



# Grangemouth High School

## Standards & Quality Report

Session 2024 - 2025

### School Context



Grangemouth High School is the secondary school in the Grangemouth cluster. It serves the town of Grangemouth, with a small number of pupils coming from surrounding areas. It is a non-denominational six-year comprehensive school with a roll of 856 pupils and a teaching staff of 76. The school has a leadership structure of one Headteacher, 3 Depute Head Teachers and a school Resource Manager.

The school offers all eight curricular areas, in addition to literacy, numeracy and health and wellbeing being the responsibility for all. As pupils move into the senior phase of their education at Grangemouth High School, we offer a wide range of National Qualifications as well as introducing National Progression Awards [NPAs], as alternative pathways to success and meeting the needs of our learners. We have seven curricular Principal Teachers who lead innovations within their curriculum. The school also has a year group pupil support structure that includes 3 Principal Teachers of Pupil Support alongside a Principal Teacher ASN, Principal Teacher of Destinations as well as DYW Co-ordinator. A special education unit also operates within the school, the Additional Support Centre, under the guidance of one further Principal Teacher. The ASC currently caters for the needs of around 36 pupils with social communication difficulties, and the school is fully equipped to accommodate those needs. The school also has a full-time librarian in the Cluster, a School Based Police Officer, and an on-site Skills Development Scotland Careers Officer.

Currently, approximately 23.8% of the school roll is in receipt of free meal entitlement. In session 2024-2025 the school was awarded £109,025 as part of the Scottish Government Pupil Equity Fund. This funding was spent with a key focus on raising attainment through promoting equity of access to all subjects, reducing the cost of the school day and delivering opportunities for pupils to achieve across the curriculum. Along with our cluster, Early Years Learning Centre and Primary schools, we work closely with other agencies and specialist staff to promote social inclusion, raise attainment, improve health and wellbeing and to support our pupils and their families in the community. 51% of our learners are supported in learning, as they have additional support needs, with an increasing number of young people in our school community who do not have English as a first language, 67 learners, 7.8% of our cohort.

In 2024/25, the SIMD profile of Grangemouth High School shows a pupil population that is significantly more deprived than the local authority average. 17% of pupils come from the most deprived decile (Decile 1), compared with just 6% across the wider authority. A further 9% of the school roll are from Decile 2, 19% from Decile 3, 22% percent from Decile 4 and 18% from Decile 5. Combined, this means that 85% of pupils attending Grangemouth High School are drawn from the bottom half of the deprivation scale, compared with a much more balanced distribution across the local authority as a whole.

Conversely, the school is notably underrepresented in the less deprived deciles. Only 2% of pupils come from Decile 9 compared with 14% for the authority, and just 4% from Decile 10, slightly below the local average of six percent. Decile 6 is especially stark, with only 1% of pupils in contrast to 12% authority wide. Overall, just 15% of the school roll come from the top half of the deprivation scale.



## Attainment

*Grangemouth High School has shown a clear and positive upward trend in attainment in Session 2024 – 2025, with significant improvements in academic success noted across various SCQF levels.*

The significant work outlined in this document highlights the work undertaken throughout Session 2024 – 2025, which has impacted positively across learner attainment for S4 & S5 in all attainment measures

The S4 data shows remarkable improvements in the number of pupils achieving a broad range of qualifications.

- 5+ awards at SCQF Level 3: This figure has seen a notable increase, rising from 85.4% in 2023 and 84.6% in 2024 to an impressive 91.8% in 2025, in 2019 [pre-COVID], this measure was 81.29%.
- 5+ awards at SCQF Level 4: The school has made substantial progress, with this metric increasing from 70.50% in 2019 and 73.9% in 2024 to 81.0% in 2025. This positive growth highlights the school's success in consolidating a core set of skills and knowledge for its pupils.
- 5+ awards at SCQF Level 5: Attainment at this level has also seen a positive increase, growing from 28.7% in 2024 to 31.0% in 2025, which is above the pre-COVID years of 2019 where it was 30.94%.

The S5 attainment data for qualifications at SCQF Level 6 (Higher) shows that more students are achieving success at the highest level.

- 1+ awards at SCQF Level 6: The percentage of S5 pupils achieving at least one Higher has risen from 37.97% in 2024 to 46.28% in 2025. This is a powerful indicator of the school's growing ability to support pupils in passing a Higher qualification, which is crucial for entry into university and other further education pathways.
- 3+ awards at SCQF Level 6: While the number of students achieving three or more Highers is a significant challenge for all schools, Grangemouth High has seen an increase from 13.29% in 2024 to 19.68% in 2025.
- 5+ awards at SCQF Level 6: The number of pupils achieving five or more Highers has risen from 3.16% in 2024 to 6.38% in 2025, a positive step forward in fostering the highest levels of academic accomplishment within the school community.



## Attendance

*Attending school is important; it builds knowledge, skills, and habits that prepare pupils for future opportunities. It also shapes character, social connections, and builds confidence to succeed in life.*

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| Work undertaken<br>2024 – 2025 | <ul style="list-style-type: none"><li>• Updated guidance issued to all parents: absence reporting process; attendance guidance; key contacts</li><li>• Single admin officer link with overview for attendance for all</li><li>• Rigorous application of updated school attendance process</li><li>• Focus on period-by-period accuracy of SEEMIS registers by all class teachers</li><li>• Creation of new support spaces in school to increase flexibility in supporting those experiencing Emotional-Based School Avoidance</li><li>• Creativity in curriculum adaptations to increase engagement some learners</li></ul> |
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| Impact<br>2024 - 2025 | <ul style="list-style-type: none"><li>• Overall attendance has improved 4.39%</li><li>• Quintile 1 attendance has improved by 5.5%</li><li>• Quintile 5 attendance has improved 2.6%</li><li>• Attendance for Quintile 1 and Quintile 5 is currently above the Local Authority stretch aims</li></ul> |
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| Work for<br>Session<br>2025 – 2026 | <ul style="list-style-type: none"><li>• Overall attendance figure is 3% behind Local Authority stretch aim, focused work required within Quintile 2 – Quintile 4.</li><li>• Update key policies: Positive Relationships &amp; Behaviour</li><li>• Quality Assurance of Positive Relationships in classrooms – all classes visited, engage with pupil voice</li><li>• CLPL for all staff around accessing further pupil and context data, to support learning for all</li></ul> |
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# Curriculum

*Grangemouth High School's curriculum is undergoing continuous evolution to respond directly to learner needs, align with national priorities, and adhere to the key principles of curriculum design outlined in 'How Good Is Our School? 4th Edition' (HGIOS 4).*

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| Work undertaken<br>2024 – 2025  | <ul style="list-style-type: none"><li>• Through effective self-evaluation, collaborative planning, and strategic innovation, we have audited provisions in the curriculum, looking outwards, inwards and forward. With planned implementation of a range of developments this session that significantly enhance personalisation, breadth, relevance, and progression across both the Broad General Education (BGE) and the senior phase.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Impact<br>2024 – 2025           | <ul style="list-style-type: none"><li>• In the Broad General Education (BGE), the replacement of the S2 elective model with the new S2 'Schools of...' structure has provided a more coherent and aspirational experience. This innovative model, utilising SCQF-accredited, themed pathways across two half-year blocks, will lead to improved student engagement and confidence for all by offering early exposure to vocational, creative, and academic disciplines, which strongly supports their progression into the senior phase.</li><li>• Key impact in S1 through the proactive introduction of a new Digital Skills course, co-delivered by the Business and Computing departments. This change effectively addresses previously identified gaps in digital competencies, ensuring pupils develop digital literacy for employability and enabling their coherent progression into formal digital qualifications.</li><li>• Planned expansion of the S3 curriculum, intending to significantly increase accessibility and personalisation for all. The addition of Humanities and Travel &amp; Tourism courses provides pupils with new accreditation pathways. Furthermore, by establishing both General (Level 4) and Lab (Level 5) Science pathways, the school will improve both engagement and attainment for learners who require alternative routes into science, promoting greater equity in curricular provision.</li><li>• In S4, a new Personal Development period, accredited at SCQF Level 5, is planned for all pupils with the specific aim of fostering wellbeing and promoting personal achievement.</li><li>• Expansion of the Five Academy, which mobilises ASN staffing innovatively, impacting targeted small-group and one-to-one interventions for pupils most at risk of disengagement. This approach is a key demonstration of strong inclusive practice, and its measurable effect is to significantly boost learner engagement across the cohort.</li><li>• The senior phase curriculum has been further refined to increase flexibility and ensure parity of esteem between academic and vocational routes. This refinement includes adapting the column structure to better support personalised learner pathways and introducing new Level 5 and 6 science qualifications such as Health Sector, Applied Sciences &amp; Forensics, and Scientific Technologies.</li><li>• Wider achievement opportunities have been strengthened through increased participation in YASS, consortia partnerships, and virtual/hybrid learning models. The planned, first-time delivery of Higher Dance and Higher Applications of Mathematics further demonstrates the school's responsiveness to diverse learner interests and aspirations beyond school.</li></ul> |
| Work for Session<br>2025 – 2026 | <ul style="list-style-type: none"><li>• Embed all curriculum changes, monitor engagement and fully evaluate to inform year 2 refinements and measure impact on attainment and learner confidence, through the year.</li><li>• Continue to build staff capacity to design interdisciplinary and skills-based learning, including digital and outdoor learning opportunities.</li><li>• Further align BGE–senior pathways to increase learner progression into wider achievement and vocational routes.</li><li>• Implement our <i>GrangeNess</i> Winter Leavers model, including increased targeted partnerships with employers and agencies.</li><li>• Continue to strengthen employer engagement within DYW and curriculum planning framework.</li><li>• Create our BGE curriculum rationale review in session 2024–25 with learners, staff, parents and partners to ensure it continues to meet evolving needs.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



## Destinations

*In October 2024, the school leaver destination rate (SLDR) for the 2023-24 cohort was 91%, which was under the local authority average of 97% and under our historical performance trend of 93-95% over the previous five years.*

### Work undertaken 2024 – 2025

- Stretch aim of 95% for the 2024-25 SLDR, reflecting commitment to exceed typical baseline of approximately 93% and 2023-24 figure of 91%.
- Elevated our destinations strategy by rigorously benchmarking against schools with consistently higher SLDRs.
- Gained valuable insights from visits on successful transition strategies, such as innovative tracking, employer partnerships, and multi-agency collaborations resulting in SLDR policy being revised in light of these visits alongside an updated destinations timeline.
- Significantly improved tracking and risk identification through refreshed leaver processes, better data management, and centralized support agency records, streamlining referrals and support.
- Restored termly Joint Agency Team (JAT) meetings with key partners (education, social work, SDS, third sector) to coordinate support for vulnerable learners, engaging more regular meetings among pupil support teams, destinations staff, and SDS.
- Expanded employer partnerships to enhance work-based and experiential learning.
- Piloted a new partnership to support personal development and employability skills for identified S4 pupils.

### Impact 2024 – 2025

- Clear roles across all key staff (leadership, pupil support, destinations, DYW) have strengthened accountability and shared ownership of destinations outcomes.
- Enhanced monitoring of pupils at risk of NEET has enabled earlier and more targeted interventions.
- Revitalised partnership (JAT/support team meetings) now ensures close, tailored monitoring of potential leavers, cohesively reducing the risk of negative destinations.
- Secured 18 new employer relationships, significantly improving work placement options and resulting in 19 summer term placements (a significant increase).
- Highly successful *Effective Now* programme: 12 of 14 participants achieved Level 4/5 Adult Achievement Awards, demonstrating real-world skills development.
- Learner feedback indicates a greater sense of support and opportunity in destination planning.
- Targeted interventions for pupils at risk of NEET have already begun to impact positively on engagement and motivation.

### Work for Session 2025 – 2026

- Destinations timeline ensures a structured, consistent approach to key annual actions.
- Developed the *GrangeNess* S5 Winter Leavers initiative with partners (Bo'ness Academy & Sustainable Thinking Scotland) to support positive transitions for pupils at risk of NEET.
- Monitor SLDR data (August-October) to rapidly identify pupils for intervention
- Upskilled staff in the SDS Participation Portal to improve tracking data accuracy and accessibility.
- Termly JAT meetings continue to provide a forum for cross-agency collaboration.
- August DYW Employer Breakfast planned to strengthen employer relationships and expand work experience placements.
- The *Effective Now* programme is scaling up to 16 pupils, with enhanced employer engagement to broaden impact.
- Refreshed the annual DYW Careers Fair as an inclusive evening event to increase parental involvement and tailor learner support.
- Work placements, site visits, and workshops will be further expanded.
- MCR Pathways lead introduced.
- Cyrenians partnership established with a clear focus.
- Extend the Go Youth Trust relationship to build positive support networks for future ETU-bound leavers.
- Increased support via home visits for NEET / risk of NEET pupils to achieve a destination.

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|  | <h2>Learning, Teaching &amp; Assessment</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><i>The school continues to build consistency in high-quality learning, teaching, and assessment. This is being achieved through a shared focus on learner engagement, effective feedback, and formative assessment strategies, which guides faculty improvement planning and professional learning.</i></p> |
| <p>Work undertaken<br/>2024 – 2025</p>                                           | <ul style="list-style-type: none"> <li>• Through class visits to all teachers we evaluated the learner experience – aiming for a consistent delivery</li> <li>• Engaged pupils around views of the learning experience.</li> <li>• Embed the school wide learning, teaching and assessment framework</li> <li>• Embed the moderation evidence from faculties</li> <li>• Embed the learner conversation quality throughout the year</li> <li>• VSE model, engaged with partners around the impact of learning and teaching</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
| <p>Impact<br/>2024 - 2025</p>                                                    | <ul style="list-style-type: none"> <li>• Increased consistency in most learning experiences across the school</li> <li>• Most learners are more confident in articulating their progress and identifying next steps.</li> <li>• Almost all assessment data is used more effectively to inform planning and interventions.</li> <li>• Greater evidence of a strong culture of professional reflection and sharing of effective practice of staff</li> <li>• Work with the pupil body to share the elements of learning</li> <li>• Engage greater pupil voice around the learning experience</li> <li>• Embrace many opportunities to share the learning process with parents and how they can take an active role in enhancing learning</li> </ul>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                |
| <p>Work for Session<br/>2025 - 2026</p>                                          | <ul style="list-style-type: none"> <li>• Revisit all elements of the school-wide learning, teaching and assessment framework aiming for a consistent learning approach in all classrooms – aligned to the framework</li> <li>• Continue to embed digital assessment and learner portfolios to enhance self-evaluation and learner agency.</li> <li>• Peer learning visits and in-faculty collaborative moderation further strengthen continuous professional dialogue around expectations and pedagogy.</li> <li>• Deepen moderation across and beyond the school to strengthen reliability and shared standards.</li> <li>• Extend learner feedback to all pupils and develop mechanisms to inform teaching approaches.</li> <li>• Work with pupils and parents around how good learning happens</li> <li>• Through our substantial Parental Engagement planned as a school and across faculties, engage with 75% + parents as true partners in learning</li> </ul> |                                                                                                                                                                                                                                                                                                                |

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|  | <h2>School Vision</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>A shared school vision provides a clear direction and shared purpose for pupils, staff, and the community. It guides decision-making, inspires growth, and ensures everyone is working toward common long-term goals.</i></p> |
| <p>Work undertaken<br/>2024 – 2025</p>                                             | <p><b><i>“to place learning at the heart of everything we do, encouraging ambition, building confidence and broadening horizons”</i></b>—was established through extensive consultation involving pupils, staff, parents, parent council and wider community stakeholders.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |
| <p>Impact<br/>2024 - 2025</p>                                                      | <p>The establishment of the vision is core to our school’s culture and strategic planning:</p> <ul style="list-style-type: none"> <li>• <b><i>Encouraging Ambition:</i></b> There is evidence of increased motivation among learners to set and pursue ambitious goals. Staff feedback indicates that a culture of high expectations is increasingly embedded across curricular and extracurricular provision</li> <li>• <b><i>Building Confidence:</i></b> Learners are developing greater self-efficacy, supported by a positive and nurturing environment where risk-taking and resilience are actively promoted</li> <li>• <b><i>Broadening Horizons:</i></b> The school has expanded opportunities for learners to engage with diverse experiences and perspectives, which enhance their skills, knowledge, and understanding of the wider world</li> </ul> |                                                                                                                                                                                                                                     |
| <p>Work for Session<br/>2025 - 2026</p>                                            | <p>In Session 2025 – 2026 we are fully committed to embed the vision in all learning opportunities. With a focus to ensure consistent application by all, fully integrating the vision’s principles into classroom practice and leadership decisions. This ongoing commitment will further consolidate the vision as a catalyst for sustained improvement and excellence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                     |

