

**REPORT TO: SCRUTINY COMMITTEE – 25 JUNE 2025**

**REPORT ON: EDUCATION SCOTLAND (HMI) RETURN VISIT – ST JOHN’S RC**

**REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

**REPORT NO: 206 – 2025**

**1 PURPOSE OF REPORT**

1.1 The purpose of this paper is to report on the findings of the Education Scotland, His Majesty’s Inspectors of Education (HMI) return visit to St John’s RC High School in January 2025.

**2 RECOMMENDATION**

2.1 It is recommended that the Scrutiny Committee notes the contents of this report.

**3 FINANCIAL IMPLICATIONS**

3.1 There are no financial implications arising from this report.

**4 BACKGROUND**

4.1 In November 2022, a team of His Majesty’s (HM) Inspectors from Education Scotland visited St John’s Roman Catholic (RC) High School. This was a full model inspection, focused on four quality indicators as well as safeguarding. Education Scotland published a report of their findings on 24 January 2023 and all four quality indicators were evaluated as Satisfactory.

4.2 In December 2023, the local authority made a progress visit to the school and found the school to be making significant progress.

4.3 HM Inspectors undertook a return visit in May 2024 and again in January 2025 to look at how the school had continued to improve its work in relation to these quality indicators; these return visits were in partnership with the Children and Families Service. Education Scotland published a letter of HM Inspectors’ findings on 20 May 2025 which has a link to the follow through report. (Appendix 1)

**5 RETURN VISIT - FINDINGS**

Key areas of progress

5.1 The culture of improvement is now clearly evident in the school. There is a clarity within the revised approach to school improvement planning which is providing clear direction. The Head Teacher and Senior Leadership Team promote a collegial approach with staff.

5.2 The school has developed a comprehensive Leadership and Management Package to support change and positive improvement at all levels.

5.3 The quality of learning, teaching and assessment continues to improve. Building on the positive relationships which are evident throughout the school, learners are engaged in purposeful tasks which are enabling them to progress.

5.4 Implementation of the St John’s Learning and Teaching Standard across learning is evident in most learning episodes.

- 5.5 Relationships data indicates that the majority of staff engage in ensuring that the relationships and behaviour policy is embedded in school, including reinforcing the school's expectations during lessons.
- 5.6 It is evident across the school and in the school's targeted provisions that there is a positive focus on inclusion. There have been significant improvements in the processes to track and monitor additional support needs and to ensure all young people have a sense of belonging.

#### Areas for Improvement

- 5.7 Continue to develop self-evaluation processes through more closely aligning the quality assurance calendar to the school improvement plan.
- 5.8 Continue to develop data literacy in staff, for example in relation to Insight data at department level and using BGE attainment level data to meaningfully inform progress.
- 5.9 Continue to develop approaches to differentiation in learning and teaching, consistently moving beyond differentiation by outcome.
- 5.10 Continue to develop learner pathways which meet the needs of young people and provide them with more opportunities to achieve.

### **6 NEXT STEPS**

- 6.1 St John's RC High School has made significant improvements in all areas identified in the original inspection of November 2022, and, supported by the local authority, the school through self-evaluation for self-improvement will continue to ensure progress on its learning journey. This process has allowed the school to articulate its strengths, identify in detail its next steps, and focus relentlessly on improving learner outcomes.
- 6.2 HM Inspectors wrote to parents and carers following their return visit to report their view that they are now confident that St John's RC High School has the capacity to continue to improve and they will publish no further reports in relation to the January 2023 Education Scotland inspection report.

### **7 POLICY IMPLICATIONS**

- 7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

### **8 CONSULTATIONS**

- 8.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

### **9 BACKGROUND PAPERS**

- 9.1 None.

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June 2025

## APPENDIX 1

### Dundee City Council Children and Families Service Scrutiny Committee Report St John's RC HS letter of visit



20 May 2025

Dear Parent/Carer

#### St John's RC School

In January 2023, Education Scotland published a letter on your child's school. The letter set out a number of areas for improvement, which we agreed with the school and Dundee City Council. We published a further letter in September 2024.

As requested, Dundee City Council has now provided us with a report on the school's progress. The progress report is available at [St John's RC School](#).

After reviewing the evidence and carrying out a visit to the school, we are now confident St John's RC High School has the capacity to continue to improve and we will publish no further reports in relation to the January 2023 Education Scotland inspection report. Officers from Dundee City Council will continue to work with the school to ensure progress continues.

HM Inspectors

## Follow through report for St John's RC High School, Dundee, January 2025

### Introduction:

St John's RC High School was inspected in November 2022. The report on the inspection by Education Scotland was published in January 2023. The school, with support from the Local Authority, prepared a full plan for improvement, which has been monitored throughout by an Education Manager and Education Officer. In December 2023 the school engaged in quality improvement visits across a week in relation to the points for action identified in the inspection report. This included Education Officers, a peer Head Teacher who is also an Associate Assessor and the lead of the Pedagogy Team. This involved observations of learning, focus groups with staff and learners, surveys of staff, learners and parents, review of policies and processes. The team determined that, overall, the school was making good progress towards all points for action and has a robust action plan to continue to drive this work forward. This report is available here: [St John's HS Progress Report - Jan24](#). Education Scotland followed up this report with short visits with local authority officers in May 2024 and again in January 2025.

Both the Head Teacher (HT) and staff have worked collaboratively with authority staff to take forward the areas identified as requiring improvement in the inspection report and this report summarises the progress made by the school in these areas since December 2023.

This progress report has been updated by the school in January 2025 following a revisit from the inspectorate and the local authority.

### Area for improvement 1

Senior and middle leaders should lead the development of a sustainable and manageable model for the leadership of change at all levels that leads to positive outcomes for all young people. This includes improving the thoroughness with which they identify strengths and weaknesses in the school.

How are we doing? (What has improved since the last inspection?)

The culture of improvement is now clearly evident in the school. There is a clarity within the revised approach to school improvement planning which is providing clear direction. The Head Teacher and Senior Leadership Team (SLT) promote a collegial approach with staff. Staff increasingly recognise that they are actively involved in decision making. The comprehensive self-evaluation processes are now a significant strength of the school, with the school improvement plan being clear and learner focused.

The school has developed a comprehensive Leadership and Management Package to support change and positive improvement at all levels. This provides a 'one-stop-shop' of guidance and expectations for Principal Teachers (PTs), a quality assurance calendar and a termly timetable of returns. This has been received positively by PTs.

The new processes for leading change include a greater variety of School Inquiry Groups, led by members of promoted and unpromoted staff. These groups use the Plan, Study, Do, Review methodology to implement change and improvement. Standing Committees and Improvement Committees are also a key part of staff and learner participation in improvement within the school.

Departmental Meetings have a clear strategic focus, and this is supported by the regular use of How Good is our School? (HGIOS?4) challenge questions. Principal Teachers of Guidance and of Curriculum regularly meet with their link Depute Head Teachers (DHTs), and the DHT attends departmental meetings on a regular basis. The HT meets weekly with SLT through business and strategic meetings, as well as regular one to ones to monitor progress of areas of strategic leadership. PTs and DHTs are positive about these improvements.

Learner voice continues to be increased in St John's RC High school. Four learners in S5 and S6 attend the City-Wide Pupil Voice council organised by a classroom teacher. Learners have also recently taken part in a survey on being 'Safe' in St John's RC High School – building on the Planet Youth data set from 2023/24 which was for S3 and S4 only. The HT also hosts learner focus groups at different times throughout the school session.

The Parent Council is small but active and keen to be involved in the wider life of the school. St John's RC High School also gathers parental views through questionnaires and surveys, through individual meetings to review learner's progress and through feedback forms. There is still more work to be done to involve parents and carers and gather their voices. The school also has an annual review with partners through focus groups and surveys which informs its School Improvement priorities.

Learners are in the process of deciding priorities to improve the school via a second round of participatory budgeting. Learners, parents and carers will be given the opportunity to complete

a Microsoft Form and 'vote' on what they would like to take forward. The Pupil Voice group is transitioning to a 'Pupil Parliament' so learners will become known as Members of the Pupil Parliament. This is to separate 'learner voice' gathered in learning conversations and feedback to emphasise their role in school improvement.

Information is being gathered at classroom and departmental level through surveys and Microsoft Forms and focus groups which is providing valuable feedback on learning and teaching. Learner voice is having an impact on improving the school and is now becoming a real strength.

How do we know? (What is our evidence of improvement?)

In a survey of staff, most staff have identified that they are actively involved in St John's RC High School's ongoing self-evaluation. This has increased from 78% in 2021/22 to 89% in 2024/25.

More learners report that the school listens to their views (increased by 9% since 2021/22), however, this continues to be an area for improvement.

In a survey of Parents and Carers more parents and carers feel that the school takes their views into account when making changes. However, like learners this has increased since the 2021/22 session and has risen from 34% to 41% - an increase of 7%.

Using the Glasgow Wellbeing and Motivational Profile learners are identifying positive change in their sense of agency. St John's RC High School has been tracking cohorts and individual learners over time, with an improving trend overall.

What are we going to do now? (How are we building on our work to ensure positive impact on learners?)

Continue to develop self-evaluation processes through more closely aligning the quality assurance calendar to the school improvement plan.

Consider reviewing the Inquiry Groups to be even more focused in future, eg an Insight Inquiry Group, an Attainment Inquiry Group, etc.

Continue to develop data literacy in staff, for example in relation to Insight data at department level, and using Broad General Education (BGE or S1-3) attainment level data to meaningfully inform progress.

Building on the school's strengths in relation to gathering learner voice, implement the new Pupil Parliament model and ensure the next round of participatory budgeting is completed successfully.

### Area for improvement 2

Staff at all levels should work together more effectively to improve the quality of learning, teaching and assessment. Their focus should include, as a priority, providing curriculum and learning pathways that meet the needs and aspirations of all young people.

How are we doing? (What has improved since the last inspection?)

The quality of learning, teaching and assessment continues to improve. Building on the positive relationships which are evident throughout the school, learners are engaged in purposeful tasks which are enabling them to progress.

Implementation of the St John's Learning and Teaching Standard across learning is evident in most learning episodes. Most learners are reporting that they feel schoolwork is hard enough and most staff report that learners are engaging in target setting learning conversations.

A School Inquiry Group (SIG) has responsibility for St John's Digital Standard for session 2024/25. The focus is to identify the digital baseline skills of staff within the school, identify support that can be offered to staff, and produce a St John's Digital Standard to further enhance learning and teaching.

Relationships data indicates that the majority of staff engage in ensuring that the relationships and behaviour policy is embedded in school, including reinforcing the school's expectations during lessons and ensuring that the majority of learners in the school have been recognised for their positive contributions.

A SIG has responsibility for raising awareness of the Schlechty Scale, a tool for measuring learner engagement. Staff responded to a questionnaire produced by the SIG which measured awareness, development needs and support required by staff to ensure that almost all have confidence in using the Schlechty scale to determine levels of engagement. The SIG is developing a plan to respond to staff needs, including providing a comprehensive summary of useful resources. The group hopes that using the scale to measure engagement will enable better targeting of learners within lessons.

Lindores House has been established to specifically target learners who struggle to attend and engage. Supports are put in place to help learners re-engage with learning through offering an enhanced curriculum.

A SIG has a responsibility to continue to develop the language of growth mindset across the curriculum, with staff and learners. A growth mindset phrase of the week was introduced and is shared in the bulletin, every day. This is discussed during Morning Check In (MCI). This session, the SIG will work with a few learners in S2 who have been identified as having a fixed mindset, parents/carers of these learners will also be invited to participate in evening sessions.

Professional Support Visits (PSV) documents, lesson plan and lesson feedback/focus group feedback were produced to reflect the St John's Learning and Teaching Standard. These documents are used for almost all PSVs. The documents strengthen the gathering of evidence and identifying next steps to improve learning and teaching, as well as consistency of approach across the school and all departments.

A Principal Teacher of Guidance and a SIG have responsibility for continuously raising awareness of meta-skills across learning. PSE lessons focusing on meta-skills, have been developed. Almost all staff have consulted with the DCC Pedagogy Team.

Almost all staff include meta-skills in their lessons and are aware of their responsibility to develop these for all learners, in preparation for the world of work. These have been included in the updated lesson plan and feedback forms used for PSVs.

Staff continue to have learning conversations with learners focussing on targets, this has been further facilitated by whole school tracking being made available to staff after each reporting episode.

Most learners are aware of their next steps and what they need to do to be successful. The updated PSV forms facilitate reporting of this.

Learner pathways are continuing to be adapted. This includes approaches to delivery of S3 courses. In S3 and S4, additional opportunities for gathering evidence for qualifications have been implemented, ensuring more learners are recognised for their learning.

There was a curriculum review in 2022/23 session to address learner pathways and align course choice for clear progression pathways. The learners who were the first beneficiaries of this are currently S4. Column choices from S3 – S6 have been aligned to ensure progression for almost all learners. Dundee and Angus College's offer was reduced from a universal offer to a targeted offer for S4 summer leavers only. The S1/ S2 curriculum structure remains under review in 2024/25 session.

Building on previous years a wider core team focusing on Developing the Young Workforce (DYW) and 16+ positive destinations is moving forward. Additionally, a core group is being formed city wide looking at positive destinations to ensure participation for all.

Supporting Learners database is being implemented and embedded. This has resulted in a change of practice in the BGE and Senior Phase for the Scottish Qualifications Authority (SQA) Assessment Arrangements policy which was externally verified by SQA.

St John's RC High School has improved processes (Learners at Risk) to communicate concerns to parents and support learners who are struggling to achieve in the Senior Phase. Learners in S5/S6 who have not obtained numeracy awards or can improve on them have been identified. Positive interventions have increased within the department and in partnership with the Supporting Learners department to provide further opportunities for learners to achieve.

House teams have been reviewing tracking and monitoring data for learners who are not on course to achieve 5@2 etc from S4 to S6. There are now new systems and processes to track and monitor progress. Supporting Learners Department are playing a key role in supporting the attainment and achievement of all with DHT Personal Support strategically leading the change. There has been a change to the tracking and monitoring processes to ensure that they are robust, and includes all learners.

How do we know? (What is our evidence of improvement?)

There has been an increase of 16% of learners who find work hard enough and an increase in 9% of staff reporting that learners are engaging in target setting conversations.



The majority of teachers (71%) have positively recognised learners for their contributions using the Over and Above Merit system. Most learners (88%) have either received an Expectations Merit or an Over and Above Merit this session.

30 learners have transferred to Lindores House with a further 11 learners remaining in the House group but being supported by Re-engage lessons. The attendance of learners is tracked from the beginning of their engagement with Lindores House and the majority of learners are showing an improvement in attendance.

The school continues to develop the language of growth mindset across the curriculum. It was evident in almost half (46%) of the learning episodes observed during term 2. A growth mindset phrase of the week was introduced towards the end of term 2, the impact of this will be measured through learner voice and PSVs.

SIG 2024/25, is targeting learners in S2 with a fixed mindset, they will engage in small group sessions organised by the SIG and Dundee FC. Parental engagement will be promoted and parents/carers encouraged to participate in evening sessions. The impact of this will be measured through feedback from the learners and families. The learners will complete the growth mindset survey for a second time, allowing us to measure impact.

Between terms 1 and 2, data gathered from PSVs indicates an increase of clear learning intentions (+9%) and success criteria (+3%) being evident in learning episodes. This will continue to be a focus and will be reported in high level messages arising from PSVs, each term.

In most (75.7%) learning episodes, learners discussed meta-skills and their purpose. This continues to be a focus across the school. The Personal and Social Education (PSE) programme has been adapted to include meta-skills lessons to raise further awareness. Almost all PSE class have covered this. Following PSV feedback, a few staff have been encouraged to work with the Pedagogy Team. Meta-skills posters are visible in almost all classrooms, and the school is piloting new ways of sharing these with learners.

In most (75.7%) learning episodes, learners could identify the skills they are developing and how these will be beneficial across other curricular areas and the world of work.

Following the amendment to the St John's Learning and Teaching Standard, the data gathered from PSVs reports an increase in staff checking for understanding.

Term two indicates almost all (92%) staff checked for understanding, with observers recording the use of formative assessment, peer assessment, self-assessment, one to one discussions with learners, group activities/tasks and hinge questions. Whilst the overall percentage remains the same, most (75.7%) did this consistently throughout the lesson, indicating an increase of nearly 30%.

Data gathered from staff, indicates an increase from 2023/24 (71%) to 2024/25 (80%) in staff agreeing that learners are involved in setting their learning targets.

Data gathered through PSVs reports that during term 2 most (84%) learner focus groups could describe their next steps and what they needed to do to achieve their targets, for example

practising past papers, attending supported study, developing skills and subject specific advice given by teachers.

What are we going to do now? (How are we building on our work to ensure positive impact on learners?)

Continue to develop approaches to differentiation in learning and teaching, consistently moving beyond differentiation by outcome.

Continue to develop learner pathways which meet the needs of learners and provide them with more opportunities to achieve.

### Area for improvement 3

All staff should continue to develop and demonstrate inclusive practice, to meet the wellbeing and learning needs of young people fully. Staff should continue to improve their understanding of their roles and responsibilities in ensuring wellbeing, equality and inclusion in order to improve outcomes for all young people.

How are we doing? (What has improved since the last inspection?)

It is evident across the school and in the school's targeted provisions that there is a positive focus on inclusion. There have been significant improvements in the processes to track and monitor additional support needs and to ensure all learners have a sense of belonging.

There is a consistency of expectations across the school. Feedback from young people and professional support visits indicates that learners can identify the school's expectations. The school's Relationships and Behaviour policy is helping learners to be recognised on a weekly basis for the positive contributions they are making to the school. This information is shared with parents each week. Increasing the opportunities to capture learner voice continues to be a focus for the school and is now a strength. Learners have participated in HT focus groups, professional support visit focus groups, pupil council and whole school surveys. The Rights Respecting School (RRS) Staff and Learner group will be leading the St John's Day of Culture in February. The RRS group is in the process of gathering views from learners, parents and staff so the diversity of cultures within the school community can be shared and celebrated.

The school has an extensive range of extra-curricular activities which are promoted throughout the school. The school continues to provide a free breakfast before school and at interval and provides an extensive extra-curricular programme which is free for all. Almost all S6 learners have completed Playground Peacemaker training and a new cohort of 22 S5 learners have undertaken training to become an Mentor in Violence Prevention (MVP) Ambassador. The school continues to promote the antibullying message of 'Spot It, Say It, Stop It' and focused on this in Morning Check In, PSE and lunchtime activities during Antibullying Week in November.

The restructuring of House Teams has taken place which has been shared with learners and families through assemblies, PSE and direct communication with home. This is providing greater flexibility in meeting the needs of learners.

There is an 'on-call' rota where a DHT/PT is on duty every period. During this time, the designated member of staff will help to monitor corridor and toilet safety. During break times corridors, toilets and social areas are regularly monitored by DHTs, staff volunteers and the learner leadership team. All learners attending PSE have been re-introduced to all the wellbeing indicators, including the wellbeing indicator 'safe' and how this affects them. 'Safe Spaces' for learners have been identified and an inquiry group is established to further improve in this area. The results of the Planet Youth survey have been shared with learners and this survey has been extended so that learners in PSE had an opportunity to complete the 'safe' questionnaire. Bullying concerns continue to be recorded on Seemis. A new method for gathering bullying and equalities feedback has been established.

Morning Check-in was implemented in June 2024. Learners have a ten-minute registration window where they meet with their MCI teacher, are informed of school news and are registered for school. Roles and responsibilities for attendance have been reviewed and updated this session.

Lindores House was established in August 2024, as part of the school House team restructure. Lindores House targets learners who struggle to attend school at all and learners who need targeted support to help them re-engage with learning. The 30 learners in Lindores House have the same dedicated guidance teacher and each learner has their own individual approach which can involve a flexible curriculum, learner support interventions and external agency support. Other learners may also access the supports of the Lindores house to provide additional support with attendance and engagement. Additionality to the curriculum has been created to encourage learners to re-engage with learning and receive targeted support for attendance and engagement. This includes a variety of curricular offers, delivered by teachers, support staff, Supporting Learners teachers and external agencies.

The full launch of the Supporting Learners Information Database allows staff across the school to access the information they need to support learners in their classes. Staff have been positive regarding this 'one-stop-shop' approach.

Almost all teaching staff have participated in training on Inclusive Practice and Decider Skills this session. Almost all learners have had an opportunity to complete a Glasgow Motivational Wellbeing Profile (GMWP) this session and learners who require additional support with their wellbeing have further opportunities to complete this. Assessment of wellbeing was a key focus in all PSE classes during term 1. New guidelines have been introduced to ensure that PTs of Guidance and support staff have access to the tools they need to help learners talk about their wellbeing. The school effectively uses partnerships with school counselling, NHS and Community Learning and Development (CLD) to support the wellbeing of learners. A thorough review of wellbeing assessment for targeted interventions has taken place. New processes were launched at the beginning of August 2024 with robust assessment information and outcomes for learners the key focus.

Feedback gathered from focus groups of learners is clear evidence that they know where they can access wellbeing support and who in school can help them.

#### How do we know? (What is our evidence of improvement?)

There has been an improvement in the number of learners reporting that the school listens to their views. There has been concentrated efforts this session for learners to understand their role in school improvement e.g. through focus groups, meetings with SLT and questionnaires.

The majority of learners (73%) also report that they have the opportunity to take part in clubs. The school runs an extensive programme of extra-curricular activities with learners encouraged to be included and active in all aspects of their development.

The promotion of the school's expectations was evident in almost all professional support visits undertaken since August 2024.

The majority of learners (65%) have received an Over and Above Merit since August 2024. This recognises learners who go over and above the school's expectations of being Ready to Learn, Respectful and Safe. The majority of teachers (71%) have participated in giving this recognition to learners. When they have received an Over and Above Merit, this is communicated each

week with home via an email. Almost all PTs have been making positive communication with home via phone calls, department postcards and emails

Data indicates that since the introduction of the new relationships and behaviour policy (February 2024), there is a more equal distribution of recorded behaviour concerns across Scottish Index of Multiple Deprivation (SIMD) quintiles. A tracking tool for Merits/Demerits has been developed and will be shared with all PTs this term.

The majority of learners (68%) report that they feel safe in school and most parent/carers (83%) report their children feel safe in school, which is improvement from the baseline data. The majority of learners (68%) also report that they are treated fairly and with respect by staff. There is much scope to further improve in this area especially supporting with peer relationships and further improve how the school deals with bullying concerns.

The school's anti-bullying message, 'Spot It, Say It, Stop It,' continues to be promoted around the school alongside the theme of this session's antibullying week which was 'choose respect.' During Antibullying Week in November, learners were given the opportunity to take part in a survey. 205 learners from across all year groups took part. Most learners (85%) identified that they would know what to do if they or someone they know was being bullied. When asked, the majority of learners were able to identify either the school's message or the theme of anti-bullying week.

Feedback taken from learners who have reported a bullying concern indicates that most learners believe that their bullying concern was addressed appropriately, that they were listened to and supported and that they were satisfied with the outcome of their bullying concern.

Learners have taken part in the Planet Youth 'Safe' Survey which breaks down the school into specific areas where learners feel most and least unsafe in the school building.

The overall attendance figures have remained consistent across the school. There is, however, evidence of improvement in S1-S3. There has been additional scrutiny on the school's attendance processes to ensure coding is accurate and that all absences are followed up at the earliest opportunity. The school needs to continue to promote attendance to learners, especially in S4 and S5 where there has been no improvement.

The establishment of Lindores house aims to target learners who struggle to attend or engage with school. The majority of learners who have moved to Lindores house have made improvements in attendance, especially those learners who were not attending school at all. There has been a coordinated approach from PTs of Guidance (PTGs), PT Supporting Learners, Pupil Support Workers (PSWs) and external agencies to supporting these learners which will continue to be reviewed.

Latecoming has been a focus of the school's Relationships and Behaviour policy and links to the first expectation of the school, 'Ready to Learn.' The data indicates that latecoming during the day has improved across the majority of year groups. This is also reflected in the relationships data which indicates a decrease in the number of catch-ups which are issued to learners by teachers. The focus for the school needs to be in encouraging being on time for school in the morning. Learners who are persistently late for school are highlighted to PTGs each week. Those with no mitigating factors are invited to attend a weekly catch-up with a DHT. This has

been used as an opportunity to gather learner feedback and establish reasons as to why learners are late to school and establish what the school can do to help.

Data collected from the GMWP indicates that the majority of learners across the school have a positive score for all areas of wellbeing. There has been improvement against the baseline in all year groups of learners reporting that they are respected and responsible, indicating that most learners in the school feel that they are in control of their own behaviours and goals.

The school is developing its approach to inclusive practice and has introduced the Inclusive Practice Standard to learners and staff. This session a cross-section of learners from all year groups and almost all staff have had the opportunity to share their views and work with the Pedagogy Team on two aspects of the Standard – physical environment and resources. This is helping staff at all levels understand their own role in ensuring wellbeing and inclusion of learners.

During session 2024-25, improvements have taken place to strengthen the processes for allocating targeted support for wellbeing. Decisions are based on wellbeing assessment information (baseline of GMWP and Wellbeing Web) which informs intended outcomes for learners. So far this session, there have been 103 school support team referrals for a targeted intervention to support with a wellbeing concern. 18 learners have completed a supported intervention. Most learners (77%) with a completed support intervention have made progress towards the intended outcomes.

Teachers of Supporting Learners have a caseholding role, linking to the House teams in the school. 58% of the school's learners are included in the Supporting Learners database, with 13% of those learners having an Addressing Barriers to Learning (ABLE) plan. The Supporting Learners team has recently introduced an Establishing Needs form to have a robust understanding of the learning and wellbeing needs of learners requiring additional support.

Learners were surveyed and the data showed that most learners say that they are encouraged by staff to do the best they can (75%). This is an increase of 17% since 2021/22. Most learners also agree that staff help them to understand how they are progressing. This is a 21% increase since 2021/22. Most staff also agree that learners are involved in setting their learning targets. This is a 10% increase since 2021/22.

The school's ambition is to exceed their Virtual Comparator (VC) across all key breadth and depth indicators in S4, S5 and S6 from the S4 roll. In S4 a few learners leave with less qualifications at 5@3. Recent structural changes to the House system and introduction of two new house groups with the DHT Personal Support leading the strategic change have the potential to make a significant difference. This has also resulted in a more rigorous and robust tracking and monitoring system that is systematically reviewed by House teams. The changes to tracking learners and targeted interventions offered by Lindores House and Supporting Learners Department is highlighting positive change moving forward.

There has been improvement and the poverty related gap between the VC and St John's RC HS for those learners who are trying to achieve 5@5. This has reduced by 7% with a 1% gap between St John's and the Virtual Comparator.

In S6 there has been improvement in learners leaving with 1@6. This is partly because of course choice and identifying learners with no Higher and encouraging them to take forward a Level 6 qualification – an increase of 12%. For leavers in S4 the offer for those who display the necessary skills to be presented at Higher in subjects continues to be rolled out. There is no difference between the school and the Virtual Comparator for 3@6 and 5@6 – an increase of 10% and 7% on 2022/23 respectively. In 2023/24 St John's had the highest number of Level 7 qualifications in the last 8 years across 1@7, 2@7 and 3@7. 17% of S6 based on S6 gained a Level 7 award.

The number of learners leaving school into a positive destination is increasing. The local authority's stretch aim is 93% which the school has consistently been above since 2021/22.

What are we going to do now? (How are we building on our work to ensure positive impact on learners?)

Continue progress with the implementation of DCC's inclusive practice standard. This should allow the school to reduce the number of individual ABLe plans over time.

Fully implement the relationships and behaviour policy and embed for consistency across the school, ensuring inclusive approaches are evident across learning.

Continue to improve attendance and latecoming as a priority.

#### Area for improvement 4

Staff should, as planned, review their approaches to equity funding to ensure they appropriately target the young people for whom the Pupil Equity Fund (PEF) is designed. Staff should demonstrate, through better tracking and monitoring, how young people living at economic disadvantage attain better outcomes as a result of this additional funding.

How are we doing? (What has improved since the last inspection?)

The school has continued to develop effective and rigorous analysis of attainment versus deprivation data. Interrogation of Baseline Data has allowed us to identify gaps in:

- Achievement of a level in Literacy and Numeracy at the end of S3
- Level 4 and Level 5 Literacy Levels for Leavers
- Insight Tariff points for Leavers
- Breadth and Depth Measures
- Attendance and Exclusion
- Staying on Rates and Positive Destinations

Baseline data is used to track the efficacy of universal strategies and targeted interventions through a wide range of measures, linked to the School Improvement Plan and the PEF Plan. This is supported by the school's own PEFIT tool which enable the school to measure impact.

The school reviews and evaluates interventions and strategies based on data and these are extended or discontinued as a result of evidence.

How do we know? (What is our evidence of improvement?)

In the BGE, S3 attainment levels have improved. Whilst there is no improvement in closing the gap there has been a significant increase in those who achieve a level within the school's most deprived grouping:

- Listening and Talking: Increase in SIMD 1 Level 3 or better from 74% to 83% and at Level 4 from 39% to 50%
- Reading: Increase in SIMD 1 Level 3 or better from 74% to 83% and at Level 4 from 38% to 50%
- Writing: Increase in SIMD 1 Level 3 or better from 77% to 83% and at Level 4 from 35% to 50%
- Numeracy: Increase in SIMD 1 level 3 or better from 56% to 73% and at Level 4 from 40% to 55%

In the senior phase, there is an improvement in those achieving literacy and numeracy Level 4 from 12% gap to 8.8% gap. There is an improvement in those achieving literacy and numeracy Level 5 from 31% gap to 24% gap

In relation to complementary tariff scores, there has been a reduction in the gap for the bottom 20%, middle 60% and top 20%



In terms of breadth and depth attainment for leavers, there has been a positive reduction in the gap for almost all measures.

In terms of breadth and depth attainment for S4, S5 and S6 cohorts, there has been a positive reduction in the gap for all measures.

Whilst there has been a slight increase in attendance for SIMD 1 (less than 2%) there has been no reduction in the gap at any stage except S6.

Staying on rates remain stable in comparison to the Baseline Data (2021-22). However, there is improvement on staying on rates from the year before the baseline was established.

For positive destinations, the gap has reduced and is much better than Dundee City Council's stretch aim.

For exclusions, there is an improvement in both the incidents that resulted in exclusion and the poverty-related gap.

From the school's interrogation of the data it is clear that one of the biggest impacts on the poverty related attainment gap is attendance. Also the most deprived are most likely to leave in S4. These have not improved as had been hoped and so additional funding has been allocated to increase interventions and support the work of a new house (Lindores) in the school to support those who are not present in their learning.

There has been an increase in the most deprived who have achieved level 3 or better by the end of S3 but the gap remains. The school has funded staff and provides additional resources to have a specific focus on improving this.

Level 4 and 5 leavers data demonstrates a reduction in the gap in the Senior Phase. In Senior Phase attainment there has been a reduction in the gap in almost all the measures above.

Positive destination figures also demonstrate a reduction in the gap.

What are we going to do now? (How are we building on our work to ensure positive impact on learners?)

Continue to use the school's own PEFIT tool to ensure rigorous evaluations of PEF interventions.

## Conclusion

St John's RC High School has made significant improvements in all areas identified in the original inspection of November 2022, and, together with the local authority, the school through self-evaluation for self-improvement will continue to ensure progress on its learning journey. This process has allowed the school to articulate its strengths, identify in detail its next steps, and focus relentlessly on improving learner outcomes.