



Standards & Quality Report

As a community we grow

Barrhead High School

RAISE THE BARR



Barrhead High School

Standards and Quality Report 2025-26

Context of the School

Vision

- The vision for Barrhead High is 'raise the barr' for all.
- We value relationships and work together to develop resilient and thoughtful young people who are prepared for the future and ready to respond to the challenges of a rapidly changing world.

Values

- What we do and how we do it is guided by our underlying values. At the heart of these values lies **RESPECT** - respect for each other and respect for yourself.

Values:

Resilience
Excellence
Supportive
Participation
Equity
Confidence
Teamwork

Aims

- We want our young people to be successful learners who are enthusiastic about learning and set aspirational goals.
- We want our young people to live our school values so that they leave Barrhead High with the confidence to thrive in a rapidly changing world.
- We want our young people to be active citizens with an awareness of global issues who use their voice to campaign for change.
- We want our young people to embrace opportunities to develop their resilience and contribute effectively to society.

Our School

Barrhead school roll averages out annually around 654. Our teachers and non-teaching staff are all committed to making Barrhead High School a safe and welcoming environment for our pupils. The Senior Leadership Team consists of the Head Teacher and three Depute Head Teachers. Barrhead High School has a strong, active and supportive Parent Council. The school serves the Barrhead area of East Renfrewshire and our 3 associated primary schools are Carlibar, Hillview and Cross Arthurlie.

School Improvement Priorities for 2024-27			
Empowerment and Leadership	Social Justice and Wellbeing	Pedagogy and Learning	Attainment, Achievement and Progress
Build system capacity to support continuous improvement through: a) Targeted support for parents and carers. b) Progressive leadership opportunities for learners. c) High quality career long professional learning for aspiring leaders.	Improvement in young people's health and wellbeing through: a) Creative and bespoke interventions with partners. b) Progressive outdoor experiences. c) Opportunities to learn about sustainability to become active citizens. d) 'Living our values' with all stakeholders.	Learners experience consistent, high quality learning and teaching across the school through: a) Adaptive teaching approaches to ensure high expectations for all. b) Awareness of emerging educational pedagogy including AI. c) Refresh of BGE curriculum via the Barrhead Capacities to plan relevant and engaging activities. d) Instructional coaching to support practitioners to reflect and collaborate.	To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap through: a) Fact, story, action approach in the BGE to raise attainment of equity groups. b) Review literacy and numeracy approaches in the BGE across the curriculum. c) Framework for meta skills to support young people to articulate their skills. Career education programme to better prepare identified learners for positive and sustained destinations.

Method of Gathering Evidence
The evaluative judgements made throughout the Report are based on evidence gathered from the following sources: • Analysis of SQA, CfE TJs and Standardised Test attainment data at both school and Cluster level • Analysis of other key performance data e.g. attendance, exclusion, School Leaver Destinations • Evaluation of performance against ERC targets • ERC CIVs • Monitoring of learning and teaching, attainment and achievements of staff and learners • Benchmarking the quality of work with schools of similar characteristics - Insight, Power Bi dashboards. • Evaluations of learners' experiences and Ambassador Standards and Quality reports. • Whole school/departmental and SLT self-evaluation linked with QA calendars. • Focus group discussions with all stakeholders and survey results. • Feedback from partners such as Educational Psychologist, Social Justice Manager, partner agencies including Vocational, SDS, CLD and Social work • Consultation with our Student Council & Parent Council • Review and Development evidence • SLT and Leadership minutes • Peer evaluation via coaching and Steplab platform. • Moderation at school, cluster, authority and inter-authority/national levels • Regular meetings between Head Teacher and Teachers' Professional Representatives • Systematic reviews of School and Faculty Improvement Plans • Systematic use of HGIOS4 and HGIOURS self-evaluation documentation

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: EXCELLENT	
NIF Priority 1 Placing the human rights and needs of every child and young person at the centre of education 2 Improvement in children and young people's health and wellbeing 3 Improvement in employability skills and sustained, positive school-leaver destinations for all young people	School Priorities Build system capacity to support continuous improvement through: a) Targeted support for parents and carers. b) Progressive leadership opportunities for learners. c) High quality career long professional learning for aspiring leaders.
NIF Driver(s) 1 School leadership 2 Teacher professionalism 5 School improvement	Local Improvement Plan – Expected Outcome / Impact 3 Empowerment and Leadership
Progress, Impact and Outcomes 1.1 Self-evaluation for self-improvement Our learners are at the heart of our self-evaluation activities, ensuring their voices are central to our processes. Training sessions led by young people, aimed at developing Curriculum and Learning and Teaching Ambassadors, have encouraged stronger dialogue and collaboration with teachers. This has led to improved learning experiences and outcomes. For example, Curriculum Ambassadors conducted research on effective homework, collaborating with teachers to provide feedback and suggest improvements that support learning. Similarly, Learning and Teaching Ambassadors reflected on routines as part of our school focus on creating a positive culture, providing feedback to teachers on necessary routines, environments, and behaviours conducive to learning. As a result, almost all learners have shared that they feel involved in improving the life and work of the school. We have increased the range of opportunities to gather learner voice and ensure their views drive change and improvement. Pastoral Representatives regularly gather learner feedback and share with their year groups how their voices influence change, including celebrating achievements. They have developed a new Learner Voice Charter to highlight what they consider important. The monthly learner bulletin captures change, encourages teacher reflection, and showcases the impact learners have made through leadership roles in school improvement initiatives. We have clear evidence of improvements stemming from actions taken through self-evaluation. Our engagement in quality improvement and moderation activities, including a cluster writing focus and ERC subject moderation this session, has been effective. Through collaboration, we have established standards and expectations to agree robust teacher judgements that inform pathways and improve outcomes for our young people. We actively seek and share good practice within and beyond our school, including presentations to schools in Shetland, Fife, Stirling, Glasgow, and the Highlands this session. These learning opportunities have informed our self-evaluation and contributed to our ongoing development as a moving school. The sessions have also empowered staff and provided opportunities for aspiring leaders. 1.2 Leadership of Learning Building on the success of the instructional coaching pilot programme, we have expanded the initiative, with the majority of teaching staff now participating either as a coach or coachee. We have delivered ongoing training to upskill participants in both coaching techniques and pedagogical approaches. As a result, coaches are becoming increasingly skilled and confident in their practice, leading to higher-quality professional dialogue and greater consistency in classroom practice.	

To support the wider implementation of instructional coaching, we have aligned training with our whole-school professional learning programme. This alignment has reinforced the embedding of new practices through the use of codified language and structured group rehearsal. All professional development is grounded in the 14 key mechanisms identified by the Education Endowment Foundation's research on effective professional development. This is leading to higher levels of adoption of new routines, as evidenced through classroom quality assurance visits where increasing consistency in classroom practice has been observed.

We are highly reflective practitioners and regularly look beyond our own setting to identify and learn from effective practice. This session, staff visited schools across the country, including a StepLab Hub School in England, where routines and pedagogy have contributed to attainment outcomes significantly exceeding expectations. Following these visits, we have identified approaches that may strengthen our own practice and have begun implementing small-scale pilot initiatives to evaluate their impact within our own context before considering wider rollout.

All faculties have at least one staff member working with Qualifications Scotland with the responsibility of disseminated good practice. This is improving staff knowledge and understanding of national assessment standards, leading to increased confidence in professional judgement and greater consistency in assessment approaches across departments. Early evidence suggests this is contributing to improved attainment outcomes for learners.

We have updated our staff research library with a wider range of professional texts to support professional enquiry and continuous improvement. Staff engagement with these resources is helping to foster greater professional curiosity and encouraging more evidence-informed reflection on classroom practice.

Practitioner enquiries undertaken by staff were shared alongside enquiries from the cluster at a showcase event. The opportunity to share practice strengthened professional dialogue and encouraged greater collaboration across departments and schools. Selected participants presented enquiry outcomes which demonstrated a positive impact on learner engagement and attainment. Feedback from staff indicated that these presentations were influential in encouraging them to trial new approaches within their own practice.

Effective collaboration with practitioners from other Mathematics departments across East Renfrewshire Council through the Collaborative Learning Networks (CLN) and Collaborative Improvement Visits, has led to all practitioners developing a shared understanding of the department's strengths and improvement needs. The CLN resulted in the creation of high-quality shared resources which has supported a more consistent and effective approach to pedagogy. As a result, practitioners are more confident in their ability to challenge and support each other, leading to enhanced classroom practice and targeted improvement plans.

We continued to reach out and embrace emerging technology and best practice. Staff participated in a session to upskill on AI tools available on the ERC Glow platform including: Gemini, Notebook LM, and Copilot, to reduce workload, develop resources and support with admin tasks. All staff report an increase in confidence in the use of AI and the role it can play in supporting with workload.

Four staff members participated in Education Scotland's Curriculum Improvement Cycle (CIC) groups. The opportunity to collaborate with colleagues has supported staff to prepare for change and strengthened understanding of conceptual understanding. Staff confidence has increased and the school is well positioned to implement the CIC, with staff ready to lead and sustain curriculum improvement activity.

We provide a wide range of opportunities and support to ensure young people can take responsibility for their own learning. The AI Task Force built on last year's research and development by leading learning in AI. All learners in S1 and S2 were engaged in lessons based on successful prompting of Magic School AI using the BHS: Location > Level > Topic > Task structure designed and promoted by the AI Task Force to ensure effective use of AI. The Task Force have also looked ahead and designed transition

lessons for new S1 learners to ensure that all learners in our school community are aware of the role AI can play in our learning journey.

Learners are becoming increasingly confident and skilled in facilitating peer learning. For example, our BACs Digital Leaders visited JP Morgan and Barclays, gaining experience with current workforce technology. Learners participating used this knowledge to create and deliver P7 transition lessons. Feedback indicated that these lessons effectively built on prior knowledge and enhanced learner understanding of digital applications' relevance in the workplace and supported their learning across the curriculum.

Learners are actively involved in discussions regarding their learning and next steps in their learning pathway. We have improved reporting processes to be more manageable and relevant by incorporating consistent reflection on prelim analysis across the senior phase. This change has significantly engaged learners in discussions about their learning and contributed to planning interventions tailored to their needs and aspirations.

1.3 Leadership of Change

We have made significant progress in developing a shared vision, values, and aims that resonate with our school community. The "Voices for Equity" event, organised by our Values Ambassadors, highlighted our commitment to equity. Learners researched local organisations such as Barrhead Housing, Work EastRen, Citizen's Advice and Recovery Across Mental Health, connecting our young people with vital community resources during crisis. A film was produced to convey our vision and values, integrating them into daily practices within the school community.

We have successfully protected time for professional dialogue and collaborative learning, allowing all school members to contribute to continuous improvement. Senior leaders have enhanced leadership capacity through new initiatives, including weekly coaching sessions, encouraging staff to take on further professional reading. We have also invested in professional development for the Pastoral Support team. With the majority of teachers taking on leadership roles beyond their remits, we continue to create an environment that nurtures creativity and innovation.

Our strategic direction focuses on sustainability of change and positive outcomes for learners. Careful consideration is given to how best to take forward priorities by planning a focus on additional QIs over a 3 year cycle. This session we trained teachers to lead a review in 2.1, 2.5 and 2.6. The professional learning has involved staff in evaluating improvements and planning next steps for their remits, strengthening our change management processes.

Curriculum Ambassadors led a review and redesign of the S1 Learner Enquiry unit in the Leadership period. The redesigned lessons ensure that all learners actively carry out enquiries by gathering both qualitative and quantitative data on themes chosen by the ambassadors: learning for sustainability, wellbeing, and the wider school. Lessons follow the process in Education Scotland's "Youth Voice Toolkit," keeping learner interests at the forefront and promoting respect, inclusion, and achievement. Curriculum Ambassadors report the updated lessons are more engaging and provide learners with meaningful opportunities to influence positive change across the school.

Next Steps

- Utilise the skills, experience and expertise of coaches to support the development of aspiring teacher leaders and newly appointed teachers.
- Increase number of learners working collaboratively with teachers in action based research to improve learning and teaching across the school.

How good is the quality of care and education we offer?**(2.2, 2.3, 2.4)****Evaluation: VERY GOOD****NIF Priority**

- 1 Improvement in attainment, particularly in literacy and numeracy
- 2 Closing the attainment gap between the most and least disadvantaged children
- 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

School Priorities

- Learners experience consistent, high quality learning and teaching across the school through:
- a) Adaptive teaching approaches to ensure high expectations for all.
 - b) Awareness of emerging educational pedagogy including AI.
 - c) Refresh of BGE curriculum via the Barrhead Capacities to plan relevant and engaging activities.
 - d) Instructional coaching to support practitioners to reflect and collaborate.
 - e) Staff are prepared to enact curriculum improvement.

NIF Driver(s)

- 2 Teacher professionalism
- 3 Parental engagement
- 4 Assessment of children's progress
- 5 School improvement
- 6 Performance information

Local Improvement Plan – Expected Outcome / Impact

Pedagogy and Learning

Progress, Impact and Outcomes**2.2 Curriculum**

The curriculum continues to offer flexible learning pathways, enhancing opportunities for engagement and success. This session, we introduced the Level 6 Sustainability course, allowing learners to tackle real-world environmental and social challenges. Developed by the Futures Institute at Dollar Academy, this course is a non-exam-based, portfolio-driven qualification that promotes design thinking, entrepreneurship, and collaboration with experts.

Additionally, the Level 7 Refereeing course has been implemented to help learners develop professional skills aligned with National Occupational Standards, potentially leading to paid employment. Both courses have contributed to improved attainment with 100% pass rates.

We continue to provide valuable opportunities for learners to develop their leadership skills. There has been a 50% increase in the number of participants achieving the Level 6 Leadership Award. Learners have successfully led whole-school events, such as a health and wellbeing day and local community initiatives, including a volunteer lunch and STEM lessons within the cluster. Through these experiences, learners have demonstrated their capacity to act as positive role models and have further developed essential skills for life and work.

All staff participated in Faculty Curriculum Days to focus on curriculum design. This year there was a particular emphasis on Learning for Sustainability (LfS) and decolonising the curriculum. Using the Education Scotland LfS sketchnote as a framework, faculties identified areas within their curriculum that could be strengthened through a deeper integration of LfS principles. In addition, each faculty reviewed developments by reviewing the ERC Curriculum Evaluation Toolkit. Almost all faculties reported improvements in their delivery of interdisciplinary learning, the integration of sustainability within their curriculum, and the development of skills.

All staff completed workshops on the Curriculum Improvement Cycle to support with conceptual understanding. Staff reported increased confidence and readiness to implement improvements and drive change, contributing to strengthened curriculum quality and consistency across the school.

Social Subjects implemented the "Barrhead: Then and Now" learning experience to investigate the local community. Curriculum Ambassadors contributed to designing a rich learning task that enabled learners to apply their skills and knowledge to a self-directed project. Learner feedback indicates that learners

could clearly articulate their skills and provide examples of application. Almost all learners took part in outdoor learning and reported that the outdoor learning experience enhanced their learning.

In response to learner voice, National 4/5 Spanish was introduced as an S3 option this session: most S3 learners chose to study Spanish. Learner engagement and enjoyment have increased, as shown by learner feedback and classroom observations.

Partnerships between the Creative Industries class and external organisations — including Glasgow School of Art and Jupiter+ — have substantially improved learner engagement, confidence, and attainment. Industry-standard workshops, authentic creative projects, and portfolio guidance strengthened practical skills, creativity, teamwork and learners' understanding of career pathways. Interdisciplinary projects and public-facing events increased learner pride, attendance and motivation by providing meaningful opportunities to showcase their work.

All S2 learners participated in a six-week Circular Economy project where groups researched waste issues and developed innovative zero-waste solutions. Learners created prototypes and prepared presentations to pitch their ideas competitively within classes. Winning groups then presented to the wider year group in a "Dragons' Den" style showcase attended by partners including: Sculpture Placement Group, Keep Scotland Beautiful, Young Enterprise Scotland, ERC Waste Link and ERC Neighbourhood Team. Throughout the project learners developed teamwork, presentation, research and problem-solving skills while applying knowledge of sustainability and the circular economy.

Our curriculum undergoes regular review to ensure relevance and effectiveness. We have streamlined the PSHE curriculum and introduced a dedicated weekly skills-development period for all S1 and S2 learners. This uses active, experiential approaches to enable learners to develop and articulate key skills. For example, the Kindness Campaign strengthened community links and supported learners to develop empathy and social responsibility through focused research. The Money Matters course delivered robust, real-life contexts for financial learning, and the £1 Challenge promoted creativity, collaboration and entrepreneurial thinking. Almost all learners report that the new leadership and skills topics are relevant and engaging. Almost all S1 learners used metaskills vocabulary — resilience, critical thinking, communication and creativity — to describe their own learning. Evidence from class videos, written profiles and formative assessments shows that most learners can transfer these skills and give concrete examples of their application in school and out-of-school contexts.

Staff feedback from primary partners noted that aspects of our transition lessons required adjustment to increase challenge for P7 learners. A working group reviewed the pace, depth and cognitive demand of the transition curriculum so activities better match learners' prior knowledge, skills and readiness to learn. The reviewed transitions programme is increasingly effective at removing barriers to learning and improving learners' wellbeing, confidence and readiness for secondary school.

The FDTT faculty has strengthened Developing the Young Workforce through high-quality industry partnerships and experiences across the BGE and the Senior Phase. In Home Economics, Quality Meat Scotland gave S3 Practical Cooking learners a "farm to fork" experience, including a live cooking demo where learners prepared with industry professionals. In Graphics, S3 learners took part in Skills Development Scotland's "Drones in Construction" session, gaining hands-on drone flight experience and learning how new technologies affect construction. S4 and S5 learners attended a Joint Industry Taster Day with Network Rail and Story Contracting at the Balgray Station development. S5/S6 female learners visited BAE Systems Advanced Shipbuilding Academy for industry-led sessions and hands-on activities such as virtual welding and use of industry-standard technology. These activities improved learners' understanding of the world of work and linked classroom learning to real-world sectors.

Learners in Business Management visited the IncludeMe2 Café to observe how the social enterprise operates as part of the curriculum. During the visit, learners and staff learned about the café's mission to provide work-based learning opportunities, observed student-run service stations, and discussed how the enterprise integrates lessons in budgeting, customer service, and social responsibility into classroom activities.

Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. Feedback from the Preparation for Success programme indicated a positive impact on awareness of post-school pathways and skills for learning, life and work. Partner-led sessions were consistently highly rated, with Babcock, Glasgow Caledonian University, Network Rail, Thales and both DYW West and SDS receiving 100% positive feedback. Overall, the programme was highly effective in supporting learner engagement, raising awareness of positive destinations, and developing key skills for future success.

We have modernised our profiling approach to empower learners to recognise, record and articulate their skills to inform future learning pathways. The My World of Work digital platform, has created consistency and coherence with our cluster primary schools. A cluster-wide metaskills refresh, aligned with the SDS metaskills framework, has established a consistent, shared learning language.

In S1 and S2, profiling is embedded in the leadership period to support reflection on experiential learning. In S3, profiling is delivered through the pastoral period to ensure profiles are used dynamically to support applications for employment, college and university. Improved sharing functionality has enhanced staff oversight of learner progress, enabling more targeted support and better alignment with potential career destinations. Skills Development Scotland data shows focusing, creativity, communication and critical thinking are the metaskills most frequently recorded by our learners, indicating a deepening understanding and an improved ability to articulate metaskills.

Next Steps

- All staff demonstrate increased confidence in applying key curriculum-design principles to effectively plan experiences that meet the diverse needs of all learners.
- All staff continue to engage with the developments of the CIC and proposed changes to curriculum areas.
- Introduce Financial Services N5 pathway and Higher Applications of Maths.

2.3 Learning, Teaching and Assessment

Rich problem-solving tasks were included in S1 and S2 mathematics lessons to challenge learners. This provided regular opportunities for young people to demonstrate deeper learning and higher-order thinking skills. The impact on learner progress and attainment has been illustrated by more than one measure including: an increase from 4 to 14 learners scoring 112 or above in standardised assessments from P7 to S2, the largest percentage of learners Barrhead High School has had in the highest 20% of East Renfrewshire Council. There was also an increase from 35% in June of S1 to 53% in January of S2 of learners who are 'exceeding' the Gradient of Learning.

This session, the introduction of a penpal partnership for the S3 French class in partnership with a French school has strengthened learner motivation and provided a clear, real-life context for language use. Learners demonstrate increased confidence, motivation and purpose in their writing, with improved accuracy and engagement as they communicate with native speakers their age. This has enhanced the relevance of learning, supported intercultural understanding, and contributed to more meaningful, authentic learning experiences within the classroom.

We continue to strengthen our culture of collegiality by creating open classrooms where staff can learn from one another. All staff are encouraged to support each other on their professional learning journey by leaving 'shout-outs' on StepLab, our online instructional coaching platform. These shout-outs are linked to specific areas of professional development, helping to foster a culture of openness, collaboration, and continuous improvement while reinforcing the embedding of new habits. During recent classroom quality assurance visits, routines were found to be well embedded in the majority of classes. This is contributing to a calmer and more purposeful learning environment, reducing cognitive overload for both teachers and learners, and maximising time for high-quality learning and teaching.

All professional learning is explicitly linked to Willingham's Simple Model of Memory, enabling staff to develop a deeper understanding of the cognitive science underpinning our rationale for changes in approach. This has improved staff understanding of how learners retain and retrieve knowledge and is beginning to influence lesson design and classroom practice more consistently across faculties. As a result, teachers are developing an increased understanding of effective pedagogy and are increasingly applying evidence-informed strategies within their classrooms, resulting in more effective learning experiences for young people.

All departments were supported in their development of highly effective moderation. Staff were challenged to evaluate their practice and agree targets for development relevant to their own and the school's moderation journey. Strengths identified as part of the moderation improvement focus included staff confidence in the three stages of moderation that underpin good practice: the reliability of teacher judgements, stemming from robust evidence; the increased accuracy of judgements reflecting the Barrhead gradient of learning; and the development of creative and engaging assessment opportunities where learners are offered a range of activities to demonstrate their attainment.

As part of our development of moderation and assessment, staff took part in a workshop to evaluate the quality and effectiveness of their assessment approaches with a particular focus on challenge and depth stemming from staff engagement with the Curriculum Improvement Cycle. Staff were given an opportunity to reflect on their practice using an assessment matrix that highlighted strong practice including the role of knowledge and skills and the high-level criteria of connecting learning, knowledge transfer. All staff engaged reflectively and were able to identify areas where the need to develop further deep understanding, provided by rich learning experiences, will add to the already strong practice developed as part of our assessment and moderation journey.

As a cluster, we reviewed our gradient of learning to raise the bar for all learners across every stage of the curriculum. The Barrhead cluster gradient of learning sets out expected progression through the levels of the BGE, and progression to the Senior Phase. These ambitious targets are designed to support teachers to reflect on learner progress and identify interventions to improve attainment for all learners. By setting clear expectations, we aim to create a consistent approach to assessment and moderation, ensuring that every learner achieves their full potential.

A more consistent approach to tracking attainment across all departments was implemented. By using a Fact, Story, Action approach, we aimed to further empower teachers to take ownership of, and accountability for, their own data; moving from a system where data was understood to one where it is fully acted upon. Following on from a pilot phase with English, maths and geography, all staff were trained on streamlining spreadsheets designed to capture class profiles and equity data. A consistent standard for recording each learner's Fact, Story and Action was developed. Professional learning shifted to analysing data to promote dialogue around high expectations for all and identifying concrete actions that lead to measurable improvement for young people. All departments are now tracking S1 and S2 using FSA. The approaches have improved leadership and the use of data at class, department and school level. Our evaluations have demonstrated shared accountability for change, and increased pace and challenge in the BGE.

Next Steps:

- Deeper analysis of Steplab data to help support change.
- Continue to build on routines and embedding practice through group rehearsal.
- Review Barrhead High gradient of learning to increase pace and challenge and align with cluster gradient of learning.
- Review S1 and S2 homework policy to ensure relevance and challenge.

2.4 Personalised Support

Strategic partnerships continue to enhance learners' experiences across the school by providing purposeful opportunities to develop skills and wellbeing. Long-standing partnerships have been strengthened and new links established with Glasgow Car Valeting, First Steps Construction, and the Rangers Charity Foundation. These partnerships demonstrate a proactive, responsive approach to

delivering inclusive, engaging, and tailored learning experiences. Learner feedback indicates these opportunities have a measurable positive effect on confidence, teamwork, and wellbeing, with particular benefit for learners who require additional support.

The school has implemented a fortnightly, timetabled collaboration between subject faculties and the Support Faculty to improve differentiation and adaptive teaching. The pilot model demonstrated clear benefits: it enhanced staff understanding of inclusive pedagogy, increased teacher confidence in adapting and accessing resources, and supported more accurate evidence gathering for assessment arrangements. As a result, staff feedback indicates greater confidence in applying inclusive strategies and has strengthened collaborative practice.

The Social Subjects faculty introduced explicit disciplinary vocabulary instruction to ensure learners can access subject knowledge. Teaching was combined with direct introduction of technical terms (including word origins and multiple meanings) with sustained, implicit exposure. Classroom strategies included word-building focus, word walls, dual coding, concept maps, regular low-stakes quizzes, the B.U.G. technique, and the "this means that" verbal prompt. As a result, S2 learners now routinely use geography terminology expected at Senior Phase. Emphasis on command-word literacy has also enabled most S4 learners to handle complex exam questions confidently. Assessment data indicates improved marks across cohorts, with the largest gains among the lowest 20% and learners eligible for Free School Meal Entitlement. Learner feedback corroborates these outcomes: active vocabulary tasks led to increased understanding and learner confidence.

The transition programme has removed barriers to learning by establishing a strategic, consistent, whole-school approach to support learners. Key changes this session include a refreshed transition policy, a dedicated transition working group, and a single named contact for primary schools. We improved early identification systems for vulnerable learners and created a bespoke event for non-catchment pupils. Together, these measures have strengthened communication and enabled earlier information-sharing, allowing the school to identify needs sooner and plan targeted support before learners start secondary school. As a result, the transition experience is more coherent and inclusive.

The Healthy-Art Minds project delivered inclusive, therapeutic creative experiences that enhanced confidence, emotional resilience, self-expression and engagement for learners with diverse additional support and wellbeing needs.

The Drama department has continued to develop inclusive and equitable pathways for success through an increased focus on Technical Theatre within the BGE curriculum. Recognising that performance-based work can present barriers for some learners, the department introduced a range of practical production opportunities which enabled learners to achieve success through alternative creative roles. Enhanced digital resources, including the Soundboard app, Audacity and lighting design software, were embedded within targeted production skills lessons, allowing learners to develop and refine technical expertise before applying these skills collaboratively within performance projects.

An ESOL support group for both the broad general education and senior-phase learners was established to remove barriers to accessing the curriculum. This support improved learners' spoken and written English, with emphasis on deepening vocabulary knowledge and strengthening grammatical accuracy. Programme activities also built cultural awareness and learner resilience. As a practical outcome, ESOL learners led the Modern Languages "Love Wall" project, showcasing the community's languages and fostering inclusion across the school.

During this session, the school has continued to strengthen its approaches to family learning to remove barriers to learning. Evidence from learner focus groups, and a family survey, demonstrates that most families are actively engaged in supporting learning at home. Almost all learners report that parents and carers are aware of their learning. This is supported by regular, meaningful dialogue at home about schoolwork, homework, and assessments. Almost all families agree that the school provides helpful advice on how to support learning, indicating that communication between school and home is effective. Learners describe receiving consistent support with study routines, motivation, and organisation. This is contributing positively to learner confidence, engagement, and independence. Family learning events,

while not yet widely attended, are highly valued. Almost all families who participated found these opportunities helpful, demonstrating strong impact where engagement occurs.

Next steps

- Develop and implement strategies to effectively support English as an Additional Language learners in response to changing demographic.
- Strengthen family learning by introducing flexible programme of workshops and online resources to increase participation, alongside targeted support for families facing barriers.

How good are we at ensuring the best possible outcomes for all our learners?

(3.1, 3.2)

Evaluation: **EXCELLENT**

NIF Priority 1 Placing the human rights and needs of every child and young person at the centre of education 2 Improvement in attainment, particularly in literacy and numeracy 3 Closing the attainment gap between the most and least disadvantaged children 4 Improvement in children and young people's health and wellbeing 5 Improvement in employability skills and sustained, positive school-leaver destinations for all young people	School Priorities Improvement in young people's health and wellbeing through: a) Creative and bespoke interventions with partners. b) Progressive outdoor experiences. c) Opportunities to learn about sustainability to become active citizens. d) 'Living our values' with all stakeholders. To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap through: a) Fact, story, action approach in the BGE to raise attainment of equity groups. b) Review literacy and numeracy approaches in the BGE across the curriculum. c) Framework for meta skills to support young people to articulate their skills. d) Career education programme to better prepare identified learners for positive and sustained destinations.
NIF Driver(s) 1 School leadership 2 Teacher professionalism 4 Assessment of children's progress 5 School improvement 6 Performance information	Local Improvement Plan – Expected Outcome / Impact Social Justice and Wellbeing Attainment, Achievement and Progress

Progress, Impact and Outcomes

3.1 Ensuring Wellbeing, Equity and Inclusion

The Circle Framework is contributing to more consistent, supportive learning environments. It aligns with the Step Lab programme and reinforces school values by promoting learners who are Ready, Respectful, and Responsible. Use of Classroom Inclusion Checklists shows a reflective, evidence-informed approach to evaluating classroom environments. Observable improvements include: classroom layout, displays, and resource availability. Practical measures, such as standardised stationery stations, are beginning to support learner independence and classroom engagement. Overall, the Circle Framework provides a coherent structure that is starting to positively impact wellbeing, engagement, and learner experience and demonstrates the school's commitment to children's rights and positive relationships.

The S2 cohort's participation in the 'Who am I' workshop by Humanutopia developed our RESPECT values. The initiative challenged learners to step out of their comfort zones, promoting resilience. Reflective activities encouraged learners to identify their ambitions and the skills necessary to achieve them. This workshop serves as a foundational experience for S2 students, equipping them to become Heroes and

mentors for P7s. Additionally, the S3 Heroes' organisation of an afternoon tea with S1 learners successfully facilitated community engagement and promoted wellbeing.

Forty-five learners from S1-S6 participated in an Anti-Bullying workshop focused on becoming upstanders. Through the 'Own Your Power' campaign, Ambassadors effectively promoted the importance of speaking out against bullying. They engaged in invisible theatre throughout the school, successfully encouraging learners to take a stand. Our assemblies effectively communicated the message of using one's voice. Kindness Week was also notably successful, with learners engaging in 'rejection therapy' challenges, focusing on acts of kindness and reinforcing our core values. The increase in bullying referrals indicated a growing confidence among learners to report concerns, allowing Pastoral and SLT to take decisive actions in line with our updated Equalities and Anti-Bullying policies.

S1 PSHE anti-bullying lessons were revised to respond directly to learner feedback gathered in focus groups. National guidance and Respect Me materials are now fully embedded in the S1 curriculum and explicitly address gaps identified by learners. The revised lessons present the reporting process from multiple viewpoints (bystander, parent, victim, teacher), strengthening learners' understanding of procedures and roles. Barrhead High's Anti-bullying Policy is linked to the lessons, increasing the policy's visibility and practical relevance. Learner feedback indicates the film clips and scenario-based activities are relatable and effective: learners report that taking others' perspectives has helped them act more responsibly and respectfully.

The Modern Languages department has expanded its programme to include heritage and community languages and to deepen learners' cultural awareness. This year the department added World Tourism Day, during which learners explored global tourist destinations, examined principles of sustainable tourism, and discussed how tourism influences a country's language and culture. Survey results show that almost all learners enjoyed these cultural and linguistic events. The events strengthened learners' appreciation of cultural diversity and supported their development as global citizens.

LGBT History Month has been enriched by LGBT Youth Scotland's 'Un-seen Un-heard' project, which effectively amplifies the voices of LGBT youth. This initiative successfully engaged learners in creative expression through diary entries and art submissions. By contributing to a national digital archive, the project not only preserved their experiences but also provided invaluable support for future generations of LGBT youth. Resources from LGBT Youth Scotland were also reviewed by our learners who updated the PSHE resources. By including education on intersex identities, learners reported improved feelings of respect, inclusion and safety.

Social Subjects developed the 'Race Around the World' unit in response to learner voice. Learners worked in teams to move from task to task within each country, collecting points, to create an element of competition. Almost all learners fed back that they were engaged within lessons, building on teamwork skills and leadership. This was also an opportunity to decolonise the curriculum and challenge stereotypes.

The RESPECT agenda remains central to the whole-school strategy for relationships, behaviour, and wellbeing. The updated behaviour policy is closely aligned with our school values, improving clarity and consistency for staff, learners, and families. The revised school charter—co-created with all stakeholders—strengthens shared ownership of behavioural expectations. Staff increasingly use restorative, trauma-informed, and relationship-focused approaches in daily practice. As a result, learners and partners demonstrate a clearer understanding of expected behaviours, supported by the consistent use of the Ready, Respectful, and Responsible language.

During Refuweege Week, our learners took part in a school-wide programme celebrating diversity and supporting newly arrived refugees. Learners worked with partners to design and organise welcome packs. Activities also included assemblies about why people become refugees, and how communities can help them feel safe and included. These activities reinforced kindness, practical support, and the idea that everyone has a role in creating an inclusive community.

The overall attendance rate has shown a slight increase from 90.78% in 2024–2025 to 90.99% in 2025–2026. This progress is characterised by narrowing gaps for learners with ASN and those within SIMD 1–2. Parity remains strong among ethnic minority learners, further validating the school's commitment to

inclusive engagement. The consistency of this trend across several learner groups suggests that targeted strategies and interventions are beginning to have a positive impact.

The Be Well survey results indicate a positive sense of wellbeing across the school. Despite lower completion rates in some senior year groups, the feedback on the SHANARRI indicators remain positive. Learners report feeling particularly Safe (4.49), Nurtured (4.51), and Included (4.36) across the school. The "Active" indicator remains the lowest scoring across the school at 3.69, down from 3.90 earlier in the session. This trend is most pronounced in the senior school, with S3 and S6 reporting the lowest levels of physical activity.

Our school community is committed to promoting wellbeing, we recognise that staff wellbeing is crucial to deliver excellence and equity. We have organised various sessions for staff, such as an engaging Escape Room activity and an informative talk on menopause. Additionally, regular wellbeing tips and resources are shared in our bulletin. These initiatives demonstrate our proactive approach to promoting staff wellbeing, reflecting our commitment to an inclusive environment for all stakeholders.

Next Steps

- ESOL family support group established with partner support to remove barriers to engagement.
- Develop learner leadership through Inclusion Ambassadors to promote consistency and inclusivity across classrooms.
- Prioritise interventions to address the decline in the "Active" indicator, particularly within the S3 and S6 cohorts where engagement is lowest.
- Prioritise data-informed interventions, such as the introduction of Care Experienced Champions, to ensure that support is holistic, responsive, and effective for all vulnerable groups to improve attendance.

3.2 Raising Attainment and Achievement

Attainment in literacy and numeracy and Attainment over time

Refer to appendix 1

Overall quality of learners' achievement

Our learners are developing the necessary resilience and confidence to enable them to influence decisions in our local community and nationally. 8 applied for SYPIC role, 15 participated in a panel to elect the MYP, and 1 learner stood as candidate.

We had an excellent representation from Barrhead High at the ERC gymnastics competition, with 30 girls competing.

The Dance Leaders and Dance Club competed in the Scottish Schools Dance Championship and the ERC Dance Championships. Learners also performed at the Vitality Christmas Event at Barrhead Foundry.

Learners and staff were involved in creating a community event via the Winter Wonderland and 'Cinderella' pantomime.

The Barrhead High girls football team have competed in the SPAR Tournament and in the Paisley and District football league.

The Eco Committee presented to policymakers at the Edinburgh Futures Institute. Their presentation focused on our journey toward 'Zero Waste' and advocated for more effective support from both local and national government.

The introduction of Culture Club has had a positive impact on learner engagement, confidence, and leadership within the Modern Languages department. The club has created an inclusive space where learners can explore culture and heritage.

13 learners have achieved the 20-credit qualification at SCQF Level 7 Foundation Academy.

S6 Science Ambassadors mentored S2 Science classes during the design and execution of Science Fair projects, guiding learners through the scientific method—from hypothesis formulation to data presentation. This partnership delivered targeted one-to-one support for learners and enabled S6 pupils to meet the criteria for their Leadership Award.

S3 learners participated in the national LEIDOS STEM competition, working directly with industry partners on projects focused on digital modernisation and cybersecurity. The project increased career aspirations and strengthened their understanding of how STEM skills are applied in professional settings, effectively bridging the gap between classroom learning and industry practice.

Senior learners in science completed a demanding application process for the Scottish Space School at the University of Strathclyde, engaging with advanced engineering and space-science concepts. The process prompted meaningful reflection on STEM competencies, and raising awareness of career pathways.

STEM Leaders in FDTT demonstrated increased confidence, leadership and independence through the planning and delivery of their projects. The laser cutting project supported S1 learners to engage with new technologies, while the nursery outreach provided an early introduction to STEM in a fun and accessible way. Learners across all settings responded positively and were highly engaged in the activities delivered.

Digital Leaders took part in the Ada Festival, an event aimed at encouraging girls to pursue STEM careers offered hands-on workshops, coding and robotics demonstrations, mentor talks from women in STEM careers, and team-based challenges designed to build confidence and interest in STEM subjects. All learners involved reported a positive experience and knowledge of careers.

The English department introduced a new Reading Challenge to encourage reading for pleasure and improve reading across the curriculum. Following the initiative, learner survey results highlighted almost all learners increased enjoyment and participation. Parental engagement also increased. The English department also led the Reading School Silver accreditation: Reading Ambassadors played a central role by organising events and compiling documentation to secure the award.

This year the Industrial Cadets Bronze programme expanded from one to two groups, with 13 S2 pupils completing the 10-week course. Learners completed two sustainability-focused projects: a sustainable island school and AdaptiLens, glasses using liquid crystal technology to adjust prescriptions and reduce waste. Weekly mentoring from Scottish Power Energy Networks supported technical learning and the creation of professional reports, presentations, and prototypes. Participation rose and female representation was strong, demonstrating clear progress in engagement and narrowing the STEM gender gap. Judges rated both projects very good to near excellent, noting strong communication, technical application, and teamwork.

Equity for all learners

The Bespoke EBSA intervention has been strengthened and broadened to better meet the needs of learners who are not yet ready to fully access the mainstream curriculum. Provision now comprises four school-day periods plus additional after-school sessions, allowing for increased contact time and continuity of support. The intervention delivers a nurturing, and structured pathway that maintains high expectations while responding sensitively to individual needs. For a number of learners, a hybrid model—combining bespoke provision with targeted mainstream classes—has enabled appropriate engagement with core curriculum areas alongside personalised support. Outcomes indicate strong positive impact. Learners show measurable gains in confidence, motivation and attainment. All participants secured at least five National 4 qualifications this session, with the majority reaching the 264 tariff-point benchmark; one learner attained five National 5 qualifications. Attendance and engagement levels have increased, further evidencing that we have raised the attainment of all our learners and in particular our most disadvantaged young people.

Learners in the AI Task Force created a promotional film capturing good practice and progress in the embedding of AI in classwork, home learning tasks, study and revision, and as a tool to support ASN

learners and learners with EAL. A Parent Council meeting was dedicated to demonstrate the role AI can play in removing barriers linked to equity. Feedback indicated that learners are becoming more adept at using AI to augment their learning and support their assessment preparation.

The S3 Aim High group focused on developing effective study skills, promoting stress management strategies, and fostering positive habits to support learners' overall attainment and wellbeing. Prior to participation, the majority of pupils reported low confidence in their ability to study effectively; however, post-programme responses show a significant shift, with almost all learners identifying as quite or very confident in their study approaches. Learners demonstrated an improved understanding of stress and its impact, with almost all able to identify and apply a range of effective coping strategies, including taking breaks, exercise, and seeking support. There is strong evidence that learners feel better equipped to overcome barriers to learning, particularly in relation to organisation, time management, and maintaining focus. All learners reported increased confidence in planning and managing their study schedules, alongside the development of both traditional and digital study techniques such as mind mapping, flashcards, and practice questions, alongside digital tools. Almost all participants believe the programme will support their progress in school, reinforcing its contribution to improving learner outcomes, engagement, and readiness for independent study.

The impact of the MCR Pathways programme was limited this session due to operational challenges—specifically administrative system navigation and an inconsistent local mentor pool. The pastoral team identified four learners requiring specific interventions. With capacity for six learners next term, securing a strong mentor base early is a priority to ensure that the programme is effective and delivers a meaningful and sustained impact on our targeted learners.

Almost all our learners consistently move into sustained positive destinations when they leave school. Our DYW Worker continues to work collaboratively with our Pastoral Support team, wider partners, and families to support senior pupils who find the transition from school more challenging. Through the delivery of personalised programmes designed to better meet individuals' needs, more young people are better prepared for their post-school transition. As a result, our school leaver destination and follow-up figures continue to remain above both our virtual comparator and the national average.

Next Steps

- Plan professional learning to support with 'disciplinary literacy' across the curriculum with a focus on reading. Including targeted vocabulary instruction and reading strategies to improve learner comprehension.
- Provide high quality literacy interventions for targeted learners.

Pupil Equity Fund – How are we ensuring Excellence and Equity?

Attendance & Engagement

Targeted interventions delivered by the Youth Worker have resulted in improved attendance for the most vulnerable cohorts. S1 'Connects' learners participated in wellbeing activities that were shaped by learner voice and have developed their resilience and connection to the school community. All learners reported feeling more confident and have developed relationships with staff and peers. S1 Connects attendance rose from 79% to 86%.

Attainment in Literacy and Numeracy:

S1 and S2 targeted learners received additional support for literacy and numeracy from the Primary teacher. Baselines were established and individualised programme created to improve reading scores and numeracy levels to access the curriculum across the school. Refer to TJ analys

All learners within the 'Connects' cohort made consistent progress in literacy and numeracy, as evidenced by Teacher Judgements tracked from P7 through to May 2026.

Use of the Be Well survey confirmed that S1 learners have a higher sense of belonging than other year groups. The data also indicates that S1 learners feel more 'safe', 'healthy' 'nurtured', 'active' and 'included' than all other year groups, validating the impact of the early intervention model with the Youth Worker and wider targeted interventions.

Removing Financial Barriers

Families were targeted from funding including Cash for Kids and FARE to access home learning devices, clothing, and food vouchers, ensuring that the Cost of the School Day did not hinder engagement.

Enhanced Transition:

The "Connects" programme utilised the school building for P6/P7 1-to-1 sessions, facilitating smoother transitions. Partnerships with families were strengthened through open afternoons with all targeted P7 families attending transition events, fostering a stronger connection to the school community before the August start.

What is our capacity for continuous improvement?

The school continues to demonstrate capacity for improvement. We have developed a shared vision of leadership with all stakeholders, leading to a strategic plan for change that is responsive to the needs of our community.

We are committed to looking outwards to identify areas for improvements to build on our strengths. Our commitment extends to adopting insights from national and international best practices to enhance outcomes for all learners.

Looking ahead, we will continue to develop a curriculum that meets the diverse needs of all our learners, ensuring they are well-prepared for the future.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	EXCELLENT	EXCELLENT
2.3 Learning, teaching and assessment	VERY GOOD	VERY GOOD
3.1 Ensuring wellbeing, equity and inclusion	EXCELLENT	EXCELLENT
3.2 Securing children's progress / Raising attainment and achievement	VERY GOOD	VERY GOOD

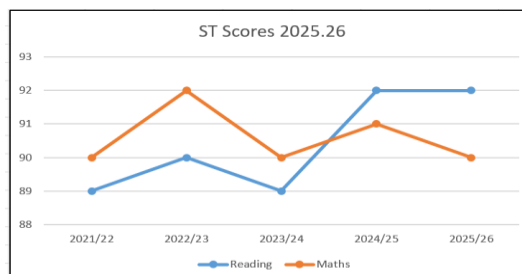
APPENDIX 1 – Overview of attainment

Standardised Test (ST) Scores

At the time of the standardised tests there were 124 learners on the S2 roll. Four learners attend other establishments and did not sit tests. Three learners did not sit both Reading and Maths tests; one additional learner sat Maths only; two additional learners sat English only. As a result, English presented 116 learners and Maths 115 learners.

Average ST Score

	Reading	Maths
2021/22	89	90
2022/23	90	92
2023/24	89	90
2024/25	92	91
2025/26	92	90



Reading maintained their highest average ST score to date, with Maths maintaining their average score of between 90 and 92.

Gender: Girls continue to outperform boys in Reading (4pts) and Maths (2pt).

Gender	Boys	Girls
Reading	90	94
Maths	89	91

SIMD: For each Quintile, Reading and Maths scores are within 3 points of each other.

- Quintile 1: Both Reading and Maths were lower than last year by 3 points and 4 points respectively.
- Quintile 5: Reading was 4 points lower than last year but remains higher than in 2023/24.

SIMD	1	2	3	4	5
Reading	86	91	95	94	99
Maths	86	90	92	91	96

FME (32 learners): In previous years the gap between FME and non-FME learners was 7–8 points in both Reading and Maths. A drop in the average ST score for FME learners this year has widened that gap to 12 points in Reading.

FME	Yes	No
Reading	86	94
Maths	86	93

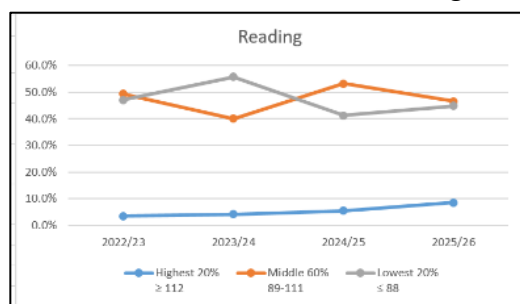
Care Experienced (5 learners): 3 care-experienced learners sat the standardised tests, two of whom are also FME. Small cohort size limits comparability; however, the average ST score for care-experienced learners fell. Last year's gap of 5 points has increased to 19 points in Reading and 16 points in Maths.

Care Exp	Yes	No
Reading	73	92
Maths	74	90

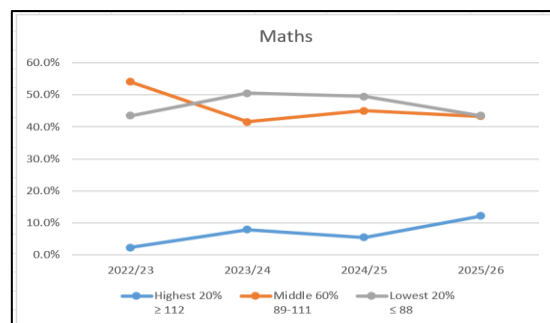
Attended ERC Primary: 13 learners did not attend an ERC primary; 8 sat the standardised tests. These learners underperformed in Reading compared with learners who attended an ERC primary.

ERC PS	Yes - P7	No - S2
Reading	92	87
Maths	89	88

ERC Lowest 20%, Middle 60%, Highest 20%:



Highest 20% ≥ 112
 Middle 60% 89-111
 Lowest 20% ≤ 88



Highest 20% - Number of learners in this category increased by 3% in Reading and 7% in Maths.

Lowest 20% - the number of learners in this category for Reading increased by 3.5%, however Maths reduced the number by 6%.

SNSA – 2025/26

The percentage of learners above average (bands 11 and 12) for Reading, Writing and Numeracy outperformed the National Cohort by 23%, 11% and 16% respectively.

109 learners	Reading	National	110 learners	Writing	National	109 learners	Numeracy	National
% Above	60	37	% Above	45	34	% Above	49	33
% Average	31	42	% Average	38	49	% Average	39	51
% Below	9	21	% Below	17	17	% Below	12	16
Ave Score	10.5		Ave Score	10.1		Ave Score	10.2	

In comparison to last session, the percentage of learners above average increased in all areas – Reading by 16%, Writing by 12% and Numeracy by 7%.

Learners recorded in P7 and S3 showed an increase of 12% of learners above average for Reading, and 4% in Maths, with a slight decrease of 2% in writing.

Equity Groups:

Reading %	2024	2025	Writing %	2024	2025	Numeracy %	2024	2025
Males Above	58	59	Males Above	26	45	Males Above	47	52
Males Below	8	9	Males Below	14	17	Males Below	14	8
Females Above	54	60	Females Above	39	44	Females Above	37	46
Females Below	2	10	Females Below	9	17	Females Below	7	15
FME Above	41	50	FME Above	26	33	FME Above	30	40
FME Below	7	20	FME Below	19	29	FME Below	15	15
SIMD 1 Above	34	46	SIMD 1 Above	25	42	SIMD 1 Above	31	52
SIMD 1 Below	6	15	SIMD 1 Below	19	19	SIMD 1 Below	13	16

Gender:

There was a significant increase in the percentage of males above average in Writing in comparison to last session. Although it is important to note that 45% is still lower than male performance in Reading and Numeracy.

The gender gap has closed in Reading and Writing, however males continue to outperform females in Numeracy. It should be noted that there is also a rise in the percentage of females below average in all 3 categories.

FME

The percentage of FME learners above average for Reading, Writing and Numeracy has risen by 9%, 7% and 10% respectively. However, FME learners also increased the percentage of learners in Reading and Writing below average.

SIMD Quintile 1

The percentage of SIMD quintile 1 learners above average in Reading, Writing and Numeracy has risen by 12%, 17% and 21% respectively.

Care-experienced learners are not shown due to small numbers presented (5/6) however the 5 learners who sat the SNSA were discussed individually.

Teacher Judgements (TJ) S&Q Report June 2026

S1	% 3A or better				Reading	Writing T&L	Maths
	2023	23	20	26	49		
	2024	47	40	48	35		
	2025	34	30	29	33		
	2026	36	35	34	34		

Whilst there was a dip in reading, writing and T&L in 2025 due to a review of moderation processes 2025/25, making Teacher Judgements more robust, this year's S1 cohort have added value in each of the 3 English categories. The percentage of learners achieving 3rd Level Maths by end of S3 has remained consistent.

Equity: There was an increase in the percentage of males achieving 3rd Level in reading, writing and talking and listening, however females continue to outperform boys in all 4 categories. Reading, writing and numeracy seen an increase of between 11 and 15% in the percentage of quintiles 1 learners achieving 3rd Level. The percentage of FME learners achieving 3rd level remained consistent at 12 to 15%.

S2	% 3A or better				Reading	Writing T&L	Maths
	2023	84	76	76	76		
	2024	88	84	91	73		
	2025	90	86	83	80		
	2026	82	82	85	77		

The percentage of learners attaining or exceeding 3rd Level for reading and writing dipped this year as did numeracy.

Equity: Females are outperforming boys by 20% in reading and writing, and 10% in Maths. Writing increased the percentage of FME learners achieving 3rd Level, however Maths attainment for these learners is lower than in English. The dip in 3rd Level reading and writing percentages this year is noticeable within quintiles 1 and 2.

S3	% 4A	Reading	Writing T&L	Maths
	2023	71	75	59
	2024	90	84	73
	2025	80	79	83
	2026	90	85	85

There is an increase in the percentage of learners achieving 4th level in all 4 categories with an increase of 10% in reading.

Equity: Females continue to outperform boys by 12 and 14% in reading and writing respectively, but the gap of 5% is closing in Maths. For each of the categories over 80% of quintile 1 learners have achieved 4th. There was an increase in the percentage of FME learners achieving 4th Level in reading and Maths.

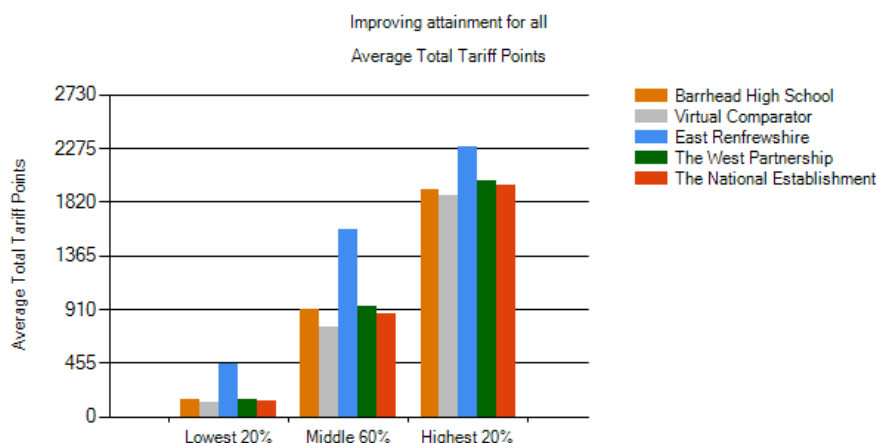
Insight Leavers Feb 2026 (108 Learners)

The year's leaver data must be interpreted in the context of an exceptional intake of 6 asylum seeker learners who arrived late in S5 or at the start of S6, these learners entered with no prior qualifications and limited English; all were male, lived in SIMD Quintile 1, and were eligible for Free School Meals.

Their inclusion has materially affected performance distributions: they represent 6% of our lowest 20%, which shifted some usual lowest-20% learners into the middle 60% and consequently moved some typical middle-60% learners into the top 20%. As a result, annual analysis shows a reduction in average tariff points across each performance category. A similar downward effect is evident when considering equity groups.

Additional data considerations: 2 learners who left at Christmas had previously achieved qualifications in S3 and therefore are not included in the current leaver dataset, and one leaver attended another provision and gained no qualifications.

Despite this, Barrhead High continues to demonstrate strong relative performance. The school outperforms its virtual comparator and remains in line with, or above, national benchmarks.



The school's strong attainment is evident across breadth and depth measures. At National 5, learners outperform the virtual comparator by 11.4%; for 3+ Highers by 11.1%; and for 5+ Highers by 10.4%.

	Barrhead	Virtual	National	Difference	
				Virtual	National
5+ N5	60.8%	49.4%	55.7%	11.4%	5.1%
5+ L5	78.4%	65.0%	68.6%	13.4%	9.8%
3+ H	47.1%	36.0%	42.0%	11.1%	5.1%
3+ L6	58.8%	48.1%	53.6%	10.7%	5.2%
5+ H	34.3%	23.9%	28.3%	10.4%	6.0%
5+ L6	47.1%	34.6%	40.8%	12.5%	6.3%
1+ AdH	21.6%	16.5%	19.8%	5.1%	1.8%
1+ L7	28.4%	21.7%	26.2%	6.7%	2.2%

Insight figures altered to reflect:
2026 - based on 102 not 108 (excludes 6 refugees)

Despite serving a more deprived demographic, the school also exceeds national benchmarks, including attainment for equity groups.

5+ N5	Barrhead	National
FME	43.5%	26.9%
SIMD Q1	50.0%	37.9%

Literacy and numeracy outcomes at Barrhead High continue to be above both virtual comparator and national levels.

	Literacy				Numeracy				Literacy & Numeracy		
	Barrhead	Virtual	National		Barrhead	Virtual	National		Barrhead	Virtual	National
Level 4	98.0%	93.1%	93.1%		100.0%	89.2%	91.1%		90.7%	86.9%	88.9%
Level 5	88.2%	80.0%	81.9%		80.4%	68.9%	73.4%		77.5%	65.9%	70.5%

Insight figures altered to reflect:
2025 - includes 5 learners who achieved N4 Lit in S3
2026 - based on 102 not 108 (excludes 6 refugees) and includes 2 learners who achieved N4 Lit in S3