

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school
Lochend Community High School, incorporating the Enhanced Nurture Provision (inclusive of Additional Learning Needs Unit), is in the North East of Glasgow. Our school roll is currently 452 which includes 31 young people from across Glasgow who attend the Enhanced Nurture Provision making up 7% of the number of young people. At present 92% of our young people reside in SIMD 1, which indicates a high level of social and economic deprivation, and 62% are registered for Free School Meals (FSM). 72% of our young people have an additional Support Need (ASN). This can include Autism, English as an additional language, ADHD, Dyslexia, Social and Emotional, Health Needs, being a Young Carer or more. Our school is at the heart of a thriving community in Easterhouse where we work with families and wide range of community partners in order to support young people to achieve the best they can.
Our achievements and improvements 2024 – 2025
Our achievements and improvements this year There have been many great achievements and successes during this session, however, one the highlights of last session was to receive our updated UNICEF Bronze Rights Respecting School Award. This award recognised the renewed commitment that the school has in ensuring that all Children's Rights are being upheld and that we continue the journey to embedding an ethos where these are respected. We continued to consult staff and young people in relation to the schools Promoting Positive Relationships Policy where we successfully co-created a new School Charter, Vision and updated our School Values. We celebrated the success of our young people throughout the year culminating in the re-introduction of our School Awards Ceremony. We have had a key focus on ensuring that young people's voices are at the heart of all improvement goals including their involvement in the regular Glasgow Schools Forums and our School Captaincy Programme. Our young people were again supported to win awards at the Glasgow and National Young Enterprise Annual Awards, at the Trades House of Glasgow Awards and we had our first Gold Duke of Edinburgh Award winner. We are very proud of our young people and the supports they are provided with to reach a 95% positive destinations outcome for session 2024/25 (as of 16th September 2025). Staff and young people collaboratively made considerable progress with some of our improvement priorities. Following consultation with all stakeholders, our Enhanced Nurture Provision reviewed their structures and approaches to learning experiences, to maximise engagement, and to enhance the quality of support and experiences. Last session we had a key focus on the following areas: Learning, Teaching & Assessment Our Learning, Teaching and Assessment Strategy Group continued to work collaboratively to further embed our Learning and Teaching Policy and Lesson Evaluation Toolkit. The Strategy Group researched and planned the delivery collegiate Teaching Sprint sessions to all our teaching staff to ensure greater collaboration and consistency in learning experiences. Sharing the views of young people at these sessions ensured that staff discussed relevant areas for improvement. Learners voices are central to our improvement goals, particularly in relation to Learning and Teaching. We launched a new approach to Learner Conversations which resulted in increased pupil empowerment, improved relationships and a shared understanding of targets. In addition to this, our Pupil Evaluation Toolkit was used more consistently to gather the views of young people on their learning experiences. The Learning and Teaching Policy was updated to reflect the year of improvements and is being re-launched in Session 2025/26 as the Learning and Engagement Policy. SLT led a rigorous review of Tracking and Monitoring at Departmental and Whole School level. Almost all school staff recognise that this is an area requiring significant improvement. We introduced the Glasgow Tracking and Monitoring Tool for implementation in Session 2025/26. We also began evaluating and developing our approaches to moderation and a greater consistency of understanding in relation to working levels. The introduction of our Digital Strategy Group began a re-launch of the use of digital technology in the classroom. Improving wellbeing, equality & inclusion We continued to develop our Promoting Positive Relationships Policy through use of data and consultation leading to a greater consistency across the school. As part of this, we embedded our mobile phone policy, consistent classroom routines and launched the aforementioned School Charter. Having consulted young people, and devised an action plan to increase school engagement, we launched a successful attendance mentoring programme, where the majority of young people involved improved their attendance. The feedback from the young people, staff and partners involved was very positive and we successfully engaged parent/carers in supporting this and celebrating achievements. We have developed structures and processes, in collaboration with our partners, which ensure equitable and targeted supports to further increase engagement and attainment. We are now closely monitoring and reviewing the impact of interventions. Our Senior Leaders, Pastoral Care and PT Enhanced Nurture Provision (ENP) have developed rigorous and consistent approaches to reviewing the needs of their caseload of young people and making plans to support. We improved our structures and approaches to Pupil Leadership, involving our Senior Captains, BGE Pupil Leadership and promoted wide-spread pupil empowerment, with particular focus on Learning and Engagement and School Improvement Priorities.

Raising attainment and achievement

We established a Literacy Strategy Group who shared practice with colleagues from across the city to create an action of Session 2025/26. During last session we continued to embed our literacy and numeracy interventions to support young people who have gaps in their learning helping them to access the curriculum. These include our Lexion, Glasgow Counts, Power of Two and Scotland Reads Paired Reading Programme. Our young people tell us that they benefit from these programmes. Our Support for Learning Department have also committed to developing their skills and understanding of Digital Supports which they use and educate our young people on how best to use these. These include Read and Write, Accessibility Apps, Exam.Net, Clicker, Ivona, Word Talk and Immersive Reader. We aim to raise the attainment and achievement of all young people and there are details of this further on.

Curriculum

We continued to deliver a broad range of Senior Phase qualifications in response to the needs of young people needs, their aspirations and interests including Photography, Criminology, Travel & Tourism, Computer Games, Barista, Construction and Childcare. Continued work with a range of partners enabled us to offer a wider range of qualifications such as the Personal Development Award, Work Experience Award and a range college courses. This approach has enabled us to develop a more structured approach to partnership working ensuring all young people can achieve. We provided alternative curricular approaches to ensuring wellbeing and engagement through partnerships with Easterhouse Sports Centre, Glasgow Life and the Glenburn Centre. We used the Curriculum Review cycle as a structured framework to evaluate, plan and enhance our curricular approaches to Interdisciplinary Learning and Tutor Time in the BGE through self evaluation and consultation with stakeholders we identified areas for development.

Transitions

We work closely with our associated primary schools, link ENP primary schools in relation to planning for pupil needs. This has included an Enhanced Transition programme involving additional visits to the secondary school for families. In accordance with previous years, our Pastoral Care and Support for Learning staff visited P7 Parents Evenings, and an additional P7 Information Session was provided for our families. Our Enhanced Nurture Provision again led a bespoke Enhanced Transition Programme to support new S1 pupils to get to know staff and the supports offered. We provided supports for our new S1 pupils the summer prior to them starting through our Fare Summer programme. Our S1 young people continue to have the opportunity to engage in team building at Auchengillan Outdoor Centre. The feedback from this has been very positive. We began our initial discussions with our Learning Community including Nurseries and started to create a shared vision regarding the ways in which we should work together to enhance supports and experiences for young people and families. We introduced our Senior Phase Induction sessions to our calendar of supports which provided young people with the opportunity to reconnect with one another and to reinforce school expectations. We introduced a consistent Class Profile structure to allow class teachers to engage with data in relation to pupil needs and abilities and effectively plan to meet needs. This provided a more robust approach to planning appropriate learning activities for all.

We are in the very fortunate position to be in receipt of PEF Funding.

This funding has allowed us to continue our partnership with FARE Scotland and to further develop their role within the school delivering alternative qualifications to young people, curricular opportunities and social and emotional supports. Continued strong partnerships with other third sector community organisations such as the Glenburn Centre and Easterhouse Sports Centre have provided further supports to engage our young people in educational experiences and developing the skills for life and work. Our commitment to funding the role of the DYW Coordinator who works alongside SDS colleagues, has ensured the continuation of an 100% positive destination trend. Our funding also allowed us to increase the counselling service available to young people which has been invaluable in supporting the health and wellbeing of our young people 2 days a week. We continued to work alongside Police Scotland by having a Campus Police Officer. Tigers, Community Football Partnership, YCSA and Hub International also provided wider curricular and equalities related opportunities. Our PEF funds enabled us to provide reward and wellbeing activities and attendance mentoring to help further increase engagement.

Wellbeing, equality and inclusion

In addition to the aforementioned literacy, numeracy, digital supports and in class supports for young people, our Support for Learning Team also provide a range of wellbeing supports for young people with Additional Support Needs including the Exam Stress Support Programme and a Flexible learning arrangement. In addition to regular and planned Staged Intervention Meetings and Joint Support Team Meetings, our school Support Team meet weekly at our Joint Equity Meeting (JEM) to discuss an equitable approach to distributing internal supports for young people. The details of Internal Supports are documented in our Internal Support Directory which also details a consistent approach to notifying young people and their families of the supports offered. We have developed a Support Spreadsheet which details all of the needs of all young people and the supports provided. This enables Support Staff to have a clear and collated overview of the allocated supports and ensures that all staff have access to the information relating to each young person. Our Pastoral Care and PT ENP have weekly solution focussed meeting with their link DHT to discuss their pupil caseload and any required supports to maximise pupil engagement. We had a focus on improving pupil attendance last session through our Attendance Mentoring Programme where the majority of young people involved showed improvements and almost all spoke highly of their experience.

Progress in improving outcomes for children in attainment and achievement

At present the majority of the young people in S1-3 are broadening and deepening their educational experience through courses built around the Experiences and Outcomes at Level 3 within the Curriculum for Excellence framework.

Attainment by the end of S4 (A-D/SCQF LEVELS)	Attainment by the end of S5 (BASED ON S5 ROLL/SCQF LEVELS)	Attainment by the end of S6 (BASED ON S6 ROLL/SCQF LEVELS)
76% achieved five or more Level 3 Awards 46% achieved five or more Level 4 Awards 14% achieved five or more Level 5 Awards	23% achieved 5 Level 5 awards or better 35% achieved one or more Level 6 18% achieved three or more Level 6 4% achieved five or more Level 6	41% achieved 3 or more Level 6 38% achieved 5 or more Level 6 16% achieved 1 or more Level 7

Leaver Destinations

Current Number (10/09/25) (93)

97% of school leavers progressed to a positive destination in 2024/25. The breakdown of destinations was:

19% in higher education

41% in further education

22% in employment

11% in Training

1% in other formal training

2% in volunteering

3% unemployed

Young people were also given the opportunity to engage in Careers and Pathways events with various College and University partners, Career Ready Programmes, Live n Learn and Tree of Knowledge Workshops, FARE Work Aware programme and Focus West supports with Strathclyde University.

Wider Achievements

School staff and partners continue to offer a range of extra-curricular activities. Our well established Duke of Edinburgh Award programme supports groups of young people to achieve Bronze and Silver Awards. This session we also had our first ever Gold Award winner. In addition to this, our young people also continue to engage with our Wider Achievement offer where they experience the Youth Philanthropy Initiative, Earl of Forfar Award, John Muir Awards, a range of college experiences and Sports Leaders Awards. We have further increased opportunities for Pupil Leadership within the school. Young people make positive contributions to the life of the school through a variety of opportunities including Mental Health Ambassadors, BGE Pupil Council, our Senior Captaincy Team, DYW Ambassadors and Equalities and Rights Respecting Schools Group. These pupil groups are central to school improvement by presenting to their peers, staff and parents/carers throughout the session and supporting school events. We are very proud of our young people who showcased their musical talents through the "Dancing through the decades" performance and our Learning Community Dance Display. Young people had increased opportunities for accreditation through our work with Fare and their completion of the Personal Development Award and Work Experience Award.

The Enhanced Nurture Provision delivered the Dynamic Youth Bronze Award linked to the Glasgow Life Football Partnership programme to raise attainment through skills based learning, based on the interests of the pupils. Our partnership with the Outdoor Resource Centre allowed our S1 pupils in the ENP to develop their social, emotional and physical wellbeing whilst challenging themselves and building resilience in a variety of outdoor pursuits, such as kayaking, biking, climbing and hill walking. Our link with Pinkston Watersports allowed some pupils to achieve an ASDAN Level 1 Short Course qualification in Sport and Fitness, which reflected their skills development, team work and participation. Through our partnership with Active Schools a group of S2 – S3s benefitted greatly from attending the Velodrome and developing their confidence, skills and aptitude for Velodrome Track Cycling.

Our Annual BGE Awards Ceremony is a fantastic event in June as the whole school community gathers to celebrate the amazing achievements of our young people. This was led by our young people and again was a fabulous celebration of the diverse skills and talents of our young people.

Attendance and Exclusion data

Our whole school attendance was 77.9% with 21 exclusions. We are continuing to embed our recently revised School Vision, Values, Charter and Promoting Positive Relationships Policy to support improvements. We are continuing to work with partners and embed consistent approaches with support staff in order to promote more positive attendance.

Our improvement plan priorities 2025 – 2026

Our three main areas which we are focussing on in our School Improvement Plan this session are Supporting and improving young people's Mental, Health & Wellbeing, Equality, Inclusion whilst improving attainment of all, improving the quality of Learning and Teaching and developing our Broad General Education curriculum to develop the skills which young people need to succeed in the world of work.

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Good

Learning Teaching and Assessment (QI 2.3)

Satisfactory

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

Satisfactory

How to find out more about our school

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: Headteacher@lochendcommunityhigh.glasgow.sch.uk Our telephone number is: 0141 582 0170

Our school address is: 34 Cairnbrook Road Rd, G34 0NZ.

Further information is available in: School Newsletters, Parental Video updates, and the School Handbook.

This report has been shared with Parents/Carers by directing them to the School Website where this is published.