and Nursery Class Follow-Through Report – September 2022

In June 2019, Education Scotland inspectors visited Gracemount Primary School and Nursery Class. Following the inspection, in September 2019, Education Scotland published a letter outlining the following areas of improvement that were identified:

1. Raise the attainment of children across all stages of the school.
2. Improve learning and teaching to ensure children experience consistently high-quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.
3. Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning.

In order to report on progress, a team of council officers visited the school on 20<sup>th</sup> September 2022. The team consisted of the 3 Quality Improvement Officers, 1 Early Years Quality Improvement Officer, 1 Early Years Quality Improvement Manager and 2 members of the ASL service. The team met with the school's Senior Leadership Team and Senior Early Years Officer to discuss progress with the priorities identified by HMIE. The team also met with the following groups/individuals: focus groups of young people from all stages; numeracy working group; literacy lead teachers; a group of teaching staff; the Sfl team and a group of 3 parents. The team also observed a range of learning experiences across all stages, including observing targeted intervention groups and alternative curriculum offers.

#### **1. Raise the attainment of children across all stages of the school.**

Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are resulting in improved attainment for P4 and P7. Young people are making good progress over time from P4-P7 in literacy and numeracy. The Sfl team have focused on raising attainment in literacy, through targeted intervention, which has positively impacted attainment. To continue progress in this area, the school should continue their focus on progress and attainment, ensuring progress between p1 and P4. This will be further supported by the Sfl team who should continue to plan to support pupils within the class and alongside their peers to support an inclusive learning environment. To build on the progress with raising attainment in numeracy, there is an opportunity to review attainment data and interventions for targeted support in numeracy.

#### **Nursery**

In the nursery there are strong positive relationships which are warm and nurturing. Children feel safe and secure. Adults are very alert to the needs of the new children who are seeking warmth and reassurance. Adults are prioritising this important settling time to ensure children's wellbeing.

There is now a better balance between free flow play and planned experiences allowing children to follow their own interests and ideas. There are some examples of children being highly engaged, focusing on their play and learning. The team feel empowered as their opinions and suggestions are valued by the leadership team in the nursery. Key champions for core curricular areas are clear on their role in driving improvements forward.

#### **2. Improve learning and teaching to ensure children experience consistently high-quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.**

In all lessons, the children and young people are eager to learn and there is a positive learning ethos. The children spoke of the teachers being responsive and approachable to them and their needs. The Positive Relationships Policy is well embedded in the school, and a focus on pupil wellbeing and teachers use of restorative practice supports pupil engagement and has led to increased inclusion in learning, with a 20%



reduction in pupils being extracted from lessons. The participation scale is beginning to be used to track learner engagement and to inform next steps.

Across the school, the consistent use of learning intentions and success criteria meant the majority of pupils were able to explain what they are learning and how to be successful. In a few classes, co-construction of this was highly effective and facilitated pupil understanding and progress.

In a few lessons questioning was used effectively to check understanding, enable higher order thinking skills and support progress for all students.

In the majority of lessons in the upper school, digital technology was used to enhance learning and teaching, provide opportunities for personalisation and choice and support progress in learning. In a few lessons, digital technology was used effectively to assess learning and directly inform a differentiated approach to what young people did next in their learning. As identified as part of the 4-year plan, there is opportunity to share good practice in the use of digital to enhance Learning & Teaching to ensure this is embedded across the school.

In most classes learning activities were matched to pupils' abilities. However, only in a few lessons, were activities appropriately targeted to ensure pace and challenge for all.

In most lessons, teachers used AfL strategies to review the learning. In less than half, this was used directly to feed into the learning experience and adapt learning and teaching.

In most lessons, learning activities are planned to ensure pupils with ASN are able to engage with the whole-class learning, with effective use of PSAs to support the learning. In a few examples, these learners are actively included in the whole class learning with direct teacher and PSA input. The development of ASN strategy folders, and effective use of the Circle document, have improved teacher understanding of pupil needs. Further evaluation is required to assess how far this directly informs strategies within the classroom.

The school staff have collegiately developed a Writing and Reading Policy. This continued development will lead to a comprehensive literacy policy which will articulate how literacy is taught at Gracemount Primary School. The Numeracy working group have developed a cohesive plan for progression in numeracy so that teachers know what to teach and how this relates to the benchmarks. This has led to increased staff confidence in the teaching of numeracy and positively impacted attainment.

The school have developed a broad inclusive curriculum that engages young people positively in their learning and effectively meets their needs. This has resulted in no pupils on part-time timetable.

Consistent approaches to Planning and Assessment have been developed across the school which has improved consistency and confidence in teacher professional judgement. Moderation processes have been established across stages and levels which have improved the approach to planning for learning, teaching and assessment in-line with national expectations. This has improved staff confidence in their own professional judgement and that of other staff.

There is continuity in the approach to learning through play in P1. The school should now review their play-pedagogy strategy, including a review of the learning environments inside and outside in P1, with a focus on opportunities for learning. As part of this, there is opportunity to review adult initiated and child-led experiences to ensure developmentally appropriate learning and progression from nursery through P2.

A focus on revising the Learning and Teaching policy will provide an opportunity to embed the key features of practice that will ensure pace and challenge for all. There is opportunity during this process to reflect on strategies that will encourage the active engagement of learners during all activities, including direct instruction, to ensure all learners make progress in learning.

The school has identified plans to evaluate the impact of the Reading, Writing and Numeracy policy on targeted and universal approaches in order to inform next steps. In particular, the numeracy working group identified that there is not currently a coherent approach for how children who require additional support in numeracy are supported across the school. This should therefore be included as part of the review.

## **Nursery**

There is evidence of positive changes within planning for play including the interactions, experiences and spaces within the Nursery. Routines are now supporting children's experiences and sense of the day; this will progress through the year as the children develop.

Children value their relationships with the adults in the nursery. Adults are more knowledgeable about quality interactions and are aware of the importance of using open-ended questioning and commentary effectively to support and extend children's learning

The next steps that have been planned for using Hanen approaches, and strategies will further improve staff interactions. Staff are aware that this will support children to lead their own learning.

### **3. Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning**

The school have developed approaches to tracking and monitoring children's progress across all curricular areas. Planned Tracking and Moderation meetings provide opportunities for staff to engage with attainment and progress data, set targets, and plan universal and targeted teaching approaches. This has increased teacher ownership of data and impacted attainment. The school should continue to rigorously analyse data on attainment and progress to inform school improvement planning, including the increased focus on reducing the poverty related attainment gap, and analysing attainment data for different groups of learners (EAL, SIMD, Gender, Ethnicity).

The Senior Leadership team have created a culture where staff speak confidently about why and how they use data to support progress and attainment. The school should now continue to build a data rich culture across all staff, specifically focusing on how this data is being used to inform the learning in the classroom to ensure appropriate pace and challenge.

The SfL team have a clear system for tracking and monitoring interventions and evaluating impact in literacy. This has ensured interventions have a positive impact on children's learning and progress.

With regard to early level tracking and monitoring, there is opportunity to review the school's approach to tracking and monitoring and the moderation of play from nursery – P2.

## **Nursery**

The nursery team know their children well. They are developing staff confidence and skills in writing quality observations and identifying significant learning. The leadership team have a process to track children's progress across the year with key workers for each group. The next steps are to review the qualitative and quantitative data to support more robust analysis and trends to inform planning for children's progress.

The QICS will continue to support the school in evaluating the actions from improvement and to develop their strategic plan for continuous improvement.

## Appendix 5

### Granton Primary School and Nursery class Follow-Through visit by City of Edinburgh Council, June 2022

In January 2020, Education Scotland inspectors visited Granton Primary School and Nursery Class. Following the inspection, in July 2020, Education Scotland published a letter outlining the following areas of improvement that were identified:

1. Improve attainment and achievement for all children in the nursery and primary school.
2. Develop further approaches to planning, assessment and moderation to ensure all children are making appropriate progress across the nursery and primary school. This should include robust tracking and monitoring of children's progress across all curriculum areas.
3. Continue to improve and develop greater consistency in the quality of learning and teaching in the nursery and primary school. This should ensure that activities meet the learning needs of all children. Staff and practitioners should increase opportunities for children to be more involved in evaluating their own progress and next steps in learning.

### The post-inspection visit

In order to report on progress, a team of council officers visited the school on 7<sup>th</sup> June. The team consisted of the Acting Senior Education Manager, 3 Quality Improvement Officers, 2 early years Quality Improvement Officers, 3 members of the ASL service and a current City of Edinburgh Council Head Teacher. The team met with the school's Senior Leadership Team and Senior Early Years Officer to discuss progress with the priorities identified by HMIE. The team also met with the following groups/individuals: focus group of young people from all stages; Numeracy Development Officer; Principal Teacher; Support for Learning team; and the EAL school team. The team also observed a range of learning experiences across all stages, including observing targeted intervention groups.

### Findings of the visit: progress with areas of improvement

#### **Improve attainment and achievement for all children in the nursery and primary school.**

The school has demonstrated improvements in attainment for all areas from November to June 2022, particularly for P7 Numeracy. To continue progress in this area, the school should continue to develop a data rich culture so that staff are confident in using data to identify gaps in learning, inform planning and evaluate impact. In the nursery and P1, the school has implemented tracking and monitoring approaches for play-based learning that demonstrates students are making progress in learning. The school would benefit from embedding tracking and monitoring for play-based learning across nursery and P1 to ensure staff can confidently assess progression in learning to inform planning.

#### **Nursery**

In the nursery, e-journals were used to record children's participation in learning experiences. The next step is to ensure that children's progress is documented by improving the focus of the observations on significant learning and to develop approaches to ensure that children's achievements and making links with home are developed.

#### **Develop further approaches to planning, assessment and moderation to ensure all children are making appropriate progress across the nursery and primary school. This should include robust tracking and monitoring of children's progress across all curriculum areas.**

The school are beginning to develop a consistent whole-school approaches to planning and assessment, including an assessment timetable, professional dialogue, collegiate planning time and moderation across the school. The school should continue to develop this across the school and build this into their Learning, Teaching & Assessment Policy. The school have begun to develop effective tracking and monitoring approaches, including effective tracking of interventions and the tracking and monitoring of play-based learning approaches. This is particularly strong in the

tracking of numeracy progress and attainment. The school should continue to embed whole-school tracking and monitoring of pupils' progress and attainment from ELC to Primary 7, including the tracking of interventions, to enable all teachers to have a clear picture of progress in learning across the school. This should also include developing approaches to track skills development through wider achievement.

## **Nursery**

The nursery has established observation and planning processes. This includes both intentional planning and responsive planning to capture learning opportunities, and these are communicated with parents via e-journals. The nursery should now consider how responsive planning processes in particular can be developed to demonstrate that children's learning needs are being met, and to increase opportunities for children to be involved in identifying what they want to learn. The Senior Leadership Team monitor e-journals and planning. This practice should be developed further to ensure that there is robust tracking and monitoring of individual children's progress over time.

**Continue to improve and develop greater consistency in the quality of learning and teaching in the nursery and primary school. This should ensure that activities meet the learning needs of all children. Staff and practitioners should increase opportunities for children to be more involved in evaluating their own progress and next steps in learning.**

The school has made good progress in developing greater consistency in the quality of learning and teaching, particularly in the teaching of numeracy. The delivery of in-house professional learning has increased staff knowledge and skills, and staff report increased confidence in the teaching of numeracy. There is opportunity now to reflect on the success of the model for Learning & Teaching in numeracy and consider how this could be applied across other curricular areas and embedded as part of a revised Learning, Teaching & Assessment policy.

Staff had a strong focus on developing positive relationships across the school. As a result, in all classes there was a calm, purposeful learning environment, where relationships were strong. In the majority of lessons learners were eager and active participants in their learning.

In all classes the use of learning intentions and steps to success were evident and used by students to support independent learning. In the majority of lessons, assessment approaches were used. In a few lessons assessment approaches directly informed what the students did next in their learning. This resulted in the learning being appropriately challenging and students making greatest progress. Where engagement in learning was strongest, young people experienced differentiation that was appropriately targeted to their needs. The next step is to ensure that all tasks and activities are set at appropriate levels of challenge to meet the needs of all learners and targeted appropriately. This will ensure there is pace and challenge for all learners, including those with additional needs.

In most lessons a wide range of learning environments and creative teaching approaches were used. In a few lessons there were examples of strong practice in using digital technology to effectively enhance learning & teaching. This practice should be built on and established across the school.

In most lessons, questioning was used effectively to promote curiosity, independence and confidence. In the best examples, questioning was used to check understanding and move learning forward.

Students comment that they are well supported by their teachers. In a few lessons, there was evidence of students being involved in evaluating their own progress and next steps for learning. This practice should be developed across the school to support children to be more involved in evaluating their own progress and next steps in learning, including giving students time to respond to individual feedback.

The Support for Learning team deliver a range of targeted interventions to meet the needs of learners and are increasingly tracking the impact of interventions over time. As a result of Covid, interventions have mainly been delivered out-with the classroom. The SfL team are beginning to re-establish joint working with class teachers to align universal and targeted teaching approaches. PSAs are highly skilled at contextualising the learning in the class for young people with Additional Support Needs.

The Hub is an excellent facility and has the potential to make a difference to the school experience of a greater number of learners with additional support needs. Consideration should be given as to how to maximise the impact the Hub can make. For example, groups targeting a wider range of ages and needs, including nurture experiences. Some of the resources being used were not sufficiently motivating for the age and stage of the pupils in the Hub and consideration should also be given to allocation of budget for Hub resources.

In P1, the development of a dedicated outdoor space based on a sound understanding of play pedagogy supported children's learning effectively, with regular communication across the P1 staff team. The team should now use the insights gained from this approach to develop learning opportunities and assessment strategies across the whole P1 learning environment.

### **Nursery**

The spaces and experiences offered to children in the room were of high quality. There was a focus on literacy experiences, as well as opportunities to explore mathematical concepts in many areas. Practitioners were nurturing and positive in their interactions with children. Children were confident, secure and engaged in play throughout the nursery. Where a child's behaviour showed that he was not feeling safe and secure, there was evidence that the staff member knew him well, and was responding appropriately to ensure that his needs were met. Distressed children were comforted quickly and effectively. Children with identified needs were supported and included.

Children were encouraged to make choices and had time and space to engage with and revisit their learning. Interesting experiences and provocations were available, and open-ended resources allowed children to explore and experiment at their own pace.

Developing approaches to observations and planning will offer opportunities for children to be further involved in taking leadership of their own learning.

### **Conclusion**

The primary school has made progress with all of the identified areas for improvement and has developed clear plans for how this will progress in order to raise attainment and achievement of all young people. The nursery has also made progress across the identified areas for improvement. A continuing focus on observation and planning processes is required in order to ensure further improvement.

## Appendix 6

### Holy Rood Roman Catholic High School

### Supported Self-Evaluation Visit Report

#### **Background/context**

A team of officers from The City of Edinburgh Council, including a Senior Education Manager, Quality Improvement Manager, three Quality Improvement Education Officers and an Educational Psychologist, undertook a 3-day Supported Self-Evaluation Visit to Holy Rood High School from 5<sup>th</sup> – 7<sup>th</sup> September 2022.

During the visit, a total of 59 lessons were visited, covering every faculty and year group. Details about evidence relating to the four areas of the Edinburgh Learns Teacher's Charter (Assessment for Learning; Differentiation; Leadership of Learning; and Skills) are included within the summary of strengths and next steps in the QI 2.3 section below, along with other aspects of Learning, Teaching and Assessment.

In addition to this, separate meetings with members of the Senior Leadership Team about areas of their strategic leadership were conducted. Meetings with focus groups of pupils from the Broad General Education and from the Senior Phase also took place, in addition to meetings with the leaders of the Wellbeing Hub and Support for Learning, with the team of Pupil Support Leaders, and with a group of teaching staff. Visits to the Wellbeing Hub and the Support for Learning Faculty to observe the provision for learners and speak to pupils and staff were also included.

Alongside this visit, an Equalities review was undertaken by a separate team of two officers, the report from which is published separately to this one.

#### **Key strengths and next steps from the visit**

##### **Strengths**

- A positive ethos, where positive, caring and supportive relationships between staff and pupils, was evident in all lessons visited.
- Pupils' engagement in learning and their eagerness to participate in learning activities was evident across the school, and Senior Phase attainment demonstrates positive trends, including for learners residing in SIMD Quintile 1.

##### **Next Steps**

- To undertake a review of the alignment and processes of Pupil Support, in order to maximise effectiveness and efficiency.
- To develop effective self-evaluation processes for tracking and monitoring of progress and attainment, particularly within the Broad General Education. This will ensure that data is used effectively to inform staff actions at all levels so that universal and targeted supports are delivered and their impact on learners monitored.

## Summary of Findings

This section provides more detail about strengths and next steps identified through the visit, organised by quality indicator.

### Leadership of Change (1.3) and Self-evaluation for Self-improvement (1.1)

#### Strengths

A positive school ethos, underpinned by the school mission statement encompassing the gospel values, was evident across the whole school. Pupils were confident in describing the values and were aware of the mission statement, citing assemblies as being a key vehicle for discussion of these. Relationships were positive, caring and supportive between teaching and support staff and pupils, and between pupils themselves, in all classes visited.

The Head Teacher was able to demonstrate the way in which leadership of change and opportunities for staff to lead school improvement, including through structured School Improvement Groups with clear aims and actions (Ethos and Values; Numeracy; Literacy; Developing the Young Workforce; Health and Wellbeing; /Learning and Teaching). Staff choose each year which improvement group to contribute towards, in line with school priorities and with their own strengths and development.

Teaching staff indicated that they feel valued, listened to, consulted and involved in decision-making by members of the Senior Leadership Team.

There was evidence of opportunities for all staff to contribute towards faculty and whole-school self-evaluation of improvement priorities, both in terms of evaluating impact and in shaping new targets and outcomes.

Opportunities for learner participation were evident, including:

- Pupil Council
- Pupil Ambassadors (Sports/Digital)
- Consultation during S6 induction
- Pupil Focus groups about Learning, Teaching and Assessment (S6 Prefects, Captains, Pupil Leadership Team)

#### Next steps

Pupil views about pupil leadership groups are mixed: some pupils feel that it is the same people who are always selected for focus groups, and that the pupil council doesn't achieve anything. For example, the "we did" part of "you said, we did" is something that pupils did not see as being communicated back to them.

Shared classroom experience requires to appear in self-evaluation calendar/quality calendar relating to Curriculum Leaders, outlining an expectation for Curriculum Leaders to formally visit members of their own faculties and feed back to them. This is inconsistent across middle leaders/faculties currently (although staff are invited to participate in shared learning experience during two identified weeks of the year).

Formal link DHT/Curriculum Leader meetings require to happen more often than twice per year, and require to be documented, showing a clear focus on learners in the senior phase and the Broad General Education who are and are not on track in their learning, and the interventions that individual faculties are deploying to support pupils to achieve their potential.

### **Learning, Teaching and Assessment (2.3)**

#### **Strengths**

Positive relationships were observed in every lesson visited. Pupils were ready to learn and were engaged in almost all lessons. They were keen to participate in class discussions and in the tasks set for them. In almost all lessons visited pupil focus and effort was exemplary throughout.

Within Assessment for Learning, clear teacher explanations of content and tasks, and a range of questioning during whole class discussions was evident across almost all lessons visited.

Starter tasks were evident in most lessons visited, and the majority of these were linked to the focus of the lesson.

The purpose of the learning was routinely shared by teachers in almost all lessons visited (though in a few of the lessons visited, the learning intention was communicated as a list of tasks/what to do, rather than describing the skills that would be developed by learners in the lessons).

Regarding differentiation, appropriate pace and challenge was observed in almost all Senior Phase classes visited, with Senior Phase pupils confirming that they feel appropriately challenged in their learning.

#### **Next steps**

Whilst strong use of individual pupil tasks were evident in most lessons, few lessons made use of pupils leading their own learning through collaborating with one another or working together through peer assessment or feedback. The school should consider how these opportunities can be increased.

As outlined in the School Improvement Plan, a focus on increasing the use and quality of verbal and written feedback from teachers to pupils will benefit pupils' understanding of their progress and next steps.

At the time of visiting, the Empowered Learning 1:1 iPad rollout had recently occurred (two weeks previously). It is encouraging to see the use of iPads to enhance learning and teaching in several classes. The school should continue to develop this as time goes on and pupils and staff gain skills and confidence in utilising the many learning opportunities that the iPads bring.

In S1-S3 classes, pupils would benefit from greater pace and challenge and a higher level of differentiation between learners to meet individual needs in the majority of lessons visited. This is something that was echoed by pupils when asked about their learning, as they outlined that they did not always feel that the learning was pitched at a high enough level to challenge them.



The school should consider how to develop their tracking and monitoring of learner progression across curricular areas in the Broad General Education, so that a cohesive system which also includes information about interventions and supports for learners who require them is in place and used by staff.

## **Personalised Support (2.4)**

### **Strengths**

An integrated approach to support from Support for Learning and the Wellbeing-Hub which is pupil centred and meeting the needs of learners was evident.

A range of targeted support is offered to pupils in all year groups and the support is data driven and well planned.

There is a clear focus on pupils being involved in the mainstream school, and strong organisation helps pupils accessing timetabled support as well as support in accessing as many classes as possible.

Communication from the Support for Learning and Wellbeing Faculty was highlighted by the staff focus group as a key strength, and regular updates are sent to staff throughout the year about pupil needs and strategies for support. Strong systems are also in place to share ASN and confidential information appropriate staff have access to this. Pupils consulted with also outlined that the range of different supports on offer in the school is very good, and that they believed that they could access support for issues such as mental health support and support with their learning needs should they require it.

The school works with a range of partner agencies to help meet the needs of learners and this is well managed by the Year Heads (PSLs) and the Support for Learning and Wellbeing staff.

During the visit to the Wellbeing Hub it was clear that there was an inclusive atmosphere and that the pupils were well-served in various supports.

Although in the early stages, the new PSO roles within the school to improve attendance were extremely proactive and had a clear plan, based on removing barriers to attending school. Parental engagement as well as regular interaction with pupils was a key theme and the staff involved felt that they were supported by the school to focus on this role.

Pupils highlighted that Study Skills were an aspect of individualised support that they found useful and commented on how different subjects taught the same skills but adapted them to fit the particular subject area.

### **Next Steps**

Systems are in development to help track and monitor key targeted groups, the next step is to embed the systems and translate them into practice.

A new schedule of pupil support meetings is also being developed and this will be key to help improve communication between staff and SLT, which will ultimately improve outcomes for young people.

Continued development of differentiation in classes as a universal support would be advised. Although some differentiation was viewed during classroom visits, it was not always apparent with many classes having pupils complete the same task with the same outcome.

### **Ensuring Wellbeing, Equality, and Inclusion (3.1)**

#### **Strengths**

Relationships in the classes visited were consistently positive, welcoming and inclusive. Pupils described their relationships with almost all class teachers as being strong and stated that these teachers make them feel safe and welcome.

Wider achievement opportunities were highlighted by pupils as being a key strength of the school, and pupils indicated that these opportunities provided them with a wider sense of belonging and a feeling of being included in the school community.

During visits to the Wellbeing Hub and Support for Learning faculty, collaborative practice to support inclusion through mainstream classes and bespoke curriculum opportunities for individual learners was clearly evident and working well.

Year Heads (Pupil Support Leaders) have good knowledge of their caseloads and build positive relationships.

Work has started on a curriculum review through an Equalities lens, with changes evident in a variety of curricular areas.

#### **Next steps**

A review of Pupil Support processes and communication systems is recommended in order to maximise effectiveness and efficiency.

Almost all pupils indicated that they have a trusted adult they can go to with concerns, and most pupils indicated that this was a member of teaching or support staff. It is recommended that the accessibility of Pupil Support Leaders (Year Heads) to pupils at key times of the day is evaluated.

Last session, the school launched a new Equalities strategy. Moving forward a consistent approach to this procedure will enable pupils to receive feedback on any concerns raised and reassure them that appropriate actions have been taken.

Completion of an updated Positive Relationships policy and Equalities policy, as outlined in the School Improvement Plan, are next steps for the school. In the meantime, the school should develop a consistent approach across all faculties to recording restorative conversations, in line with the current policy.

The school has already planned the introduction of regular (weekly) meetings between pupil support team to discuss pupils. Doing this will strengthen key communication between the Senior Leadership Team, Wellbeing Hub Team, Support for Learning Team, and Year Heads (Pupil Support Leaders).

The school should ensure that all staff are clear that the Pupil Support Depute Head Teacher operates as the Child Protection Officer for the school.

It is recommended that the school considers how the GIRFEC process for Young Person's Planning Meetings is managed.

### **Raising Attainment and Achievement 3.2**

#### **Strengths**

Very positive trends in attainment are evident, including for learners residing in SIMD Quintile 1.

Tracking in the Senior Phase to identify pupils at risk of not achieving is effective, and the school also plans to address under-presentation in subjects.

Tracking in the Broad General Education is in place and the school has plans to develop this further.

There are plans underway to use Insight more effectively following training from The Scottish Government Insight Advisors earlier this term for staff.

Use of the transition teacher to support pupils in S1 is in the early stages but evidence so far is that this has started positively.

The wider achievement offer across the school is very good, with a wide range of opportunities available to learners from all year groups. Learners feel that these opportunities are communicated effectively to them and that they are very aware of what is on offer and how they can access clubs, groups, teams and trips.

#### **Next steps**

Scrutiny of data at faculty level needs to be standardised to include an initial meeting in late August to look at Senior Phase data (pre-Insight) and a comparison of estimated and actual grades.

Link meetings between Depute Head Teachers and Curriculum Leaders to scrutinise attainment data for learners in the Broad General Education are required. In order to quality assure faculty levels, it will be important to analyse the data on a regular basis along with appropriate DHTs.

Reviewing the school presentation policy will ensure consistency across faculties in this area.

Continue to work on assessment and moderation within the Broad General Education, including at transition points from P7 into S1.

