

Report of continuing engagement visit by Education Authority officers and ES inspectors during November 2016

1. The inspection

- 1.1 Inspectors from Education Scotland published a report on the quality of education in Liberton High School in March 2014. Subsequently the school, with support from the education authority, amended the school improvement plan to take account of the findings of the inspection. Education authority officers visited the school in March 2015 and November 2015 and reported on the school's progress.
- 1.2 Further to this Education authority and Education Scotland officers visited the school in November 2016 to provide support and assess the extent to which the school was continuing to develop the quality of its education, including the areas identified for improvement.
- 1.3 This report tells you how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. Areas for improvement from original report:

- *Ensure young people benefit from high-quality learning experiences in all lessons and have their learning needs consistently well met across the school;*
 - *Continue to build young people's confidence in identifying their own strengths and next steps through regular high-quality feedback;*
 - *Increase expectations of what young people can achieve;*
 - *Improve attainment at all stages.*
- 2.1 Overall, there had been continued improvements in young people's learning experiences since the original inspection. Young people continued to engage well and take responsibility for their own learning in lessons. A calm, purposeful atmosphere and an ethos of respect were evident in all aspects of the life of the school.
 - 2.2 The school had continued to improve its systems to track and monitor learners' progress S1 to S6. This had allowed them to identify and support those young people who were at risk of not attaining and achieving as well as they should. Notably there had been a reduction in pupils excluded from school and improved attendance. There was a clear focus on inclusion and equity and on improving the quality of learners' experiences.
 - 2.3 Staff had further developed and implemented strategies to raise attainment with a particular focus on literacy skills. Young people continued to make good progress in S1 – S3 and there were improved systems in place for staff to monitor this. In S4 there were important improvements in attainment, including in literacy and numeracy. Attainment was in line with schools serving young people with similar needs and backgrounds. In S5 and S6 there had been an improvement in the number of young people gaining an award at Higher and those gaining Advanced Higher in S6. The number of young people moving on to a positive destination had increased. The school was aware of the need to continue to maintain a focus on

improving young people's attainment, including the number of young people in S4 achieving five or more National 5 awards.

- 2.4 The school had further developed its approaches to improving the quality of its work. These were more rigorous and systematic. The headteacher had successfully built an ethos of collegiality, collaboration and partnership working to improve outcomes for learners. Across the school, there was a clear vision and commitment for sustained improvements in attainment with high quality of learning and teaching central to success in this. Rigorous self evaluation of learning and teaching had been embedded in quality assurance processes.
- 2.5 Staff were very positive about the school's approaches to self evaluation for self-improvement and understood their shared responsibilities for improving outcomes for all young people. They welcomed the opportunities to share and enhance their practice through a range of professional learning events within and beyond the school.

3. Conclusion

- 3.1 Overall, the school had taken important steps to address the areas for improvement from the original inspection and had progressed well. The school recognises that continuing to improve attainment for all young people, and in particular those most at risk of not achieving, remains a priority.
- 3.2 We are confident that the school has the capacity to continue to improve and will not publish further reports in connection with the 2014 Education Scotland, HMIE report.

City of Edinburgh Council Quality Improvement Team

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