

# Summarised inspection findings

Trinity High School

Renfrewshire Council

14 May 2024

## Key contextual information

School Name: Trinity High School  
Council: Renfrewshire Council  
SEED number: 8632030  
Roll: 920 learners

Trinity High School is located in the town of Renfrew. It is a Roman Catholic denominational school. There are four associated primary schools. The headteacher has been in post for three years. He is supported by three depute headteachers, one of whom is in an acting role.

In September 2022, 27.8 per cent of pupils lived in the 20 per cent most deprived data zones in Scotland.

In September 2022, 14.8 per cent of pupils were registered for free school meals.

In September 2022, the school reported that 31.2 per cent of pupils had additional support needs.

Attendance is generally in line with the national average. For session 2022/23 attendance was 88 per cent.

Exclusions are generally in line with the national average.

### 1.3 Leadership of change

very good

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

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

- The headteacher has led very effectively the school community's engagement in revising the vision, values and aims. Through consultation with stakeholders, the vision of 'Achieving Excellence Together' permeates the life and work of the school community. This is well reflected by both staff and parents. Most staff feel empowered to lead aspects of change across the school, through working groups, clubs and societies, faculty improvement and through practitioner enquiry. Parents are increasingly involved in important aspects of whole school self-evaluation for self-improvement. The values are highly visible across the school and are demonstrated very well by young people through their nurturing, empathetic behaviours. As a result, learning is taking place in a caring and calm environment. Staff, young people, and partners demonstrate school values in their day-to-day interactions which are mutually respectful.
- The school is currently in the final cycle of a three-year improvement plan which focuses on four key priorities for improvement. These reflect local and national priorities well. As appropriate, the headteacher and senior leaders have included other areas of focus for improvement, for example improving attendance levels post pandemic. As a result of this increased focus, attendance has improved with young people and families being supported to encourage increased attendance. There is a staged intervention programme to support young people whose attendance is causing concern. The recently appointed Principal Teacher of Promise has support for such young people as a key area of responsibility. Key areas for whole-school improvement are well thought out and considered. The approaches to monitoring and evaluating the progress against these priorities are effective. The headteacher and leaders across the school have been able to monitor the progress of improvements very effectively over time in almost all areas of improvement planning. Middle leaders also review and monitor faculty level improvement planning very well through strong self-evaluation. They plan effectively for faculty improvement around specific, measurable, and achievable outcomes. As a result of this process, almost all staff have a sense of ownership of development priorities, and they are part of the improvement journey.
- The headteacher has been in post for three years. He demonstrates strong compassionate leadership, encouraging members of the senior leadership team (SLT) to take on areas of responsibility. He is very well respected across the school community, carrying out his role with confidence and humility. The support and challenge SLT provide is developing clear strengths in strategic areas such as the very strong wellbeing outcomes for young people.
- Senior leaders provide clear strategic direction in almost all aspects of their remits with clear expectations of staff and young people linked to the school values. Recent interim changes in staffing within SLT mean that senior leaders are developing their skills and expertise within a few key areas of their remits, supported well by the headteacher. Senior leaders support staff

very well with opportunities to enhance their practice and share aspects of good practice to promote improvement. This is helping to establish leadership at all levels as an integral part of teachers' everyday work and contributions to school improvement. A few staff have created or taken on additional 'project leadership' roles linked to areas of school improvement. These are having a positive impact on the ongoing work of the school. For example, in developing approaches to monitoring the quality of learning, teaching and assessment. This is leading to greater consistency of learning experiences for young people.

- Overall, middle leadership across the school is a major strength. Middle leaders have strong arrangements in place to monitor and evaluate the work of their respective departments and faculties. They use this evidence to help inform their strategic planning. They are able to demonstrate improvements to both practice and provision for young people. They have benefited from development time to link with their peers across the school and local authority to identify and share highly effective practice.
- Senior leaders and 'staff leads' at all levels have embedded very successfully formal programmes of professional learning for staff at various levels. This includes for teaching and support staff. There are also many other options available for staff to take on leadership and professional development roles. A group of staff are currently working towards successful completion of the school's 'aspiring middle leaders' programme. Part of this programme requires teachers to take forward whole-school projects linked to areas of whole-school improvement.
- Pupil council members are consulted on school improvement priorities and on development of whole school policies. In addition, senior house captains took the lead to gather young people's views on a variety of whole-school topics and issues. This has led to changes to policies that better reflect the needs of young people.
- The Parent Council also led the review of the school's 'celebrating success' ceremonies. These now focus on all aspects of young people's success and are more inclusive of the efforts and success of all young people. These now have a more inclusive focus on the many ways young people can be successful.
- School staff work very well with key partners to identify, plan and evaluate achievements for young people. This is extending both universal and individual support for young people. Communication is regular and based on mutual trust and respect. They have partnership agreements with a few partners who have supported elements of Developing the Young Workforce (DYW). These partnerships have the potential to provide greater provision of work experience for learners and senior leaders should prioritise this as a next step. There is scope to develop these further to motivate and engage young people in seeing the relevance of their schoolwork and encourage them to reflect on future careers.
- Planning for employability through the curriculum is at early stages of development. As a next step, senior leaders and staff should continue to develop the school's strategic actions for this area at a greater pace. The school should continue to work towards making progress based on the 2015 guidance on careers education and DYW priorities.

## 2.3 Learning, teaching and assessment

good

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

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff and young people across the school demonstrate caring, respectful and supportive relationships that exemplify Gospel values. Most young people feel they are treated with respect by staff and peers. As a result, almost all young people participate positively in their learning across the school. They are also very well behaved.
- Across the school, almost all teachers make good use of the agreed elements of an effective lesson to structure lessons. Most teachers begin their lessons with starters, move young people onto the main task or activity, and end with plenaries to review learning. This structure supports strong routines for young people across their classes.
- In almost all classes, teachers identify and share what is to be learned and how young people can evaluate their success in learning. In a few lessons, teachers support young people to co-create criteria against which success in learning can be measured. The quality of these learning intentions and success criteria are variable across the school. Teachers should continue to develop the quality of these so that young people can assess their own progress more effectively.
- In a majority of lessons, young people undertake tasks and activities set at the right level of difficulty for them. Teachers support young people by providing individual support when required. Teachers should continue to develop their approaches to differentiation to ensure all young people receive appropriate levels of support and challenge.
- Teachers use a range of teaching and learning approaches to deliver lessons. Almost all young people are motivated and participate well in learning activities. They respond very positively to opportunities to lead their own learning. In a minority of classes, young people are passive in their learning and therefore need to be more actively engaged. This represents an important next step for the school. In a few classes, young people make effective use of digital learning, for example to research and display their learning. Young people in the senior phase make good use of a range of digital resources to support their learning across the curriculum. Teachers should continue to provide activities for young people to make individual use of digital media.
- In most departments, teachers use formative assessment approaches successfully to check for understanding. In a majority of classes, teachers make effective use of questioning to support learning and check for understanding. They should continue to develop their use of questioning to support young people to think for themselves and explain their thinking to others. In a majority of departments, young people in the senior phase use well-considered self and peer assessment activities. This helps them to identify how well they are progressing. In the senior phase, a few teachers use information from assessments to adapt their teaching skilfully. They

identify when young people need to revisit learning or adopt retrieval practice to develop their confidence in learning. This practice should be shared and adopted across the school.

- In most departments, teachers offer purposeful feedback to young people on their learning including through the use of learner conversations. In a few subjects, young people require more individualised and specific feedback to support their progress. In the senior phase, learners have a clearer understanding of their current level, target grade and next steps in learning and helps them to make progress in their learning. A majority of teachers continue to develop their use of learner conversations in the BGE to help young people recognise their strengths and next steps in learning. Teachers should continue to support young people in both the BGE and senior phase to develop their ability to self-evaluate meaningfully.
- In almost all departments, teachers plan learning appropriately using the Curriculum for Excellence (CfE) experiences and outcomes. In a few departments, staff have carefully mapped their learning intentions and success criteria to CfE experiences and outcomes in course plans. This provides consistency across the department as teachers share common learning intentions and success criteria for young people. It also supports teachers with their planning to ensure young people develop skills progressively over time.
- There are teachers in almost all departments with experience as Scottish Qualification Authority (SQA) appointees. They support a shared understanding of national standards. All teachers engage in helpful verification activities with colleagues in school and across the local authority to ensure national standards in the senior phase are applied. In a majority of departments, teachers continue to develop their shared understanding and application of the achievement of CfE levels. Teachers in a few departments have developed highly effective practice in relation to the moderation cycle and use this purposefully to inform planning for learning, teaching and assessment.
- Across the school, teachers use a variety of approaches to monitor and track the progress of young people in both the BGE and senior phase. Teachers make good use of this data to help inform their subsequent planning although this remains inconsistent. This includes supporting young people who may need to revisit aspects of the course. Teachers use their own school devised learning platform to upload materials to support young people to consolidate their learning. They also directly support individual young people during lessons.

## 2.2 Curriculum: Learning pathways

- Young people as they transition from primary to secondary are building on their prior learning well in English. The English department have linked with their associated primaries to ensure that there is continuity in learning. The Maths department have plans in place to ensure that young people build on their prior learning more effectively. This will reduce the need to assess young people formally early in S1 to establish what levels they are working at.
- Young people experience their full entitlement to a broad general education in S1 and S2. As young people progress into S3 there is a need to ensure that all young people receive their full entitlement to learn across all the experiences and outcomes up to third level. Staff should continue with plans to create more opportunities for interdisciplinary and digital learning opportunities to improve the learner experience. The school is effectively meeting the minimum national recommendation in relation to PE and Religious Education. Young people also access a second additional language during the BGE in line with national recommendations.
- The school have strong monitoring and tracking systems in place that allow young people to make informed decisions on their pathways. As young people make choices in their learning pathways, they are well supported by their pastoral care staff who have individual meetings with them.
- In the senior phase, most young people progress with eight courses in S4 and five in S5/6. Young people are offered an appropriate range of vocational programmes through delivery partners which include Foundation Apprenticeships (FAs), Higher National Certificate (HNC) as well as SQA programmes delivered through college. Staff work effectively to ensure a highly personalised programme for some young people. Staff advising on course choice need to ensure that all young people are fully aware of all available learning pathways.
- The school is at the early stages of developing literacy and numeracy across the curriculum as a responsibility of all. The librarian has developed a reading programme with the English department which is helping to support improved levels of reading for young people in the BGE. The librarian works with young people to ensure the range of texts is appropriate and appeals to a wide variety of interests.
- The school is at the very early stages of embedding the Career Education Standard (CES) entitlements and expectations for young people. A Skills Working Group has made an early start to identify skills for learning, life and work. Staff with responsibility for DYW must prioritise a whole school strategy to develop young people's understanding of how their achievements relate to skills for learning, life and work.
- The school has developed a Work Placement Policy and a few young people are experiencing work placements. Young people who have taken part in such placements have enjoyed them, helping them make informed decisions about future career pathways. As a next step the DYW Placements Standard should be extended to provide work placement opportunities for a wider group of young people.
- Most subject departments produce useful progression maps which guide young people through the programmes of learning on offer in the school. However, these progression maps do not include the next steps to education or employment. A helpful next step would be for subject departments to develop materials that will support young people's understanding of how subjects link with career options. Staff supporting young people with their pathway beyond school have developed helpful guidance on how to apply to tertiary education options. They

should consider the support available for young people moving into other positive destination options.



## 2.7 Partnerships: Impact on learners – parental engagement

- Parents value regular communication from the school, like the weekly newsletter blog. This ensures parents know about events taking place in the school. The blog also recognises and celebrates young people's achievements and successes. Staff use a digital app successfully to inform parents about their child's homework deadlines. A few parents would like clearer communication from staff, especially in relation to attainment.
- Staff have developed positive relationships with parents based on mutual respect. Almost all parents believe staff treat their child fairly and with respect. Parents recognise the positive school ethos, grounded in the Catholic faith, as being a significant strength of the school. Family members are welcomed and regularly attend Mass in the school. Most parents are comfortable approaching the school with questions or suggestions.
- Staff, parents and young people plan well-attended family events. These include career and study skills information events, a fayre and a family learning event, where parents and young people learned and developed skills together during workshops. Staff should continue to expand the range of family learning available across the school.
- The Parent Council supports the school meaningfully. They fundraise and organise initiatives to address equity issues, such as a uniform swap shop. As planned, senior leaders should continue to develop the role of the Parent Council in planning and evaluating school improvement.

## 2.1 Safeguarding

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

### 3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

#### Wellbeing

- At the core of the school is the caring and nurturing ethos and the Gospel values which underpin all relationships and behaviour. The school ethos of respect is well established and embedded. The ethos reflects the values of CARE; community, achieving, respect and equality, very well. This is supporting young people to feel happy, safe and settled in school. Young people know they are valued, and they have a strong sense of belonging to the school. Staff have a strong focus on nurture principles and all staff have received professional learning to develop nurturing approaches with young people. This is leading to young people who feel they are cared for and treated with respect.
- Staff are highly committed to the development of wellbeing across the school. The needs of young people are identified at an early stage. The pastoral support team work extensively to ensure needs are communicated and interventions are put in place. Through personal contact, planned meetings, focus group discussions, evaluation tools and year group assemblies, young people are encouraged to take responsibility for their wellbeing. Young people talk confidently about all aspects of wellbeing. They can demonstrate how they have developed and grown in areas such as their understanding of being accepted, of tolerance and being included. Young people have a good understanding of the link between wellbeing and success.
- The majority of young people feel that the school listens to their views and takes them into account. Class representatives for example, have influenced school decisions such as increased pupil social spaces. Young people appreciate efforts to act on their views and they speak positively about the impact of these changes.
- Senior young people who have leadership positions support the wellbeing of their peers well. are trained as buddies, as Mentors in Violence Prevention (MVP) mentors and they support the Rights Respecting School approaches. This is resulting in young people who have a strong sense of citizenship and duty to support others.
- Almost all young people participate in physical activity and sport both in classes and in clubs after school. All young people learn about nutrition and healthy eating. This is enabling them to understand how to keep themselves healthy.
- Staff have detailed tracking arrangements to capture young people's sense of wellbeing over time. This whole school picture is helping staff to begin to support staff to plan wellbeing interventions and supports. Staff should continue to use the data to inform improvement priorities and to evaluate the impact of interventions and initiatives.

## **Fulfilment of statutory duties**

- Staff across the school have a clear knowledge and understanding of all statutory duties relating to wellbeing, equality and inclusion. They demonstrate a strong and caring commitment to getting it right for every child. They use a variety of well-planned, bespoke strategies to support young people well.
- Staff plan effectively to meet the wellbeing and learning needs of young people who have an additional support need. They work well with partners and parents to provide interventions to support young people very effectively. Pastoral staff and Support for Learning (SfL) staff are proactive in identifying, responding to, and meeting the ongoing needs of these young people. The quality of support plans for those young people who require additional support is effective. These are monitored and tracked very well and demonstrate young people overcoming personal targets. Young people who are care experienced have been appropriately considered for a co-ordinated support plan.
- Partners work well with staff in school to target supports in a well-planned collaborative model. Staff and partners offer advice and support in responding to potential barriers to learning. Young people are well supported with a range of groups. These include for example, the Coorie for nurture and focussed literacy and numeracy groups. Positive supportive relationships in the specialist provisions and across the school are enabling young people to feel included and engaged in the life of the school.
- The needs of young people requiring targeted support are identified well at the point of transition. Reviews are held to plan adjustments and additional support. Information shared with teachers is updated on a regular basis by pastoral and SfL staff and depute heads. More specialised support, often in liaison with partners, is available in response to particular concerns. This, in turn, leads to the needs for young people being met well.
- Staff recognise ongoing issues in relation to a few young people's attendance. They are working collaboratively to develop strategies to improve this attendance. A key strategy is the implementation of a comprehensive and helpful attendance tracker. This shows early signs of improved attendance for a few young people and cohorts of learners. Senior leaders and pastoral staff should continue to be creative in developing strategies to meet the needs of young people who choose not to attend all their classes.
- A group of young people and staff recently updated the anti-bullying policy, taking account of views of young people. This is supporting young people to feel safe and secure in their school. Incidents of bullying are low and where they occur, young people feel that bullying is dealt with effectively. Staff and young people should continue to monitor the impact of approaches to equalities and anti-bullying to ensure all young people are supported, included and safe.
- The number of exclusions has reduced from 2021/22 to 2022/23 and pupils most at risk of exclusion have been targeted with supports to reduce this number further. Senior leaders and pastoral staff have worked closely with young people at risk of exclusion, their families and external partner agencies to ensure appropriate supports are in place. This has led to a clear reduction in exclusions with very few incidences so far this session.

## **Inclusion and equality**

- Young people feel that within the supportive classroom environment they can access teachers for advice and guidance. The pastoral support team, depute heads and the headteacher provide strong support when needed. The school has recently introduced a house system in order to provide continuity through a young person's school career. A well-planned pastoral

transition programme is in place from primary 6 with enhanced arrangements to support identified young people. This is helping to reduce their anxiety and increase their sense of belonging when starting secondary school.

- Young people are encouraged and supported to recognise and respect diversity and to challenge discrimination. Young people articulate clearly the importance of mutual respect and the dignity of the individual. The personal and social education (PSE) programme is comprehensive and provides clear progression from S1 to S6. An important next step is for pastoral support staff to involve all young people in reviewing and evaluating the content of the school's PSE programme. This will ensure topics remain relevant to the context of the school population. Mental health awareness for example, is an area young people would like to understand more fully.
- Young people are encouraged through the school's Religious Education and PSE programme to recognise and respect diversity, and challenge discrimination in any form. Young people articulate clearly the importance of mutual respect. Year group assemblies reaffirm the faith dimension of school life. The 'One Trinity' equalities programme is also led by young people. As a result, young people have a very good understanding of equalities and almost all feel included and respected.

## 3.2 Raising attainment and achievement

good

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

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

### Attainment in literacy and numeracy

#### BGE

- In 2022/23, almost all young people achieved CfE third level or better in literacy by the end of S3. The majority achieved literacy at CfE fourth level. In 2022/23, by the end of S3, almost all young people achieved CfE third level or better in numeracy and most achieved fourth level. Achievement of both literacy and numeracy levels has shown significant improvement from 2021/22 to 2022/23.
- Staff with responsibility for literacy and numeracy have developed approaches and resources to improve young people's attainment. Young people in S3 have an additional literacy and numeracy period each week to support the development of their literacy and numeracy skills.
- Teachers of English and mathematics work closely with colleagues in other local authority secondaries on moderation that focus on national benchmarks. As a result of these activities, staff judgements regarding assessment outcomes are robust and reliable. Teachers with responsibility for literacy have created an effective reading programme to promote reading for pleasure and support development of reading skills. Texts are reviewed regularly with the librarian to ensure they appeal to a variety of readers whilst also providing challenge for learners. Achievement in reading levels has improved over the past two sessions.

#### Senior phase

- Staff with responsibility for English and mathematics have introduced recent changes to the courses available in both English and mathematics to better meet the needs of more learners. Almost all leavers achieved Scottish Credit and Qualification Framework (SCQF) level 4 or better in literacy and numeracy in 2022/23.

#### Leavers (literacy)

- The school has maintained high levels of performance for literacy at SCQF level 5 or better. Almost all young people leaving school in 2020/21 and 2021/22 achieved SCQF level 5 or better in literacy. In 2021/22 this was significantly higher the virtual comparator (VC) having been in line with the VC since 2017/18. The majority of young people leaving school in 2021/22 achieved SCQF level 6 in literacy and this has been in line with the VC since 2018/19.
- Young people who require additional support in their learning also do well in literacy. Most young people leaving school in 2021/22 who have an additional support need achieved SCQF level 5 or better in literacy.

### **Cohorts (literacy)**

- As young people move through the school, their achievements in literacy are broadly in line with the VC. At S4, the majority of young people achieved SCQF level 5 or better over a five-year period (2018/19 to 2022/23). This translates to strong conversion at SCQF level 6 by S5 with the majority of young people attaining at this level. By S6, the majority of young people attain SCQF level 6.

### **Leavers (numeracy)**

- With the exception of 2021/22, most young people leaving school since 2017/18 achieved SCQF level 5 or better in numeracy. A minority of leavers in 2021/22 achieved SCQF level 6. All of the above measures have been in line with the VC from 2018/19 to 2021/22.
- A majority of young people leaving school with an additional support need achieved SCQF level 5 or better in numeracy in 2021/22.

### **Cohorts (numeracy)**

- At S4, there are improvements in numeracy over the last three years with the majority achieving SCQF level 5 or better. By S5 and S6 in 2022/23, a minority of young people achieved SCQF level 6 in numeracy. Senior leaders should consider how well young people attain at this level. There is a notable difference in young people's success in the overall course award and unit passes. By S5 attainment at SCQF level 6 shows a decline but by S6 performance has been relatively stable and is generally in line with the VC.

### **National Qualifications**

- Young people attain well in National 5 (N5) and Higher English with attainment at grades A-B passes significantly higher than the national figures. Attainment at N5 and Higher mathematics are all in line with the national figures.

### **Attainment over time**

#### **BGE**

- Senior and middle leaders effectively track and monitor attainment in the BGE over time and are able to demonstrate progress over time. By the end of S3 in 2022-23, data presented by the school suggests the majority of learners achieved CfE fourth level in most curricular areas. Senior and middle leaders should continue to develop moderation approaches across all curricular areas as planned.

### **Senior Phase**

#### **Improving attainment for all**

##### **Leavers**

- When compared using average complementary tariff points, the attainment of the lowest 20% of young people leaving school is generally in line with the VC. The performance of the middle 60% and highest 20% of leavers is generally consistently significantly lower or much lower than the VC over the five-year period (2017/18 to 2021/22).
- Senior leader and middle leaders have reviewed the curricular offer for senior phase learners and are in the process of introducing a wider range of courses that better meet the needs of learners.

### **Cohorts**

- When compared using average complementary tariff points, attainment for the lowest attaining, middle 60% and highest 20% is generally in line with the VC. There is no consistent

improvement in performance for these groups at S4 and by S5. By S6, there is improvement for all these groups over the last few years.

### **Breadth and Depth**

- Senior leaders have identified the need to increase the number of courses offered at SCQF levels 5, 6 and 7. There have been a number of new courses introduced for young people at senior phase in 2023/24 and plans in place for additional SCQF level courses for 2024/25.
- At S4, the percentage of young people attaining three or more to seven or more courses at SCQF level 5C or better and high-quality passes at A grade shows improvement over the five-year period. Around a half attain five or more courses at this level. However, in the last few years there have been a few declines at this level although remains generally in line with the VC.
- By S5, the school have maintained levels of performance at SCQF level 6C or better from 2018/19 to 2021/22 with around a third attaining 3 or more courses at this level. In the last year, performance for one or more to five or more courses shows a decline including high-quality A passes. Performance continues to be in line with the VC.
- By S6 the school has maintained levels of performance in recent years with improvements in the latest year 2022/23. Nearly half of young people attain three or more courses at this level in 2022/23.
- In 2022/23, the number of young people who achieved one or more and three or more awards at SCQF level 7C or better awards has improved. Both measures are in line with the VC, having been significantly much lower than the VC in 2021/22. A few young people achieved one or more and three or more awards at SCQF level 7A and this is in line with the VC.

### **Overall quality of learners' achievement**

- Young people feel valued and included by the variety of ways staff celebrate their achievements on an ongoing basis across the year. This includes through social media, newsletters, praise cards, noticeboards and annual award ceremonies. Young people are proud of their achievements and the recognition given to them.
- A minority of young people in senior phase make connections with volunteering in parishes, taking part in faith witness activities on pilgrimages to Lourdes and serving their local and parish communities. This is recognised as part of the Caritas Award. All young people in S3 take part in the Youth Philanthropy Initiative (YPI). This supports their awareness of other people's lives and challenges and helps them build team working, empathy and organisation skills.
- Young people participate in a very wide range of activities which support them to develop important skills and contribute to the life of the school. These include pupil groups, clubs, excursions and school shows. Groups of young people value the chance to take part in additional performing arts and sports clubs. A popular school show takes place every two years. A few young people are involved in national and international events, for example the Renfrewshire pipe band championships and various sports and dance clubs. These experiences help young people to develop their teamwork, communication and interpersonal skills successfully.
- Staff are capturing and collating young people's achievements through a new tracking system. This is providing staff with helpful data on young people's achievements in and outwith school.



They should continue to use this information to identify and address those not benefitting from involvement. Young people would benefit from support to articulate the skills they are developing through their achievements.

- Young people contribute successfully to the life of the school through a range of leadership positions. A few young people in S6 support others learning and gain greater understanding of their own skills through MVP, buddy and paired reading programmes. A majority of young people in S6 are currently serving as buddies, offering positive peer support and demonstrating their responsibility. Young people who are digital, sports or STEM leaders gain organisational and leadership skills by supporting children and young people to learn and participate.
- Groups of young people are gaining accreditation for their participation in achievement activities. For example, almost all young people in S6 gain Saltire awards for volunteering. The number of young people undertaking the Duke of Edinburgh Award (DoEA) is increasing. Staff should continue to support young people to achieve success with the DoEA. They should also increase further accreditation from well-considered and relevant achievements.

### **Equity for all learners**

- Senior leaders consult with the Parent Council regarding priorities for Pupil Equity Funding (PEF) and have responded to suggestions from the Parent Council about the best uses of this funding. Pupil Equity Funding has been used to increase the number of pupils taking part in events such as extended school trips and the prom for S6 pupils. Staff work sensitively with families to discuss any financial barriers to young people's participation in such activities. Parents feel confident that they can speak to an appropriate member of staff.
- Class teachers receive detailed information regarding individual learners and each faculty develops a tracking system to plan and monitor progress for all. Faculties have targeted specific learners who require additional support based on information shared. Learners with English as an additional language for example, are tracked and there is evidence of progression in literacy and numeracy skills.
- There are literacy and numeracy interventions for young people in SIMD 1 and 2. These supports are evidenced from S1 and young people's attendance has improved over time. All staff have a clear focus on improving attainment for this specific group of learners. The improved attendance is enabling them to study increased numbers of qualifications.
- There is an improving picture for the attainment of leavers in SIMD 3 where this was significantly lower than the national in 2019/20 and in line in 2020/21. There is an inconsistent picture of attainment for all other groups. Senior leaders have targeted supports for pupils where attendance is a barrier to attainment. They have also identified the need for a wider range of courses to better meet the needs of learners.
- Almost all young people leave school to a positive destination in line with the VC. Staff work well with partners such as SDS, local further and higher education partners and employers to ensure positive, sustainable destinations for leavers.

## Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young people through food in school. Several areas for improvement have been agreed with the school and the school meals provider.
- Staff are very aware of the social, economic and cultural context of the school community. They work very effectively with a wide range of partners to reduce barriers for young people. Staff are continually aware of the need to address the effects of poverty on attainment. The support interventions, for example, The Coorie, provide a safe and supportive space for a few young people and the staff are well placed to provide nurture and care. This enables young people to be more ready to learn. The transition teacher is strategically deployed to support targeted young people in literacy and numeracy. This opportunity is supporting a smoother transition from BGE into senior phase.

## Explanation of terms of quantity

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

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

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