

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. 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 ALN and Inclusion Base (AIB), is in the North East of Glasgow. Our school roll is currently 453 which includes 32 young people from across Glasgow who attend the AIB 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 65% are registered for Free School Meals (FSM). 68% 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 2025 – 2026
Our achievements and improvements this year We have continued on our journey as a Bronze Rights Respecting School to strive for Silver this session. We continued to consult staff and young people in relation to the schools Promoting Positive Relationships Policy where we worked to further embed our new School Charter, Vision and School Values. We celebrated the success of our young people throughout the year culminating 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, Improvement Strategy Groups and our School Captaincy Programme. Our young people were again supported to win awards at the Glasgow and National Young Enterprise and Duke of Edinburgh Awards. There was a 10% increase in the number of pupils across the school who attended an extra curricular clubs and we continued to increase the number of events where young people were proudly representing their school community. We are exceptionally proud of the improving picture of attainment of our young people including the number of young people achieving 5+, 3+ or 1+ qualifications at Level 5 increased significantly. We also saw a significant increase in the number of young people achieving 5+, 3+ and 1+ qualifications at Level 6. We are very proud of the hard work of our young people and staff in securing these improvements. The improvements to attainment were evident within our wider school and our AIB Provision and we are also very proud of our young people and the supports they are provided with to reach a 97% positive destinations outcome for session 2025/26. Staff and young people collaboratively continued to make considerable progress with our improvement priorities which included: Learning, Teaching & Assessment Our Learning and Engagement (L and E) Strategy Group continued to work collaboratively to further review our embed our Learning and Engagement Policy. This Strategy Group collaboratively researched and planned the delivery collegiate and pupil centred Teaching Sprint sessions to all our teaching staff to support and consistency in learning experiences. These sessions also included presentations from Bruce Roberston who will be supporting our L and E Strategy in Session 2026/27. Every member of teaching staff had the opportunity to engage in group visits to a number of other Glasgow Secondary Schools to visit classrooms and share ideas to support future improvement. Our L and E Strategy Group also had the opportunity to shadow Learning Walks in another Glasgow School to support the development of a structure which will also be launched in Session 26/27. In addition to members of our L and E Group sharing visiting other GCC schools to share practice on moderation approaches, all teaching staff were involved in moderation development sessions with our GGC Moderation Lead and Education Scotland Attainment Advisor. All Faculties developed consistent approaches to departmental tracking systems which are being used routinely. Staff also embedded the use of the GCC Tracking and Monitoring Tool. SLT led a rigorous review of Tracking and Monitoring at Departmental and Whole School level. The continuation of our Digital Strategy Group led the launch of the use of Read and Write, Exam.net and iPad accessibility tools.

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 have consistently worked to embed our mobile phone policy, classroom routines and School Charter. We continued to embed our attendance mentoring programme, where the majority of young people involved continue to improve their attendance. We now have a consolidated timeline of Attendance Rewards where all young people co-create attendance targets with Pastoral Care staff. This has supported an ethos of improved attendance and positive timekeeping. We have further embedded structures and processes, in collaboration with our partners, which ensure equitable and targeted supports to further increase engagement and attainment. These continue to be discussed by a core team of staff at our weekly JEM (Joint Equity Meeting). We are continuing to develop effective processes for monitoring and reviewing the impact of interventions. Our Senior Leaders, Pastoral Care and AIB Staff have developed rigorous and consistent approaches to reviewing the needs of their caseload of young people and making plans to support. We continued to develop our structures and approaches to Pupil Leadership, involving our Senior Captains, BGE Pupil Leadership and promoted wide-spread pupil empowerment, with particular focus on Learner Conversations, routine Focus Groups and pupil involvement in School Improvement Priorities.

Parental Engagement

Although, on average, less than half of our Parents/Carers attend Parents Information evening, our Parental Engagement Strategy Group, teaching staff and Parent Council took various approaches to supporting and engaging parents in school life. In addition to well attended community Dance events, our Expressive Arts Faculty having termly showcase events, our Support for Learning Department leading regular consultation and support sessions to support targeted families. Our Strategy Group also introduced termly Family video updates to share experiences and achievements of young people which have had, on average over 1000 views.

Raising attainment and achievement

We have introduced new approaches to tracking pupil progress and ensuring interventions to support young people to achieve the best they can. In addition to new consistent approaches to tracking interventions and supports using the Glasgow Tracking and Monitoring Tool, we introduced weekly Leadership Attainment Meetings (LAM) where we discuss supports for young people. This has had a very positive impact on improvements to pupil attainment this 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.

All teaching staff participated in collaborative visits to other Glasgow Schools to share good practice. Our Maths, English and AIB Departments collaborated with other Glasgow Leaders and our Quality Improvement Officer to complete professional development activities and to create robust plans for improvement in relation to Literacy and Numeracy. 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.

Our S4-6 young people being presented for SQA exams were provided with opportunities to attend weekly Supported Study, Spring School and weekly attainment mentoring. In addition to this we have our weekly Leadership Team Attainment Meetings (LAM) to discuss any supports required to help young people reach their full potential.

We aim to raise the attainment and achievement of all young people and there are details of significant improvements to this further on.

Curriculum

We created a Pathways curricular route for young people supported by teaching staff and partners. This initiative enabled young people to achieve Level 4 and Level 5 qualifications in Personal Development Award, Leadership Award, Health and Safety, Manual Handling, First Aid at work, Employability, Work Placement Award and Barista in a more supported learning environment. This initiative supported a wide range of learners including Winter Leavers and those that find it challenging to attend classes to achieve a broader range of qualifications in a setting more appropriate to their needs. Furthermore, our Wider Achievement programme has been rebranded as Learn, Grow, Wider Achievement (LGWA) and has undergone significant changes as a result of consultation which now include a broader range of activities and qualifications to meet pupil needs.

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

PEF 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, the Rangers Charity Foundation and Glasgow Life 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 exceptionally high positive destination trend. We also continued our partnership with Lifelink to ensure a counselling service. Our two Associate Depute Head Teachers and PT Inclusion (PEF) continued to strategically lead and improve on areas of our School Improvement plan such as Parental Engagement, Curriculum Development and supporting improved attainment. This funding enabled us to provide a range of attendance and positive behaviour reward and wellbeing activities, attendance mentoring and supported a number of young people to engage in excursions supporting improved engagement.

Wellbeing, equality and inclusion

In addition to Regular and planned Staged Intervention Meetings and Joint Support Team Meetings, our school Support Team continue to meet weekly at our Joint Equity Meeting (JEM) to discuss an equitable approach to distributing internal supports for young people. These supports have included weekly football and personal development sessions, Citizenship Groupwork and attendance mentoring, Senior Pupil mentoring sessions, the continued partnership with the Basketball Scotland programme which involved resilience building and attendance mentoring, PEEK youth work sessions, First Steps Future Training construction sessions and the Rangers Foundation CashBack programme. Our Partnership with Glasgow Life provides a weekly Wellbeing Programme which included a residential trip, young people engaging in skills for work. Furthermore, we continued to have our Fare Youth Worker and 2 Glenbrun Youth Workers based at school who offered a wide range of additional alternative qualifications, one to one mentoring, groupwork and social and emotional support. Our Partners also delivered their most successful 6 week Summer Programme providing breakfasts, hot lunches and excursions free of charge. A group of young people also engaged in an Education Scotland Attendance Support Project which improved the engagement of all and provided further attainment opportunities.

Our Support for Learning Team also continue to provide a range of wellbeing supports for young people with Additional Support Needs including the Exam Stress Support Programme, volunteering opportunities and a Flexible learning arrangement. We have developed Class Profiles and utilise our 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 AIB have weekly solution focussed meeting with their link DHT to discuss their pupil caseload and any required supports to maximise pupil engagement.

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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)
90% achieved five or more Level 3 Awards 63% achieved five or more Level 4 Awards 18% achieved five or more Level 5 Awards	63% achieved 5 Level 5 awards or better 53% achieved one or more Level 6 25% achieved three or more Level 6 14% achieved five or more Level 6	52% achieved 3 or more Level 6 48% achieved 5 or more Level 6 29% 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, FARE Work Aware programme and Focus West supports with Strathclyde University.

Young people were given the opportunity to engage in the following programmes to support their aspirations and skills development:

- **GROW Programme** - 10 S3 young people took part in visiting 8 different employers to explore different career pathways. Young people were then invited to a week-long work experience in an area which interested them.
- **Accelerate** - 9 S4 young people took part in the Accelerate programme at University of Strathclyde experiencing a subject of their choice. During the week, they took part in tutorials, challenges and also gained practical experiences of their chosen subject.
- **ABM/Glasgow Fort Work Experience** - 6 S4/5 young people were interviewed by ABM to take part in a week-long work experience at Glasgow Fort. 3 young people were successful at interview and attended the work experience for a week which involved working outdoors and interacting with customers.
- **Career Ready** - 6 S5 young people took part in a 4-week paid internship this summer with Career Ready which offers mentoring and experience linked to their chosen career. Young people worked with Scottish Fire and Rescue, BNP Paribas, Eurostampa and Scottish Water.
- **Intergenerational Mentoring** - 5 young people took part in an intergenerational mentoring programme which linked them with a mentor with experience in their chosen career pathway. This provided opportunities to ask questions and gain support in moving towards their goals.
- **S2 GCU Workshop** - All of our S2 young people took part in a workshop with student mentors from Glasgow Caledonian University to discuss different subjects available at the university and subjects which link to these which are available in school.
- **S3 Focus West Workshop** - 20 S3 young people took part in a workshop focusing on aspirations for the future and different pathways into different careers.

Wider Achievements

Our Young Enterprise team has had an outstanding year. They successfully created and published a children's book designed to educate young people about the different ways we communicate, promoting understanding and inclusion in an engaging and accessible way. Their creativity, hard work and collaboration have been recognised with fantastic success, winning the Social Impact award and Glasgow Company of the Year before going on to receive the Scottish Teamwork Award at the Scottish Young Enterprise Finals. This success continued into our school sports where our Gymnastics Team won third place in the Glasgow Floor & Vault Competition and over 100 parents and young people attended our newly introduced Lochend Dance Show. School staff and partners continue to offer a wide range of extra curricular opportunities which resulted in a 10% increase in the number of pupils across the school who attended clubs. In addition to this and our young people attended the Glasgow Young Ambassador Conference, Gymfest, North East City of Dance Heats, Giant Heptathlon, North East Athletics heats. All young people had the opportunity to participate in Winter Ice Skating at Glasgow Green, 90% of our S1-3 young people participated in our Summer Wellbeing Park excursions and 45 young people travelled to Manchester City for a Champions League match. Our Expressive Arts Faculty supported young people to achieve their Level 5 Music Leaders Award whilst leading extra curricular music opportunities for younger pupils, participate in Carol Singing for charity, attend the Sky Academy and our S3 Art pupils had portraiture work on display in GoMA. The introduction of our Winter Pantomime, Spring and Summer shows which were attended by over 100 people. In addition to the ongoing achievements in our well established Duke of Edinburgh Award programme, there were considerable developments to our Curricular Wider Achievement Programme. Following consultation, a wider range of activities were offered to young people with additional accreditation. Young people engaged in a range of Learn, Grow, Achieve Clubs which included chess, dance, football, science and equalities to name a few. As part of these clubs' young people gained awards in enterprise, leadership, and wellbeing. Our programme for session 26/27 is now fondly known as Learn, Grow, Wider Achievement. Young people from the AIB have taken part in a wide range of wider achievement opportunities that have supported personal development, confidence, and progression. These experiences have included the Duke of Edinburgh Award, Velodrome Cycling activities with Glasgow Life, Forest School with the TCV, and supporting the community through working with FARE at their Community Allotments. They have also taken part in the iDEA programme (Inspiring Digital Enterprise Awards), STEM activities, and achieved ASDAN qualifications delivered via Pinkston Watersports Centre. In addition, learners have accessed opportunities through the Outdoor Recreation Centre, Tigers, First Steps, and the Rangers Foundation. Further experiences have included Barista training, Youth Scotland Dynamic Youth Awards, Sports Leadership qualifications via the Leadership Skills Foundation, PDAs, the John Muir Award and Employability Awards.

These activities have helped young people to develop practical skills, teamwork, resilience, and responsibility in a range of real-life contexts. They have also provided recognised accreditation and positive routes into further learning, training, and employment.

Attendance and Exclusion data

Most young people routinely attend school with our attendance levels at 77%. There were 65 exclusions involving a few pupils. We are continuing to embed our recently revised School Vision, Values, Charter and Promoting Positive Relationships Policy to support improvements in this area. 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 Progress, Wellbeing and Inclusion which includes a focus on raising attainment of young people and further developing consistent approaches to learning, teaching and assessment.

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Good

Learning Teaching and Assessment (QI 2.3)

Weak

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Satisfactory

Raising Attainment and Achievement (QI 3.2)

Weak

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.