McLaren High School

Standards & Quality Report
Session 2024/25

Inclusivity | Community | Kindness | Growth

School Context

Educational Context

Founded in 1892, McLaren High School has a proud tradition of delivering quality education with a clear sense of purpose. Nestled on the southern edge of Callander, McLaren High is the only secondary school located within the Loch Lomond and Trossachs National Park. With Ben Ledi overlooking the farmlands along the River Teith, the school provides an inspiring setting for both learning and personal growth.

Extensive renovations have equipped McLaren High with state-of-the-art facilities, fostering an excellent environment for both pupils and staff. As a non-denominational school with a current roll of 670 students, McLaren High serves pupils from eleven primary schools within our 'Learning Community', as well as those who join through parental placing requests.

At the heart of McLaren High is a highly professional teaching and support staff, who hold high expectations for each pupil – 'Be Prepared', 'Be Ambitious' and 'Be Respectful'. We are deeply committed to working in partnership with parents to challenge and support our students, ensuring they thrive academically and grow into confident, well-rounded young adults.

We are confident that the young people leaving McLaren High will be equipped to make a meaningful impact — whether locally or globally, from the domestic stage to international arenas. In conversations with new or prospective parents, many express aspirations for their children to receive a 'well-rounded' education. At McLaren High, we share this vision, and our educational promise reflects our commitment to nurturing the skills and qualities that the modern world demands.

Evidence from government reports and feedback from employers reinforces the importance of developing young people who are not only specialists in their fields but also practical "doers" with strong communication skills. The qualities of resilience, determination, leadership, collaboration, and social responsibility are precisely what today's world needs — and these are the very dispositions we strive to cultivate in our students.

This ethos is woven into the fabric of our school, upheld by our teaching staff, and cherished by our alumni. Many former pupils return to share their enduring sense of belonging to McLaren High, and we are proud of the strong community spirit we foster. We hope that all who pass through our doors will look back on their time here with pride and affection.

Our Journey to Refreshing McLaren High School's Vision and Values

At McLaren High School, our core purpose is to nurture, inspire, and empower every member of our community. In June 2024, a short-life working group was established to review and update our vision and values. We took 6 months to complete a comprehensive survey to students, staff and parents, which would inform our next steps. We wanted to ensure they resonated with our community's aspirations while aligning with Scotland's Curriculum for Excellence and HGIOS 4 standards of highly effective practice. These will guide our decisions, shape our relationships, and ensure that every pupil has the opportunity to thrive.

We engaged with staff, students, and parents to gather their perspectives, and identify recurring themes. Across all groups, key principles emerged, rooted in our collective experience and aspirations for the future.

Prioritising Our Values

1. Inclusivity: The Foundation of Our School

Inclusivity is our top priority because it ensures every pupil feels valued and supported, regardless of background, ability, or circumstance. By fostering inclusivity, we create a school environment where no one is left behind, laying the groundwork for all other values to thrive.

2. Community: Building Strong Connections

When everyone feels included, we can work together as a cohesive and supportive school family. Community is about fostering collaboration, trust, and shared purpose among pupils, staff, and parents. The collective strength helps us face challenges and celebrate successes together.

3. Kindness: Nurturing Compassion

Kindness is the glue that binds inclusivity and community. Through compassion, empathy, and mutual respect, kindness ensures positive and constructive relationships. It teaches pupils to value others and resolve conflicts peacefully, creating a nurturing atmosphere for all.

4. Growth: Achieving Our Potential

Growth is the natural outcome of living by our values. With inclusivity, community, and kindness in place, pupils are empowered to achieve personal and academic success. Growth is not just about academics—it encompasses emotional, social, and character development, and preparing young people for life beyond the classroom.

Why This Order Matters

Our prioritisation of these values helps us focus on what matters most: creating a safe, welcoming, and supportive environment where every pupil has the opportunity to succeed. Inclusivity lays the foundation, community brings us together, kindness sustains our relationships, and growth is the result of these combined efforts.

By embracing these values, McLaren High School remains a place where everyone can belong, contribute, and excel. Together, we are building a brighter future for all our pupils.

Our Revised School Motto – 'Rooted in Nature, United in Community, Growing in Kindness.'

In essence, the motto weaves together our school's location, its ethos of collaboration, and its focus on personal and collective growth, making it a powerful and fitting representation of our school.

We are proud of this refreshed vision, which honours our heritage while looking forward to an exciting future. It sets a clear and inspiring direction for all of us—students, staff, parents, and the community—to grow and thrive together.

New Vision Statement

'In the heart of the Loch Lomond and Trossachs National Park, we strive to create an inclusive and caring community where every individual grows in knowledge, character, and kindness. Rooted in nature and united in community, we prepare our pupils to thrive in a changing world while fostering respect for one another and our environment.'

Progress for the Session

School Priorities

School Priority 1: Learning, Teaching and Assessment

Progress

- All staff engaged in the moderation cycle through staff meetings, with self-evaluation carried out using Mentimeter.
- Consistent whole-school messages were agreed, focusing on:
    1. Pupil opinion informing future planning for learning and teaching.
    2. Consistency in planning across all faculties.
    3. Pupils understanding what they are learning, why they are learning it, how they will be successful, their next steps, and the level they are working at.
    4. Teachers using a range of assessment approaches to gather evidence to support professional judgements.
    5. Feedback being central to learners understanding where they are, where they are going, and how to get there.
    6. Reporting clearly highlighting progress and next steps.
    7. All teachers engaging with CPD opportunities to strengthen learning, teaching, and assessment.
- CPD provided on the use of Learning Intentions/Success Criteria, plenaries, and effective feedback.
- Assessment calendars were embedded within faculties, ensuring assessment is integral to planning.
- Reporting systems were revised to better align with school expectations and support staff wellbeing.
- A new Learning and Teaching website was established, providing a central hub for CPD, professional reading, research links, and sharing of effective strategies.
- Staff trios engaged in two rounds of reciprocal visits using the "10 Features of Excellent Learning and Teaching" framework to inform PRD discussions and professional enquiry.
- Initiatives such as "Pastries and Pedagogy," learner visit discussions, and faculty link meetings promoted collaborative professional learning and sharing of practice.

Impact

- Staff demonstrate increased knowledge and confidence in applying the moderation cycle.
- Whole-school agreement on expectations has created greater consistency in planning across all faculties, evidenced through planning documentation.
- All faculties developed systems to gather pupil feedback on learning and teaching, with changes implemented and shared through a **'You said… We did…'** approach.
- Posters outlining learning expectations are displayed in all classrooms. Learning visits and pupil surveys show improved consistency in the use of Learning Intentions/Success Criteria, plenaries, and feedback.
- Pupil survey evidence shows more learners in the BGE now feel confident about the level they are working at and what they need to do to progress.
- The updated reporting system provides clear, specific progress and next steps while supporting staff wellbeing.
- Staff engagement in CPD and professional enquiry has increased, with evidence of greater collaboration, reflection, and sharing of effective practice across the school.
- Staff trios and reciprocal visits have supported professional dialogue, reflection, and direct impact on classroom practice.

Next Steps

- Strengthen pupil voice in Learning, Teaching and Assessment through:
    - Establishing a Pupil LTA Committee.
    - Embedding pupil feedback systematically into faculty and whole-school planning.
- Ensure moderation of planning is embedded in annual school and faculty calendars.
- Increase consistency across faculties in the use of visual displays and practical exemplars of 'what achieving a level looks like'.
- Provide further CPD on formative and summative assessment.
- Develop digital learning logs to give pupils ownership of their learning, enabling them to record achievements, feedback, and next steps. This will also strengthen parental engagement by allowing families to access and contribute to their child's learning journey.

School Priority 1: Embed L & T Quality Assurance programme

Progress

- All teachers will engage in LTA visits to learn from each other and share best practice.

Impact

- Staff trios, 2 visits took place. Staff use the 10 features template; engage in discussions, completed google forms. LTA visits inform PRD planning and discussions.

School Priority 1: Continue to embed the agreed McLaren features of Excellent Learning and Teaching

Progress

- The **10 Features of** Excellent Learning and Teaching were revisited regularly at Learning and Teaching staff meetings to ensure a consistent, whole-school focus.
- Staff CPD concentrated on Feedback, with professional reading, discussions, and engagement with a wide range of resources available on the Learning and Teaching website.
- Whole-school pupil evaluations on feedback were carried out, with findings shared and discussed with all staff.

Impact

- All staff are now familiar with the 10 Features of Excellent Learning and Teaching, and these are referenced consistently in professional dialogue.
- 93% of staff reported engaging in professional reading around feedback, demonstrating a strong culture of professional enquiry.
- 76% of staff reported trialling a new form of feedback in their classroom practice following CPD.
- Staff have broadened their use of feedback strategies, including rubrics, instant feedback, peer feedback, traffic-lighting, verbal, written, and visual methods, which has improved pupil understanding of progress and next steps.
- Pupil surveys indicate that learners are increasingly aware of the types of feedback they receive and are able to use this feedback to make improvements in their learning.
- Evidence from planning documentation shows those teachers have adapted their practice in response to pupil feedback, supporting greater learner engagement and progression.

School Priority 1: Increased understanding of Literacy and Numeracy Levels across the BGE

Progress

- Introduction of Literacy and Numeracy Leads

Impact

- Literacy rubric developed and used by all subject areas.
- Successful literacy week
- HMIE Thematic inspection feedback (please refer to wider achievements section)

School Priority 1: Supporting staff development in Learning, teaching and assessment

Progress

- Introduction of professional enquiry.
- Time given to allow staff to engage in all aspects of professional enquiry.
- Staff to choose an enquiry question linked to the SIP.

Impact

- All teaching staff engaged fully with the **professional enquiry process**, contributing to a culture of collaboration and continuous improvement.
- Good practice was shared at a whole-school showcase event and through collaborative 'speed dating' discussions, allowing staff to exchange experiences and strategies effectively.
- Evidence from learner visits demonstrates that improved learning and teaching strategies have been embedded across classrooms.
- All research findings have been collated and made accessible to staff, supporting sustained professional learning.
- 96% of staff reported feeling part of a whole-school culture of enquiry and improvement.
- Staff confidence in professional enquiry increased significantly: while 66% felt confident before**,** 100% reported confidence in carrying out an enquiry again after completing the process.
- Staff also highlighted the value of collegial support: 100% of staff agreed/strongly agreed that they felt supported by colleagues and school leaders during their enquiry, compared with 58% before.
- 89% of staff agreed/strongly agreed that the "speed dating" format was enjoyable and that the professional dialogue had a positive impact on their classroom practice.

Next Steps

- Develop a shared directory of staff expertise to highlight colleagues who have demonstrated good practice in specific areas of learning and teaching, enabling peer-to-peer support and professional learning.
- Continue to embed professional enquiry as a core feature of school improvement by ensuring that outcomes are consistently linked to the 10 Features of Excellent Learning and Teaching.
- Provide further opportunities for cross-faculty collaboration and sharing of enquiry outcomes to strengthen whole-school consistency and impact on learners.

Priority 2 – Health & Wellbeing

Key Actions

- Enhance communication with parents and carers regarding available health and wellbeing (HWB) support.
- Maintain a strong focus on staff health and wellbeing.
- Trial a system to track the HWB of all young people using wellbeing indicators.
- Review and improve HWB reporting and tracking processes.
- Redevelop the S5/6 HWB curriculum to ensure it meets learners' needs.

- Establish a whole-school focus on resilience.

Progress and Impact

- Information for parents and carers on HWB support has been refreshed, with updates underway on the school website to improve accessibility and clarity. This collaborative work with parents/carers is strengthening engagement and understanding of available support.
- Staff wellbeing remains a priority. Regular opportunities for informal connection, such as tea and coffee sessions, and a dedicated wellbeing section on the staff website, have contributed to a more positive staff culture.
- The Glasgow Motivation and Wellbeing (GMWB) profile was successfully introduced for S1–4 pupils. Analysis of results provided valuable insights into pupil wellbeing, guiding future planning.
- A new system for tracking progress in HWB classes has been developed. This will support more accurate reporting and better dialogue between staff, pupils, and parents/carers.
- The S5/6 HWB curriculum was refreshed and improved through updated course materials and greater consistency in delivery. Early feedback indicates improved engagement and relevance for learners.
- Work on resilience has begun, with targeted support delivered to specific groups. Staff are exploring approaches to embed resilience building more meaningfully across all year groups.

Next Steps

- Complete the website updates and actively promote them to ensure parents/carers can easily access relevant information.
- Continue to nurture staff wellbeing initiatives and explore additional ways to support professional resilience.
- Extend the GMWB profile to all year groups, implementing it twice annually to track changes over time.
- Finalise the rollout of the HWB tracking system and provide staff training to ensure consistent and accurate reporting.
- Further develop and evaluate the S5 curriculum, ensuring progression from the refreshed S6 course.
- Identify and implement a sustainable, school-wide approach to promoting resilience in all pupils.

Priority 3 – Ethos

Key Actions

- Refresh Vision & Values.
- Embed the revised Promoting Positive Relationships Policy.
- Develop greater pupil leadership opportunities.

Progress and Impact

- Vision & Values created in collaboration with staff, pupils and parents.
- The revised Promoting Positive Relationships Policy, launched in May 2024, has been embedded successfully across the school. Staff are applying it consistently, contributing to a more positive and respectful school environment.
- Two Project Lead roles were established to lead the inaugural Pupil Parliament, ensuring meaningful pupil voice across the school. The system has been reviewed, and refinements are being implemented to enhance impact in the coming year.

Next Steps

- Short- Life Working Group created to embed vision and value across the school.
- Continue to monitor the implementation of the Promoting Positive Relationships Policy and refine practice where required.
- Build on the success of the Pupil Parliament by expanding leadership opportunities and strengthening pupil involvement in school improvement.

Priority 4 – Inclusion
Key Actions

- Complete the setup of Katrine House within its new learning environment.
- Continue to focus on improving attendance with a target of 92%.
- Improve outcomes for care-experienced young people.
- Implement revised staged intervention (SI) procedures.

Progress and Impact

- Katrine House has successfully transitioned into its new learning space and continues to be a valued part of the McLaren community, fostering strong reciprocal links between pupils.
- Attendance rose slightly to 89.8%, showing early signs of improvement. Updated procedures and regular attendance meetings have strengthened monitoring and intervention processes.
- Our care-experienced young people continue to be well supported, with strong pastoral connections and individualised approaches ensuring their needs are met.
- Stirling Council's revised SI paperwork was agreed in June 2025, and plans for implementation within the school have been developed in consultation with staff.

Next Steps

- Sustain and enhance the integration of Katrine House within the wider school community.
- Continue to embed improved attendance tracking procedures, using data to inform early intervention and target support to raise attendance towards 92%.
- Maintain focused, personalised support for care-experienced young people, ensuring continuous review of outcomes.
- Fully implement the new SI processes and monitor consistency of practice across the school.

Priority 5 – Raising Attainment - Literacy & Numeracy
Key Actions

- To establish project lead posts and working groups, and to increase staff confidence in planning, delivery, and achievement of levels for literacy and numeracy.

Progress and Impact:

- Project leads and working groups were established for both literacy and numeracy. The literacy group gained strong early momentum, which was successfully sustained throughout the year. Due to a significant number of competing initiatives in the early part of the session, numeracy development did not progress at the same pace.
- Staff understanding of *literacy across the curriculum* has increased significantly, supported by professional dialogue, collaborative planning, and the sharing of effective practice. Posters and rubrics for *Listening and Talking* are now in place across classrooms and subject areas, supporting consistent judgements and a shared language of learning.
- A whole-school **Literacy Week** celebrated literacy through a five-day programme of engaging cross-curricular activities.
- Robust tracking systems are now embedded, enabling earlier identification of need and timely intervention.

- Our recent **thematic inspection** commended the quality and impact of this work.

Next Steps:

- **Literacy:** Fully embed the use of *Listening and Talking* rubrics across all subject areas. Extend the focus to include *Reading* and *Writing* through the development of shared rubrics, exemplars, and supporting resources.
- **Numeracy:** Gather evidence of numeracy across all subject areas to support the introduction of numeracy rubrics school-wide. Develop a **Maths and Numeracy Week**, modelled on the success of Literacy Week, to raise the profile of numeracy across the curriculum.
- Strengthen early interventions by shifting the focus from S4 to mid-S3, ensuring literacy and numeracy needs are addressed at an earlier stage.

Priority 5 – Raising Attainment - Additional Assessment Arrangements (AAA)

Key Actions

- To review AAA procedures, formalise the AAA Policy, and explore the use of digital SQA papers and Read & Write software to support young people.

Progress and Impact:

- A revised **AAA Policy** is now in place and has been very well received. Quality Assurance meetings during the February Inset confirmed strong, consistent evidence across all faculties. Staff now demonstrate a much clearer, shared understanding of AAA processes, evidence requirements, and responsibilities.
- Clear instruction guides for **Read Write** software have been produced, enabling young people to access digital support with confidence and independence.

Next Steps:

- Update aspects of AAA procedures to align with the **revised SQA QA requirements** (June update).
- Introduce earlier training in S1–S3 to build pupil confidence in using digital supports well in advance of senior phase qualifications.

Priority 5 - Raising Attainment

Key Actions

- To improve the quality of passes at National 5, Higher, and Advanced Higher (moving Cs to Bs and Bs to As), ensure early identification of pupils at risk of not attaining, and embed qualifications and pathways discussions within tutorial periods.

Progress and Impact:

- The overall **A–C pass rate** at both National 5 and Higher increased, reflecting stronger outcomes for learners. There remains scope to further increase the proportion of top-grade passes.
- Regular **Raising Attainment meetings** have strengthened tracking and dialogue around pupils at risk. Following the October break, a programme of after-school **Study Support** was launched with strong pupil engagement. Improved communication with parents and pupils has enhanced awareness of the range of support available.
- **Powering Futures** was successfully delivered in one wider achievement column, offering meaningful accreditation and skills recognition. Opportunities in other tutorial groups were more limited due to smaller pupil numbers.
- Faculty discussions increasingly focus on ensuring pupils are on the most appropriate pathways aligned with their strengths and aspirations. The introduction of a **Skills Academy** in every S4 column and the significant rise in uptake of **NPAs** highlight the success of broadening the curriculum and increasing learner choice.

Next Steps:

- Strengthen tracking for the **lowest 20% of S4** through individual intervention logs, ensuring all support—from CYP, LD1, and in-class strategies—is consistently recorded and evaluated for impact.
- Target the **top 20% of S4** earlier in the year, with class teachers working to support pupils towards achieving seven National 5 A passes. Strengthen early identification of pupils who may face challenges at Higher, with information shared promptly with Curriculum Leaders to inform faculty planning.
- Implement comprehensive **senior phase tracking**, enabling earlier identification of pupils who are not yet on course to achieve their potential and increasing the frequency of attainment-focused discussions at all levels—within faculties, link meetings, and SLT.
- Use Curriculum Leader meetings to monitor progress of both the top 20% and lowest 20% in S4 and S5, ensuring targeted support and challenge.
- Improve tracking of **Literacy and Numeracy passes** at Levels 4, 5, and 6 across S4–S6.

Wider Achievements

In March, McLaren High School was selected to take part in in a Thematic Inspection of English and Literacy and the inspection team shared the following findings:

General Points about the School:

- Hugely impressive ethos — culturally very strong, with a focus on values and rights.
- Young people were a real pleasure to speak with.
- Positive staff relationships — every conversation with staff was welcoming and constructive.
- Leadership at all levels is seen as positive and cohesive.
- The school has a clear and positive direction of travel.

Specific Highlights:

- Noticeable cultural shift within the faculty over the last two years, with increased aspiration and a more informed approach to creating appropriate pathways.
- In the classroom, teachers demonstrate a strong knowledge of their young people, fostering highly positive and trustful relationships.
- Reading is emerging as a strength, supported by strategic planning and thoughtful implementation.
- Lessons were observed to be thoroughly planned, with successful use of digital contexts and good quality feedback to pupils.
- Young people are confident in their learning and have a clear understanding of their progress and next steps.
- Positive examples of literacy across subjects beyond English were highlighted, with both staff and pupils able to identify where literacy plays a key role.
- The Library was singled out as a fantastic resource, with potential to be recommended as an area of outstanding practice — a testament to the pupil involvement and the meaningful way it supports learning.

Sharing Good Practice Summary – The New S.T Connell Library

During 2024/25, McLaren High School transformed its approach to literacy by developing the new **S.T Connell Library**, a pupil-led project that has significantly strengthened reading culture across the school.

Previously, our library was underused due to its location, limited space, and staffing challenges, with closure scheduled in 2022/23. However, through pupil voice, staff collaboration, and leadership support, the school reimagined the library as a central, vibrant learning hub. Library Ambassadors

played a key role in shaping the design and ethos of the space, ensuring it was welcoming, comfortable, and relevant to young people's needs. Their vision included quiet reading areas, book-to-screen clubs, and opportunities for author visits.

PEF funding, faculty resources, and a successful Reading Schools Fund application, enabling the creation of a modern library booking and tracking system, supported the project. This not only monitors borrowing patterns but also provides data to inform targeted interventions and resource purchasing. Pupils' enthusiasm for the library has been recognised through awards for top borrowers and celebrated through regular engagement events.

The impact has been substantial. The library now underpins whole-school literacy priorities, supports cross-curricular learning**,** enhances primary transition, and strengthens parental engagement. Evidence shows increased borrowing levels, particularly among S1 and S2 pupils, and positive pupil feedback highlights the library as a valued safe and inspiring space. In addition, senior pupils have been able to link their leadership roles within the library to SCQF-accredited qualifications**.**

This initiative has positioned the library as a central driver in McLaren High School's **Reading Schools journey**, embedding a culture where reading for pleasure is celebrated, accessible, and impactful for learners.

UNICEF Silver Rights Respecting Schools Award

This session, UNICEF awarded the Silver Rights Respecting Schools Award McLaren High School, in recognition of our commitment to placing children's rights at the heart of our school ethos and culture. The award acknowledges the work we have undertaken to ensure that our values of Inclusivity, Community, Kindness, and Growth are lived out daily in the life of our school.

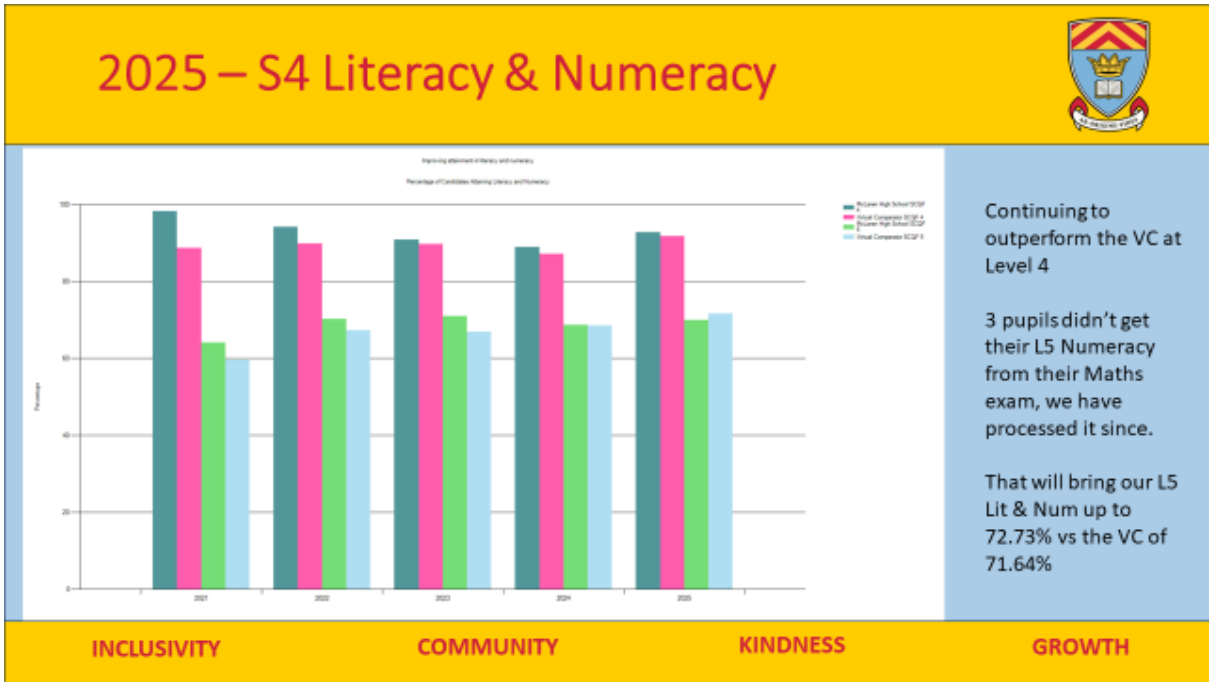
Being a Rights Respecting School reinforces our belief that every young person has the right to feel safe, valued, and heard. Through embedding the language and principles of children's rights in our classrooms, assemblies, and restorative approaches, pupils are increasingly aware of both their own rights and their responsibility to respect the rights of others. This work strengthens our inclusive practice, ensuring that every learner is supported to participate fully in school life.

The Silver Award also reflects the strong sense of community within McLaren High School, built on positive relationships among pupils, staff, families, and partners. By engaging with rights-based education, we have deepened our culture of kindness, encouraging pupils to show respect, empathy, and care towards others. Furthermore, the focus on rights underpins our commitment to growth, supporting young people to develop into responsible, ambitious citizens who are prepared to contribute positively to society.

Achieving Silver is a significant milestone for McLaren High School. It demonstrates the progress we have made in embedding rights-based practice, while also providing a clear pathway towards achieving the Gold Rights Respecting Schools Award in the future. This work will continue to shape our ethos, our approaches to learning, and our vision for a school where every young person thrives.

Literacy & Numeracy Attainment

- In session 2023/24, we were able to offer a Friday afternoon to support some of our non-attenders in completing English and Maths work off-site at Callander Youth Project.
- In 2024/25 from January we were able to offer additional Wednesday afternoon sessions
- From 2025/26 we are continuing to offer Wednesdays and Fridays from the start of the session
- This mainly focused on Level 4 Literacy and Numeracy qualifications, and therefore despite seeing a rise in non-attendance at school, we did not see a corresponding fall in our L4 Literacy / Numeracy data.
- The majority of those pupils targeted were S1-S4 pupils and therefore we have not seen this support reflected in our data for S5/6.
- The Inspection Team who visited in March 2025 praised the school approach to Literacy. The approaches and interventions applied for Literacy are now being utilised for Numeracy and other subject areas.



2025 – S5 Literacy & Numeracy

Interventions put in place last year to capture L4/L5 Literacy are now in place for L4/5 Numeracy, this will see S5 numbers rise over coming years

INCLUSIVITY COMMUNITY KINDNESS GROWTH

2025 – S6 Literacy & Numeracy

As with S5, pupils who don't capture Lit/Num at L4/5 in S4 in many cases do not return to English or Maths making capture of Lit/Num a challenge.

Greater focus on S4 capture should see an improvement on these graphs in years to come.

INCLUSIVITY COMMUNITY KINDNESS GROWTH

Attainment Data - **3+/5+ at L4/L5 vs VC for S4**

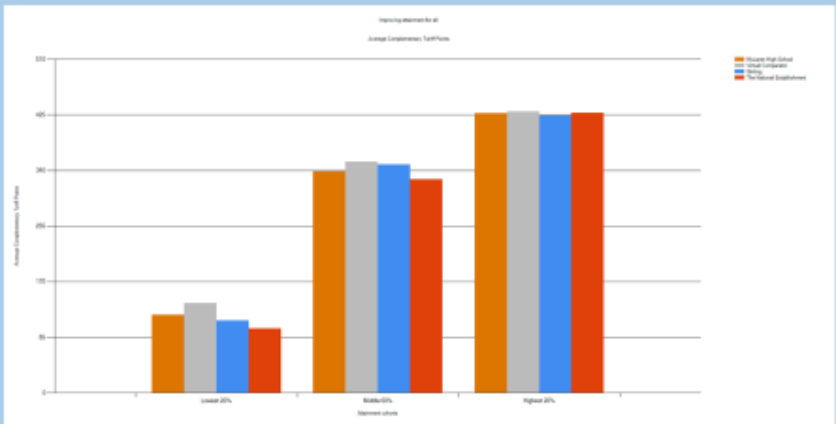
3+/5+ at L4/L5 vs VC for S4

	5+ MHS	5+ VC	3+ MHS	3+ VC
24/25 Level 4	85	88	88	93
24/25 Level 5	59	65	76	80
23/24 Level 4	83	83	89	90
23/24 Level 5	68	66	78	78
22/23 Level 4	86	88	91	94
22/23 Level 5	61	63	71	78

A drop from last years good performance at 5+ Level 5

INCLUSIVITY COMMUNITY KINDNESS GROWTH

S4



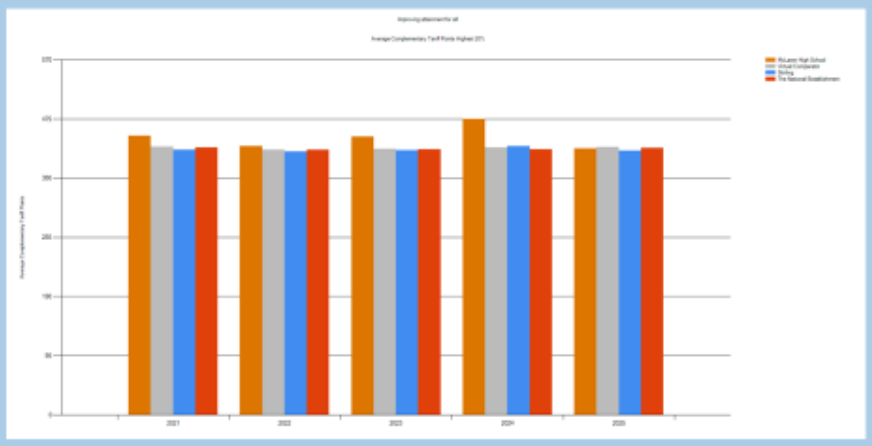
Highest 20%: 3 Tariff Points off the VC

Middle 60%: 15 Tariff points off the VC

Lowest 20%: 19 Tariff points off the VC

INCLUSIVITY COMMUNITY KINDNESS GROWTH

S4 Top 20%



In 2025: 4 pupils sat a Higher in S4

In 2024: 10 pupils sat a Higher in S4

In 2023: 6 pupils sat a Higher in S4

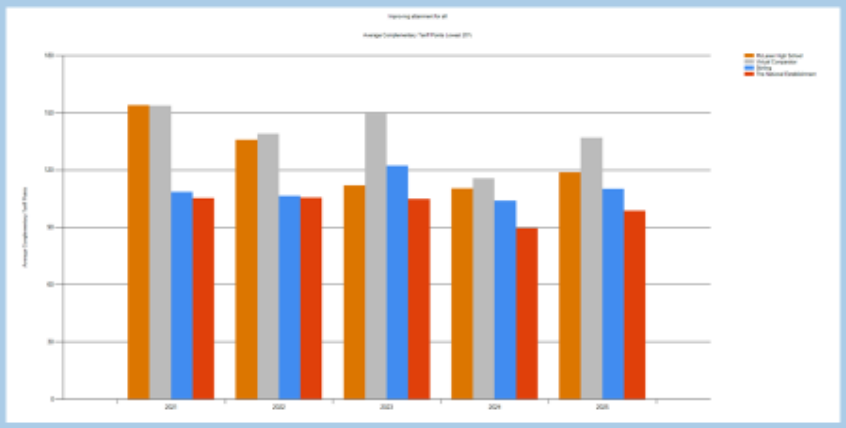
In 2022: 5 pupils sat a Higher in S4

INCLUSIVITY COMMUNITY KINDNESS GROWTH

S4 Middle 60%

INCLUSIVITY COMMUNITY KINDNESS GROWTH

S4 Bottom 20%



INCLUSIVITY COMMUNITY KINDNESS GROWTH

Improving Attainment for All: S4

- Our major challenge is in improving attendance. At the moment over 10% of our current S4 have school attendance of less than 20%.
  - We are working with Learning and Employability, FVC and our own Callander Youth Project interventions to work with some of these young people
  - Greater focus now on picking up more than just Literacy & Numeracy, where it is achievable.
  - Not just our anticipated lowest 20% who are non-attenders
  - This is very staff intensive

- Looking into L6 qualifications in S4
  - SQA Leadership, First Aid
  - General preference is to have pathways that include these qualifications throughout the senior phase rather than using them to increase our S4 stats

INCLUSIVITY COMMUNITY KINDNESS GROWTH

1+/3+/5+ at L6 vs VC for S5

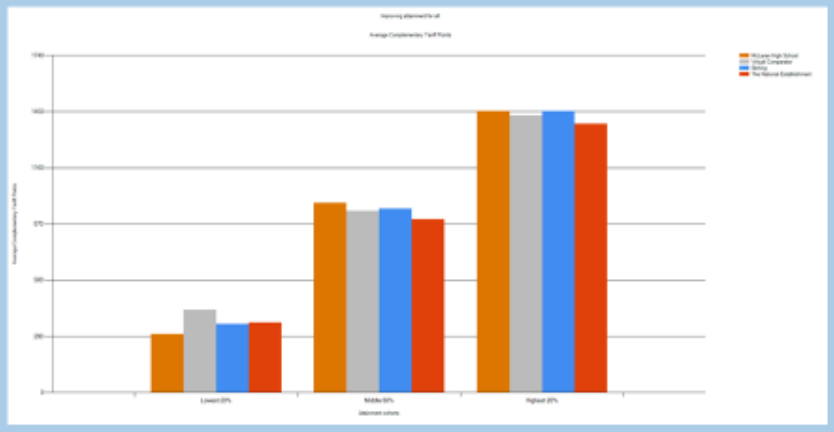
	5+ MHS	5+ VC	3+ MHS	3+ VC	1+ MHS	1+ VC
Level 6 2025	35.35%	36.97%	58.59%	61.31%	76.77%	82.42%
Level 6 2024	38.02%	32.73%	56.68%	58.51%	74.38%	79.67%
Level 6 2023	36.73%	37.86%	62.24%	64.69%	77.55%	82.14%

INCLUSIVITY COMMUNITY KINDNESS GROWTH

Key Actions:

- Working on Improved Pathways for S5/6
- In many cases, need to work through SQA processes for approval
- L6 Sports Coaching, L6 Play in a Sport Environment, L6 Communications, L5 Criminology, L4 Hair & Beauty have all been approved for delivery in the last year
- Improved communication with curricular teams to monitor pupils with lower prior attainment, ensuring equity of support and high aspirations.

S6



INCLUSIVITY COMMUNITY KINDNESS GROWTH