

Summarised inspection findings

Jedburgh Grammar Campus

Scottish Borders Council

20 June 2023

Key contextual information

School name	Jedburgh Grammar Campus
Council:	Scottish Borders Council
SEED number:	5632730
Roll (Sep 2017):	862

Jedburgh Grammar Campus is an all-through school, which is situated in the town of Jedburgh, in Scottish Borders Council. The school, which includes an early learning centre (ELC), provides education for children and young people between the ages of two and eighteen.

The headteacher has been in post since 2015. She is supported by five depute headteachers. The headteacher is the designated manager of the ELC, although one of the depute headteachers has strategic responsibility for it. She is supported by a Senior Early Years Officer.

The school also houses The Rose Hub, which provides enhanced provision for young people with severe and complex needs. Four young people attend this hub on a full-time basis, with other children and young people attending for periods of time. The school links with Ancrum Primary School, which has the same headteacher as Jedburgh Grammar Campus.

ELC

The roll in the ELC at the time of the inspection was 105 children. These children have varying patterns of attendance.

Primary stages

The roll at the primary stages at the time of the inspection was 384 children.

In September 2021, no children lived within the 20% most deprived datazones in Scotland. In September 2021, the school reported that 42.3% of pupils had additional support needs. There were no exclusions in 2021, and attendance was in line with the national average. The attendance in 2021/22 was 93.04%. The attendance from 2022 to date this term is 91.55%.

Secondary stages

The roll at the secondary stages at the time of the inspection was 373 young people.

In September 2021, 1.4% of young people lived in the 20% most deprived datazones in Scotland. In September 2021, the school reported that 29% of pupils had additional support needs. There were no exclusions in 2021, and attendance was above the national average. The attendance in 2021/22 was 90.5%. The attendance from 2022 to date this term is 90.49%.

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 and the senior leadership team (SLT) have successfully built and embedded the school vision of 'learning without limits', along with the school's five values of kindness, achievement, learning, respect and wellbeing. They work effectively with all staff and children and young people to ensure that the vision and values underpin positive relationships, effective school improvement, and purposeful partnerships across the school community. The school vision and values were developed in close consultation with staff, children and young people, and partners. The way that most staff, children and young people demonstrate the vision and values in their everyday interactions creates a very positive dynamic for learning, change and improvement in this new school campus. Senior and middle leaders use the vision and values well to set improvement priorities, develop self-evaluation, and drive forward change. This helps them to form robust action plans to support key aspects of change and improvement across the campus.
- Senior leaders work together effectively to plan for strategic improvement across the campus. Alongside middle leaders, they are using recently developed collaborative approaches for strategic planning, such as 'clarifying canvas' approaches and 'rapid action' plans. These are helping them to manage priorities for change and improvement well, involving staff across the campus. Staff at all levels are beginning to have more ownership of key areas of school improvement. As part of planning for improvement, senior leaders present a clear vision for developing the curriculum, in line with Developing the Young Workforce (DYW) priorities. They share this well with staff. Strategic curriculum planning takes good account of developing the needs of young people for the regional economy.
- The headteacher demonstrates very strong leadership. Following the COVID-19 pandemic, she brought together four settings into one new campus community successfully. This community has settled quickly and calmly into aligned ways of working and improving. The settled nature of the community is also resulting in improved learning experiences, leadership opportunities, and outcomes for children and young people, which allow them to thrive. The headteacher is respected across the campus and more widely amongst partners and stakeholders in the local community. They welcome her inclusive approach to involving them regularly in the life and work of the campus, including being involved in strategic planning work. This is an area of strength. The headteacher's drive to ensure and sustain high expectations of herself, staff and children and young people is evident. Along with senior and middle leaders, she is developing effectively the capacity of staff across the campus. She is rigorous and determined in her approaches to ensuring sustainable whole-school improvement.
- The five depute headteachers provide strong, effective support to staff across the campus. The strong leadership they provide is helping to develop cohesive, sustained and purposeful opportunities for all staff to work collaboratively. It is also helping to develop strategic areas of improvement across the school in a timely manner. These include wellbeing, equality and

inclusion, and improving learning experiences. As a result, staff, for example, drive forward the very effective use of digital approaches to improve learning experiences consistently, across all stages of children and young people's learning. The depute headteachers acknowledge that further opportunities exist to develop collaborative working across the school community, and they plan to take these forward in a structured way.

- Across the campus, staff at all levels view themselves increasingly as agents of change. They are empowered by senior leaders. The majority of staff across the primary and secondary stages lead aspects of whole-school improvement and wider achievement opportunities for children and young people. This is helping to promote the sharing of good practice and closer collegiate working. It is also leading to an improved curriculum offer for children and young people in a few subject areas. Senior leaders should continue with their ambitious plans to support and grow the leadership potential of staff at all levels. This should include plans to revive whole-school strategic working groups.
- Staff approaches to self-evaluation are having a positive impact on the work of the school community. The approaches are helping staff to improve learning experiences for children and young people with increased rigour. They are also supporting them to improve approaches to promoting children and young people's wellbeing. Senior leaders and staff continue to refine and adapt self-evaluation approaches to ensure they have the maximum impact on all areas of their work. For example, they are beginning to link more readily and more comprehensively self-evaluation to professional learning (PL), professional review and development, and school improvement planning. As a result, staff at all levels are developing a clearer understanding of the key levers that impact whole-school improvement, learning and teaching, and positive outcomes.
- A minority of staff across the school campus have taken on leadership roles to progress aspects of PL, and support for colleagues at different stages of their careers. The headteacher, along with the SLT, is planning to develop these leadership opportunities further to create formal PL opportunities. This includes staff being able to gain accreditation for their engagement in, and leadership of, these aspects of PL and their development across the campus. Current approaches to PL are helping to ensure closer links between PL and whole-school strategic improvement. Staff have increased ownership of their contributions to work across the school.
- Children and young people at all stages engage in a wealth of relevant and challenging leadership opportunities. These opportunities help them to contribute to areas of school improvement. For example, the 'S6 head team', which has oversight of all S6 committees, also leads key events in the school calendar, including the well-organised leavers' ceremony and religious observance events. These events help to raise young people's self-esteem. Young people at the senior stages also lead activities for children from the primary stages, which enhance the primary curriculum and contribute to ongoing positive change across the campus. These include, for example, a teaching session in baking for children at P3 and lunchtime physical education (PE) classes for children at P2. A few children from P6 enjoy, and lead successfully, aspects of a yearly programme for children who join the campus from a neighbouring primary school. This programme improves children's confidence in making the transition to the campus building and supports their wellbeing.

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 have created a very positive ethos at Jedburgh Grammar Campus. This is based on their commitment to the school motto and school values. Almost all staff agree that these underpin their work. The learning environment is calm and supportive.
- Most children, young people and staff benefit from respectful relationships with one another, and they feel valued. Children and young people trust their teachers, and almost all of them say that they are happy with the quality of teaching. In most lessons, teachers create trustful, supportive contexts for learning in which children and young people are comfortable to learn from mistakes. Staff have high expectations for learners. As a result, almost all children and young people are motivated strongly to make progress in their learning. A minority of children and young people feel their engagement in learning is compromised by noise and distractions related to the open-plan learning spaces.
- Across all stages, almost all children and young people participate well in their learning. They enjoy learning when they can take part in pair and group work. In a few instances, when given the opportunity to lead aspects of their learning, children and young people's interest is enhanced and they have increased motivation and focus. A few learners would benefit from greater challenge in their learning.
- Almost all lessons are structured well and planned thoughtfully. In most cases, teachers explain the purpose of learning and how learners will know if they have been successful. In a minority of lessons, these aspects are revisited in plenaries that support children and young people to reflect on their learning. A next step for the school will be to develop consistency in how the purpose of learning is co-created and how this outlines the skills that children and young people will learn.
- In most lessons the pace of learning is matched well to learners' abilities and aptitudes. Most teachers design tasks and activities that are appropriately challenging. This includes, in most lessons, well-structured questioning that challenges children and young people's thinking. A next step for the school will be to develop approaches that incorporate higher-order thinking skills more regularly into learning opportunities for children and young people.
- In a few lessons, teachers' highly effective practice supports children and young people to make very strong progress in their learning. Leaders at all levels should continue to ensure that such practice is shared across the campus.
- Staff across the early level have engaged with national practice guidance, 'Realising the Ambition: Being Me' to inform their approach to play-based learning. Teachers integrate children's play experiences with learning at the early stages well. They consider the balance of

child-led and teacher-directed experiences to ensure that activities and learning spaces meet the needs of individuals and groups. These staff provide quality interactions and open-ended materials that support children's curiosity and learning.

- Senior leaders are aware of the need to ensure that learning experiences for all children and young people are of a consistently high quality. To support this, teachers and other stakeholders have been working together to develop a shared understanding of high-quality learning, teaching and assessment. This includes them outlining confirmed learning principles and details of expectations that support a nurturing approach. Teachers are now improving learning, teaching and assessment through engaging in well-targeted classroom observations that link well with the agreed principles for learning. They are also undertaking peer observations and collaborative work with colleagues from the primary and the secondary stages as observation buddies.
- The work of a staff-led improvement group is helping to drive forward improvements in learning, teaching and assessment. Most notably, this has supported very effective practice in supporting learning in a digital context. Teachers are highly skilled in using digital platforms to create stimulating learning activities. This is a strength across the school, which is complemented by the school providing learners from P4 with their own digital device. As a result, children and young people are confident and proficient in using digital approaches to enhance their learning. Children and young people who require additional support benefit from using specific tools available within digital platforms.
- In the Broad General Education (BGE) staff apply National Benchmarks well and use appropriate approaches to assess the progress made by children and young people. Most teachers enhance learning through opportunities for children and young people to participate in self-assessment and peer-assessment activities. Teachers should continue to extend the variety of assessment activities within the BGE to allow children and young people to demonstrate learning in a range of contexts.
- All teachers are making increasingly reliable professional judgements on learners' achievement of Curriculum for Excellence (CfE) levels. Their capacity to do this has been enhanced by teachers working collaboratively with staff from other schools. A next step for leaders at all levels will be to establish collegiate approaches to moderation that involve staff from the primary stages and secondary stages working more collaboratively. This will support further a shared understanding of standards and expectations across the 2-18 campus and support children and young people's progression in learning.
- Within the senior phase, teachers understand and apply well relevant examination criteria within appropriately focused assessment activities. As a result, teachers identify effectively young people's progress and respond appropriately to instances of under-achievement. Overall, staff are becoming increasingly confident when making judgements regarding young people's progress within certificated courses.
- Teachers increasingly use attainment data to inform children and young people of their progress in learning. Supported by recent well-targeted professional learning, most staff provide effective feedback to young people through learning conversations, and through sharing comments via digital platforms.
- Across all stages, most children and young people agree that the feedback they receive improves their learning. Leaders at all levels should extend such practice to ensure that all children and young people receive detailed advice on their next steps in learning. This includes

them reporting to parents in a more focused way on what children and young people need to do to make progress.

- Almost all teachers monitor effectively the progress of learners in lessons through observations, as well as through approaches such as questioning, self and peer assessment, and marking coursework. Within the BGE, systems are in place to track and monitor progress in literacy, numeracy and wellbeing. Increasingly, teachers use tracking effectively to identify young people who are at risk of not achieving their potential. Most teachers analyse data thoughtfully and respond by planning learning designed to meet children and young peoples' learning needs. There is scope to extend how all teachers consistently plan learning flexibly and set appropriately ambitious targets for all young people.

2.2 Curriculum: Learning pathways

- Staff have recently launched a revised 2-18 curriculum rationale. Senior leaders should continue to review this as planned with the school community to ensure that it is implemented well and aligns with the school's vision for its learners.
- All children at the primary stages receive their full BGE curriculum entitlement, with the exception of children at P1 and P2 who do not learn a modern language. All children from P3-P7 learn French. Children at P6 and P7 also experience Spanish in preparation for their transition to the secondary stages. The school's 2-18 context ensures that specialist staff are timetabled to deliver music, art, physical education (PE) and science to children at the primary stages. Senior leaders plan to increase this offer across more subjects and curricular areas. All children experience two hours of high-quality PE each week and benefit from accessing high-quality indoor and outdoor sporting facilities.
- Teachers at the primary stages use well-developed learning pathways across all curriculum areas, taking account of experiences and outcomes and National Benchmarks. A few children experience bespoke learning pathways to meet their needs effectively.
- A range of staff are supporting the school's transition programme. This includes children at the primary stages participating in 'Science, Technology, Engineering and Mathematics (STEM) Fridays'. These involve children at P7 visiting the science department each week to take part in motivating learning experiences. Staff across the primary and the secondary stages are working well together across a few curriculum areas, such as science and PE. However, all staff should now focus on planning appropriate progression for learners across all curriculum areas.
- Young people at S1 and S2 receive their full BGE curriculum entitlement, with course choice taking place at the end of S2. Young people across the school are supported appropriately by pastoral staff to make course choices. The school uses Skills Development Scotland (SDS) partners to support young people from S3 as they transition from the BGE to the Senior Phase. At S3, all young people follow a reduced number of selected subjects. This means that a minority of learners do not receive their entitlement to modern languages learning under the 1+2 policy. Senior leaders and staff should continue to review the S1 to S3 curriculum to ensure that all young people experience their entitlement to all curricular areas across the BGE.
- Young people from S1 to S3 experience religious and moral education (RME) and personal and social education (PSE) in line with national expectations. Young people from S1-S3 also participate in an additional period of health and wellbeing. This is helping to deepen their knowledge and understanding of wellbeing more generally.
- Young people at S4 experience one period of PSE and two periods of PE. Young people at S5 and S6 experience one period of PSE. Many young people have a disproportionate number of study periods in S5 and S6, which should be reviewed. Senior leaders should ensure that young people receive their entitlements to RME and PE in the Senior Phase.
- Young people at S4, S5 and S6 are timetabled as a single cohort, undertaking different qualifications depending on their stage and ability. This has enabled staff to broaden the school's curriculum offer in the Senior Phase. Creative course-choice approaches ensure that bespoke learner pathways are available to young people in the Senior Phase. The Schools Academy partnership with the local college provides opportunities for young people to access a variety of vocational qualifications. College programme options are promoted well on the

school website and within the course choice document, promoting parity of esteem for college vocational qualifications. A few young people access courses at other local secondary schools and Advanced Higher Computing Science is delivered by the University of the Highlands and Islands.

- Vocational pathways are extended from S4 to S6 to include a range of appropriate options that meet individual learners' needs. This includes, for example, targeted support for school leavers with industry placements. The Career Education Standard (3-18) is embedded well within curriculum programmes. Career education features well within most lessons and is supported by appropriate referrals to DYW and Skills Development Scotland (SDS) staff. Almost all young people are aware of this specialist support and how to access it. In almost all subject areas, teachers, DYW staff and SDS staff use labour market intelligence (LMI) to support young people's learning.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents commented on the positive relationships that have been established across the school community. They say that staff know their children well as individuals and are helping them to feel more confident.
- Most parents of children at the primary stages value the regular feedback they receive on their children's learning and development. Most parents of young people at the secondary stages agree that young people are well supported. They say that young people are making good progress, and they appreciate how staff build on young people's learning through lunchtime and after-school study sessions. Most parents across the campus feel comfortable approaching the school for information or support. Senior leaders should continue with their plans to involve all parents fully in supporting their child's learning.
- The school has an active Parent Council that engages well with the school. It has led fundraising across the school community to provide resources and support further opportunities for children and young people. Senior leaders regularly involve the Parent Council in the strategic work of the school. Moving forwards, the headteacher would like the Parent Council to have a more formal role in leading aspects of strategic improvement across the school community.

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, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins 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

- Staff, children and young people have worked effectively to develop the strong sense of community evident in Jedburgh Grammar Campus. This has included them developing agreed values that link closely with the national wellbeing indicators. Staff reinforce these values in lessons, assemblies and through improvement planning processes regularly. As a result, they have become embedded at pace and are supporting positive relationships in which children and young people feel valued.
- The school's Inclusion Improvement Group worked with groups of staff and children and young people to develop a new positive relationships policy, 'Our Nurturing Campus'. To contribute effectively to this policy, all staff took part in professional learning on restorative practice and nurturing principles. There is evidence of some success in relation to this work. Most children and young people report that they have someone to speak to if they are upset or worried about something and most children and young people report that staff treat them fairly and with respect. A majority of children and young people say that their peers treat them with respect. A next step for staff will be to consider how this policy could be embedded more effectively across the whole campus. Senior leaders should develop the policy further to incorporate a shared understanding in relation to bullying concerns. Staff are currently recording any incidences of bullying to ensure they have a clear overview of them and intervene appropriately.
- Children and young people have developed a strong understanding of wellbeing through considering regularly what the wellbeing indicators mean for them in everyday life. Children and young people have regular opportunities to explore these indicators and evaluate their wellbeing in relation to them. This supports them in developing important life skills, such as learning to become more resilient emotionally, to keep themselves safe, and to make healthy decisions.
- Young people feel well-supported for life after school. They have a strong understanding of financial education and receive extensive support in applying for further or higher education courses. Young people value this support. Staff at the secondary stages should continue to evaluate the secondary PSE curriculum, including providing further support in life skills for young people leaving before the end of S6.
- Staff consider carefully how data can be used to support children and young people's wellbeing. Staff have begun recently to use effectively the Glasgow Motivation and Wellbeing Profile (GMWP) to gather data from children and young people between P3 and S6. This is informing fresh approaches to the provision of targeted interventions and universal support. Since using the GMWP, staff highlight that the number of children and young people feeling unhappy and unsafe has reduced following interventions.

- Staff have used the wellbeing data to identify that children and young people need improved opportunities to share their views and engage in decision-making. They have taken swift and strategic action to address this by introducing a 'house system' across the campus. The 'house system' enables children and young people to engage more fully in helpful dialogue with one another and with staff. This is raising their confidence and self-esteem, and helping to build community across the campus. Staff have also placed an increased focus on supporting children and young people's mental health, with a few staff and young people training as mental health ambassadors. Staff's early actions have led to positive feedback from children and young people, and from partners.
- Senior leaders have re-established regular Health and Wellbeing Partnership meetings. These allow them, along with staff and partners, to plan and implement effective targeted interventions for children and young people. Partners feel strongly that they are part of the campus community and appreciate being involved in contributing to the school's strategic direction. Children and young people benefit from staff and partners working collaboratively and sharing their ideas and expertise.
- Staff identify and know the additional support needs of children and young people well. They develop plans, which identify targets for children and young people who require additional support with their learning. These targets are helpful; however, they need to be more specific at times. Staff use a simple, tiered system, which allows them to be clear on the level of support that should be provided for children and young people. Staff are supported effectively by the pupil support department. Young people benefit from a range of planned measures, such as 1-to-1 support and nurture work, as well as access to sensory facilities in the Rose Hub. Staff have a strong commitment to working with families and have built strong, constructive relationships with them across the campus.
- Staff fulfil their statutory duties linked to children and young people well. For example, young carers are considered for a young carer statement and staff work effectively with partners to ensure support for them is accessible. Care-experienced young people benefit from a Champions Board hub, which is being piloted at Jedburgh Grammar Campus. Staff also monitor and track attendance and exclusions appropriately.
- The local authority submitted self-evaluation 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. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and local authority.
- Staff should ensure that planning for children and young people on part-time timetables is reviewed regularly and that the voice of children and young people is always made clear in this planning.
- Almost all children at the primary stages and most young people at the secondary stages agree that the campus helps them to understand and respect other people. One of the ways in which they are supported to do this is by learning about LGBTI issues and neurodiversity. Young people would welcome increased opportunities to develop their understanding of equality and diversity. As planned, staff should continue to consider how equality and diversity can be developed across a progressive 2-18 curriculum, for example through building racial literacy. Staff have been responsive in addressing concerns around the impact of online misogyny. A next step for staff in relation to inclusion and equality will be to work with children, young people and partners to further extend a rights-based approach across the school.

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

Primary stages

Attainment in literacy and numeracy

- In session 2021/22, a majority of children across P1, P4 and P7 achieved expected Curriculum for Excellence levels in literacy and numeracy. Most children who require support with their learning or have identified additional learning needs are making satisfactory progress in their individual learning targets in both literacy and numeracy. Data provided by the school indicates that a majority of children are on track to achieve expected CfE levels in literacy and numeracy this session.

Attainment in literacy and English

- Across the school, a majority of children are making satisfactory progress from prior levels of attainment in literacy and English.

Listening and talking

- Children at early level listen well to stories and apply new vocabulary in different contexts, for example through play contexts. They participate enthusiastically in discussions. A minority would benefit from further opportunities to develop their turn taking skills when speaking. At first level, most children apply verbal and non-verbal techniques, such as eye contact and body language, when communicating. A minority of children would benefit from developing their skills in listening to carry out instructions and listen for key information. At second level, almost all children contribute appropriately to group discussions or when working collaboratively. Across the school, children are most confident when speaking and working collaboratively with their peers. Staff should consider further ways to develop children's listening and talking skills to build their confidence in speaking to an audience.

Reading

- At early level children are able to identify the title, author, and illustrator of a book. They can answer questions about events and characters within a text. A few require support to make predictions about what will happen next in a story. At first level, most children find key information from a range of fiction and non-fiction texts, including digital texts. They use the contents page, index and headings to help locate information. The majority of children make appropriate notes under given headings to organise information they gather. Children should continue to develop their fluency, understanding and expression when reading. Almost all children would benefit from identifying literary techniques identified through different reading contexts, to improve their own writing. At second level, most children apply a range of skills and strategies to read and understand texts. Most children explain their preference for specific types of texts confidently and their reason for this preference. Teachers should continue to encourage children to experience a wider variety of texts.

Writing

- Children at early level are able to use their knowledge of phonics to write simple words. They are able to use a capital letter and a full stop in a sentence. Children should have further and regular opportunities to write to convey ideas, feelings and information for a purpose. At first level, the majority of children are developing well their ability to use more complex vocabulary, sentence length and punctuation to vary the structure and content of their text. At second level, almost all children enjoy writing for a variety of contexts and purposes. A few children require ongoing additional support to develop accuracy in organising ideas and thoughts in their writing. A few children also require support to understand the role of basic punctuation to convey meaning clearly. Overall, children across all levels would benefit from more regular opportunities to improve their knowledge of literary techniques gained through reading, to improve their writing for a variety of purposes.

Attainment in numeracy and mathematics

- At all stages, most children are making satisfactory progress in numeracy and mathematics building on prior levels of attainment.

Number, money and measure

- Children at early level have a developing understanding of forward and backward number sequences. They can add and subtract confidently within 20 using mental strategies. They are less confident when sharing a given amount equally and need support to develop their understanding of analogue time. Children at first level can use the four key operations well and round numbers to the nearest 10 and 100. They have a good understanding of common units of measurement. They require support to recognise the value of a digit and its place and value and to use the correct notation for fractions. At second level, children have a good understanding of number and number processes. They can order numbers, including negative numbers, and have a good knowledge of multiples, factors, and prime numbers. They require further opportunities to develop their understanding of the relationship between fractions, percentages and decimals. As teachers have identified, children at first and second levels would also benefit from further opportunities to apply their knowledge and skills of numeracy using word problems.

Shape, position and movement

- Children working at early level recognise and describe a range of two-dimensional and three-dimensional shapes using language such as straight, round and curved. They require further opportunities to develop their understanding of positional language. Children at first level can use positional language associated with direction and turning. They would benefit from further opportunities to develop their understanding of two and three-dimensional shapes and describe their properties using appropriate mathematical language. At second level, children can classify correctly and draw a range of angles using appropriate terminology. They are less confident in their application of specific vocabulary relating to the properties of two and three-dimensional shapes.

Information handling

- At early level children can sort objects based on set criteria such as size and colour. They should have further opportunities to interpret information from simple graphs and charts. Children at first level understand that information can be gathered using tally marks but would benefit from revisiting other methods of presenting data such as bar and line graphs and pie charts. At second level, children can collect and organise information for a given task. They would benefit from further opportunities to draw conclusions from a range of data and develop their understanding of chance and uncertainty.

Secondary stages

Attainment in literacy and numeracy

Broad General Education (BGE)

- In 2021/22, by the end of S3, most young people achieved CfE third level or better in literacy. Most young people achieved this level or better in numeracy. In 2021/22, by the end of S3, a minority of young people achieved CfE fourth level or better in literacy. A minority of young people achieved this level or better in numeracy.
- The school's BGE attainment data is becoming increasingly reliable. Across the campus are engaging more regularly in moderation activities, within and outwith the school. Senior leaders and staff are also engaging in robust dialogue concerning the progress of individual children and young people. This is supporting increased reliability in teachers' professional judgments.

Senior Phase

Literacy (leavers)

- Almost all young people left school with Scottish Credit and Qualifications Framework (SCQF) level 4 or better in literacy, including the course award, from 2017/18 to 2021/22. The percentages of young people leaving with this qualification are broadly in line with the virtual comparator (VC). Most young people left school with SCQF level 5 or better in literacy, with the majority attaining the course award, in most of these years. A minority of young people left school with SCQF level 6 in literacy during the same time period. These percentages are broadly in line with the VC.

Numeracy (leavers)

- Almost all young people left school with SCQF level 4 or better in numeracy from 2017/18 to 2020/21, with most young people leaving with this qualification in 2021/22. This is broadly in line with the VC. Most young people also attained the course award over these five years. The majority of young people left school with SCQF level 5 or better in numeracy, with a minority attaining the course award, over the same time period. A few young people left school with SCQF level 6 in numeracy during three of the five years, including 2021/22.

Literacy (cohorts)

- In S4, most young people attained SCQF level 5 or better between 2017/18 and 2021/22. The percentages of young people attaining this level are significantly higher than the VC in two of the years. By S5 (based on the S5 roll), the percentages of young people attaining SCQF level 5 or better, and SCQF level 6, are broadly in line with the VC over the five years. Most young people attained SCQF level 5 or better in three of the years. By S6 (based on the S6 roll), the percentages of young people attaining SCQF level 5 or better, and SCQF level 6, are broadly in line with the VC from 2018/19 to 2021/22. Most young people attained SCQF level 6 in three of the five years.

Numeracy (cohorts)

- In S4, a minority of young people attained SCQF level 5 or better in three of the five years from 2017/18 to 2021/22, including the latest year. This is significantly lower than the VC in these years. By S5 (based on the S5 roll), the majority of young people attained SCQF level 5 or better over the five years. This is broadly in line with the VC. A minority of young people attained SCQF level 6 in most of these years. This is broadly in line with the VC from 2018/19 to 2020/21. The percentage of young people attaining SCQF level 6 declined to being significantly much lower than the VC in 2021/22. By S6 (based on the S6 roll), the percentages of young people attaining SCQF level 5 or better are broadly in line with the VC over the five years. The percentages of young people attaining SCQF level 6 are also broadly in line with the VC from 2019/20 to 2021/22.

- Senior leaders and staff are using a range of strategies to improve the attainment of young people in literacy. This includes teachers increasing the pace and challenge of learning for young people in S3, through using more advanced, appropriate texts. It also includes them using a wider variety of assessment approaches to determine and influence positively young people's ongoing progress.
- Senior leaders and staff are also using various strategies to improve the attainment of young people in numeracy. These include the introduction of a bespoke, additional programme for young people who need additional support with their learning. This programme has increased considerably the percentages of young people achieving success in course awards at SCQF level 4 or better and SCQF level 5 or better. Senior leaders are also improving young people's attainment by ensuring that all young people undertake the most appropriate courses for their success. This includes a few young people undertaking courses such as Applications of Mathematics.

Attainment over time

- A variety of faculty and departmental tracking and monitoring systems is in place in the BGE. These support staff appropriately in determining young people's progress and attainment over time and in providing suitable interventions as required. A BGE school tracking and monitoring system is also in place to track young people's progress and attainment in literacy, numeracy, and health and wellbeing. Senior leaders continue to develop this system so that it enables staff to capture all young people's progress in literacy, numeracy and health and wellbeing more effectively according to their prior levels of attainment. They plan to incorporate other curriculum areas over the coming months to support them in ascertaining more easily an overview of all CfE levels.
- A variety of faculty and departmental tracking and monitoring systems is in place in the senior phase. A range of school tracking and monitoring systems is also in place to capture young people's progress, attainment, wellbeing, and progress towards positive destinations. Whilst a few of these tracking and monitoring systems are contributing positively to young people's success in positive destinations, senior leaders should, as planned, streamline further the systems. This will support them in developing a single, comprehensive system that staff can access more easily.

Attainment over time - senior phase

- When compared using average complementary tariff points, the attainment of all leavers is broadly in line with the VC in most years from 2017/18 to 2021/22, including the latest year. The attainment of the highest attaining 20% of leavers shows signs of improvement over the five years.
- In S4, when compared using average complementary tariff points, the attainment of the lowest attaining 20% and the middle attaining 60% of young people is broadly in line with the VC in most years from 2017/18 to 2021/22. The attainment of the highest attaining 20% of young people is broadly in line with the VC over the five years.
- By S5 (based on the S5 roll), the attainment of the lowest attaining 20% and the middle attaining 60% of young people is broadly in line with the VC from 2017/18 to 2021/22. The attainment of the highest attaining 20% of young people has declined from being broadly in line with the VC from 2017/18 to 2020/21 to being significantly lower than the VC in 2021/22.
- By S6 (based on the S6 roll), the attainment of the lowest attaining 20%, the middle attaining 60%, and the highest attaining 20% of young people is broadly in line with the VC in the majority of years from 2017/18 to 2021/22. The attainment of all leavers shows important signs

of improvement over this time, with the attainment of the middle attaining 60% improving to being significantly higher than the VC in the latest year.

- In S4, at SCQF level 4 or better, a majority of young people gain six or more qualifications from 2017/18 to 2021/22. The percentages of young people gaining six qualifications at this level declined to being significantly lower than the VC in 2020/21 and 2021/22. At SCQF level 5C or better, and at SCQF level 5A or better, the percentages of young people gaining one or more to six or more qualifications are broadly in line with the VC in most years from 2017/18 to 2021/22, including the latest year.
- By S5 (based on the S5 roll), at SCQF level 4 or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC from 2017/18 to 2021/22. At SCQF level 5C or better, and SCQF level 5A or better, a minority of young people gain five or more qualifications over the five years, which is broadly in line with the VC. At SCQF level 6C or better and SCQF level 6A or better, the percentages of young people gaining one or more to five or more qualifications are generally in line with the VC from 2017/18 to 2022/22.
- By S6 (based on the S6 roll), at SCQF level 5C or better, the percentages of young people gaining one or more to four or more qualifications are broadly in line with the VC from 2017/18 to 2021/22 and show signs of improvement. At SCQF level 5A or better, SCQF level 6C or better, and SCQF level 6A or better the school performs broadly in line with the VC over the same time-period, with a few exceptions. At SCQF level 6C or better, a minority of young people gain four or more qualifications from 2017/18 to 2021/22. At SCQF level 7C or better, the percentages of young people gaining one or more to three or more qualifications are broadly in line with the VC over the five years.

Primary and secondary stages

Overall quality of learners' achievement

- Children and young people succeed and take part in a wide range of activities. As a result, they are gaining confidence and developing a range of skills including interpersonal, communication, organisational and problem-solving skills.
- Children and young people are developing their leadership skills and can apply these in a range of activities, such as Eco-Schools, sport leaders, STEM leaders and Junior Road Safety Officers. Children and young people enjoy being role models and contributing widely to the life of the school on a daily basis. Young people recognise they are developing their capacity to communicate, and they are developing increased self-esteem. A growing number of young people use these volunteering opportunities to contribute to awards at SCQF levels 4, 5 and 6.
- An increasing number of children and young people succeed in a wide range of sports activities, including rugby, netball, football and hockey. Engagement in school sport continues to have strong participation levels and is improving children and young people's wellbeing and fitness. A minority of young people are gaining accreditation in first aid, coaching, umpiring and refereeing. A few are succeeding locally and regionally through sporting activities.
- Children and young people value taking part in local cultural events that celebrate the history and traditions of the town, such as 'Jethart Callant's Festival' and 'Hand ba'. They enjoy taking responsibility and are developing confidence appropriately.

- Children enjoy working with and being supported by the 'Growing Together' intergenerational volunteers. They are involved actively in work associated with the polytunnel. Children at P4 are learning skills in horticulture, recycling and an appreciation of the environment.
- Young people also gain a range of courses and awards. Almost all young people at S2 have completed a John Muir Award through their participation in nature, wellbeing and outdoor activities. A minority of young people at S3 are working towards completion of the Bronze Duke of Edinburgh Awards and all young people at S3 participate in the Youth Philanthropy Initiative. These young people are developing important skills for learning, life and work. Staff should explore implementing a wider range of youth awards, which recognise formally young people's leadership, volunteering and achievements.
- Staff record young people's involvement in the wide range of achievements. However, they do not monitor young people's participation routinely. As a result, they do not always know if achievements reach those who would benefit from them most. Staff should continue with their plans to develop a comprehensive, strategic oversight of achievement across the whole school. They should work with their partners to establish clear processes to record and analyse the impact of their collective achievement offer.
- Children and young people's achievements are valued and celebrated routinely through assemblies, celebrating events and the recently introduced house system. Staff make regular use of newsletters, local press, social media and visual displays throughout the school to recognise success. Senior leaders have recently introduced a useful recognition programme, linked to the school values of kindness, respect, achievement, wellbeing and learning.

Primary and secondary stages

Equity for all learners

- Almost all young people leaving school from 2017-18 to 2021-22 moved to a positive destination. In 2021/22, a majority of young people left school for further or higher education, with a minority of young people leaving school for employment.
- Senior leaders and staff have a clear understanding of the social, cultural, and economic context of the school. This is helping them to plan and direct a range of interventions that support the progress of targeted individuals, groups of learners and families. They are tracking and supporting well children and young people's wellbeing. They are also developing ongoing, effective strategies to support children and young people's literacy skills. Young people and staff engage in regular and supportive mentoring conversations to support the planning of all interventions.

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.

