Inveralmond Community High School

Standards and Quality Report

2025-2026

About Our School

School roll 2024-2025	Cluster Primary Schools
1008	Riverside and Letham Livingston Village Peel Primary Torronto Primary School Harrysmuir Primary School

Leadership Team

Mr Hamish Shankland

Mr Keith Varty

Mrs Irene McGinnis

Ms Sarah Cooper

Student Quintile Distribution

1	2	3	4	5
28.79%	42.32%	8.28%	9.9%	10.51%

Free School Meal entitlement: 29%

Our Current Self Evaluation of HGIOS Quality Indicators

1.3	2.3	3.1	3.2
Leadership of Change	Learning, teaching and assessment	Ensuring wellbeing, equality and inclusion	Raising attainment and achievement
VG	G	G	G

Priorities from Session 2024-2025

Improve:

o   Supporting wellbeing and inclusion

o   Working towards Very Good for Learning, Teaching and Assessment

o   Improving Literacy and Numeracy for all

o   Improving our S3 Curriculum Experience - Career Education

o   Continuing to raise attainment across all measures

o   Developing Employability skills (including School Leaver Destination Return)

Consolidate:

o   Embed consistency of classroom routines

o   Refine learner pathways process

o   Continue to refine tracking and monitoring procedures

o   Continue to build positive relationships in line with our Rights Respecting School status

Understand:

o   What are the barriers to attendance and engagement?

o   How effective is our SCQF and Wider Achievement offer?

o   How can we make Assisted Arrangements more efficient?

The following definitions are used in this report:

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

Priority	Supporting Wellbeing and Inclusion
Desired outcomes	Data from the HWB survey is used to inform wellbeing conversations, interventions and support as well as inform the PSE programme. Continue to develop Literacy and Numeracy skills from P7 transition to SP, ensuring that every young person is supported to develop Literacy and Numeracy skills at the highest possible level. Improve S4 SQA Attainment in line with the WL RAISE Plan
What did we do?	Completed Health and Wellbeing Survey in PSE. Analysed HWB survey data and identify areas of focus from HWB survey to inform wellbeing conversations/targeted support/PSE Programme.
How did we measure?	Increased percentage of completion of HWB survey on previous years. Improvements between September 2024 and March 2025 in HWB results after interventions/support.
Impact on learners and / or staff	80.77% of young people completed the HWB survey. The majority of students indicated feeling safe 'all the time' or 'often' at school. The majority of students reported having an adult at school to speak with when worried or upset 'all the time' or 'often'.
Next steps	Continue to develop the PSE curriculum in line with priorities identified in the HWB survey and through pupil voice.

Priority	Working Towards Very Good for Learning, Teaching and Assessment
Desired outcomes	Almost all young people experience learning which is differentiated, and experience pace and challenge. Almost all young people are confident to take ownership of inclusion strategies.
What did we do?	CLPL provides depth of learning in differentiation by process, content, outcome and environment. Staff are supported through subject networks CLPL on digital tools for inclusion. Pupil training on CLPL tools for inclusion.
How did we measure?	Classroom observation data. Pupil focus groups. Staff feedback on CLPL/networks.
Impact on learners and / or staff	The majority of lessons have planned progression of tasks and activities that allowed differentiated learning to take place. Almost all staff have a good awareness of the needs of young people and use these to plan learning. In almost all lessons, learners experience a degree of pace and challenge. in less than half of lessons there is scope to increase pace and challenge.

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Next steps	Spotlight on differentiation through feedback. Continued focus on meeting learners' needs.

Priority	**Improving Literacy and Numeracy for All**
Desired outcomes	Integrate the development of Literacy and Numeracy skills across all curricular areas. Continue to develop Literacy and Numeracy skills from P7 transition to SP, ensuring that every young person is supported to develop Literacy and Numeracy skills at the highest possible level.
What did we do?	Implement targeted support programs for students identified as below expected levels. Enhance the data-driven system to identify baseline literacy and numeracy levels (Primary data, CAT, SNSA) embedded within a clear tracking and monitoring system.
How did we measure?	CfE Data. Senior Phase Data.
Impact on learners and / or staff	In our BGE attainment for all in literacy and numeracy increased at all levels. We are awaiting the Scottish government insight update for final Senior Phase literacy and numeracy figures.
Next steps	Maintain or improve across all measures.

Priority	**Improving our S3 Curriculum experience including career education**
Desired outcomes	Almost all young people experience pace and challenge in S3. S3 experiences and outcomes offer strong progression to the SP.
What did we do?	Subject Focus on S3 curriculum development. Curriculum development is strategically informed by the principles of curriculum design. VSE Programme looks at progress with S3 curriculum
How did we measure?	Number of pupils achieving L3 and L4 by the end of S3 increases. Number of pupils able to progress to N5 improves. Good practice in curriculum is shared.
Impact on learners and / or staff	The number of pupils reaching level 4 in S3 increased in 18 subjects. By November there was a mean average of 6% increase in pupils working at level 4. All staff undertook CLPL on principles of curriculum design. Our VSE programme baselined pace and challenge in S3 classes. All subject areas have employer links built into their curriculum.
Next steps	Focus on pace and challenge in S1/2.

Priority	**Continuing to raise attainment across all measures**
Desired outcomes	Improve S4 SQA Attainment in line with the WL RAISE Plan.
What did we do?	Utilise learner pathways data to ensure all young people can attain at the highest level.

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	Review and adapt the curriculum to ensure alignment with SQA requirements and areas for improvement. Parental engagement and communication – including exam preparation and study skills workshops.
How did we measure?	S4 attainment Measures. Feedback from parents/carers.
Impact on learners and / or staff	Few students indicated that school-related costs sometimes prevent progress in learning, either at school or home 'all the time' or 'often' (6.13% of student respondents). Our S4 results saw a 4.53% increase in pupils attaining 5 or more SQA Level 5s. Our S4 results saw a 2.01% increase in pupils attaining 5 or more SCQF Level 5s.
Next steps	Continue to maintain or improve across all measures.

Priority	**Developing Employability (School Leaver Destination Return)**
Desired outcomes	Almost all young people are aware of and can articulate the skills they are learning in their curriculum.
What did we do?	Focus on Data. Introduction of Collaborative Positive Destinations HUB.
How did we measure?	SLDR.
Impact on learners and / or staff	Leavers in a positive destination rose to 95.83%. All young people who engaged with the school's 'stepping stones' programme accessed a positive destination.
Next steps	Maintain positive destinations figure.

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How has the school been placing human rights and the needs of every young person at the centre of improvement priorities?

The school has continued to uphold its commitment to Rights Respecting Gold standard. Using the UNCRC, LGBTQ+ Gold criteria, cost of the school day strategies, and focus on equity we have maintained our focus on the rights and needs of every young person.

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