Education Scotland
Foghlam Alba

Local approaches to recovery: a thematic review

A report by
HM Inspectors

May 2022

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Foreword

Gayle Gorman
HM Chief Inspector of Education

This report examines a range of approaches taken to support recovery in establishments, nominated by local authorities. The report identifies common priorities reflected in improvement or recovery plans that aim to address some of the challenges for the education sector arising from COVID-19.

Across Scotland, staff are working with dedication, resilience and innovation to take forward improvement priorities within their own establishments. They are adapting admirably in an intensely challenging environment to support their learners. Since March 2020, staff have had to adjust frequently to the challenges of providing education during the COVID-19 pandemic.

A key feature of the last two years has been and continues to be the flexibility of senior leaders and staff to take forward emerging priorities for improvement. These priorities reflect the needs of the local school community. Staff have been agile and flexible in managing and supporting their school communities through considerable challenges. They have prioritised the wellbeing of children and young people, responded to address gaps in children's and young people's learning and reviewed approaches to enhancing learners' experiences.

I hope that the findings contained in this report will support schools and settings to continue to adapt their practice and provision to support recovery of our education system.

Background

The Scottish Government's 'Education Recovery: Key Actions and Next Steps' document outlines that HM Inspectors (HMI) will undertake national thematic reviews as part of the contribution of education to Scotland's COVID-19 Recovery.

This is the third national thematic review by HMI describing current practice in Scottish education. It aims to promote improvements in Scottish education by drawing on the professional view of HMI. This view has been developed through discussions with practitioners, stakeholders and learners, by reviewing documentation, and observing learning and teaching in schools and early learning and childcare settings.

The wide scope of our activities gives us a secure and unique evidence base drawn from a range of activities. This evidence base enables us to draw conclusions about how schools and settings are supporting recovery and the impact of approaches on learners.

Our intention in publishing this report is to feed back the evidence we have gained about approaches taking place locally to support recovery. We hope this report will stimulate professional reflection and dialogue of local approaches adopted to support recovery.

Introduction

This report is based on evidence gathered during visits undertaken in November and December 2021. HMI visited four stand-alone early learning and childcare (ELC) settings; 15 primary schools including 13 with nursery classes and one with Gaelic Medium Education; 13 secondary schools; three special schools; three community learning and development service; three Gaelic schools; and one local authority education department. The sample of 42 schools and settings visited covered a wide geographical spread of urban and rural areas across Scotland. Appendix 1 provides a list of the establishments visited.

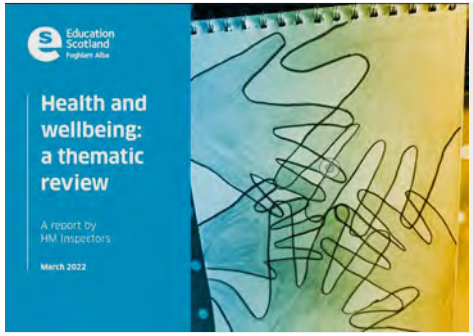
This report considers some of the main areas schools and settings have identified as priorities to support continuous improvement within the context of COVID-19 with a particular focus on outcomes for learners. Almost all schools and settings are developing approaches to support recovery that reflect their local context. In almost all schools and settings, staff have blended priorities that they would usually focus on with those that have arisen specifically from the pandemic. While there are specific priorities that reflect sectors such as planning for the full roll out of 1,140 hours of high-quality early learning and childcare, the following are common priorities reflected in strategic planning across sectors. These include:

- supporting wellbeing of children and young people;
- prioritising staff wellbeing;
- addressing gaps in learning; and
- strengthening parental engagement;

Supporting wellbeing of children and young people

Supporting the wellbeing of children, young people and their families is a key priority that features in almost all recovery or improvement plans. Almost all establishments are providing increased levels of support to improve the mental and emotional wellbeing of children and young people.

The pandemic has had a significant impact on the wellbeing of children and young people. One of the most adverse effects of the pandemic is how it has unsettled children and young people. In a number of schools, learners find it challenging to work and complete tasks independently within a classroom setting. There are examples of instances of low level disruptive behaviour such as interrupting the learning of others, not being respectful towards peers, and taking too long before focussing on tasks. These are some of the more prominent challenges facing children and young people.



You can read more about how schools and settings are supporting health and wellbeing in the ‘Health and wellbeing: a thematic review’.

1

CASE STUDY

Gracemount High School, City of Edinburgh Council

Improving readiness to learn

The school identified that one of the effects of the pandemic is how it has impacted young people's behaviour and readiness to learn. Anxiety levels caused by returning to school, a lack of motivation and not being in the right frame of mind to learn have been factors affecting young people's wellbeing.

Developing positive, supportive relationships are the foundations of the school's approach. Staff are adopting a consistent approach to supporting young people to re-establishing a settled learning environment to enable readiness for learning. Staff are identifying and celebrating positive behaviours through their positive referral system. This is helping to motivate young people to form good behaviour habits. In those cases where young people are demonstrating low level behavioural challenges, staff are adopting 'scripted interventions' to ensure consistency in the use of praise and promoting positive behaviour. Restorative conversations and follow up are also features of the school's approach to responding to instances of inappropriate behaviour. This restorative approach helps young people take greater responsibility for their behaviours by recognising any potential upset they may have caused.

Young people have a clear understanding of expectations of staff, themselves and others and are participating in learning more effectively.

Most schools and settings are building on existing approaches to supporting learners' wellbeing. One such approach is the use of nurturing principles to help children and young people regulate their emotions. Staff are increasingly extending the use of nurturing approaches, beyond nurture rooms, to support wellbeing at a whole school level. Staff are engaging in professional learning on nurture to help children and young people overcome emotional stress and express their feelings calmly. In examples that are working well, staff and learners have a common vocabulary to describe emotions and feelings. This vocabulary enables children and young people to talk about and manage their emotions more effectively. Activities such as mindfulness, calming boxes and breathing techniques are also being adopted to help children self-regulate and enhance their emotional literacy. In one early years setting, the snug provides children with a comfortable quiet space if they feel anxious.

Staff recognise that whole school approaches may not be entirely sufficient to meet the wellbeing needs of all their learners. In most cases, establishments are appointing additional staff to help provide support to meet the specific needs of children and young people. This includes youth workers, family support workers, learning support staff, pastoral care workers and counselling services. Within a few schools, staff were appointed to champion the development of emotional literacy. A few schools and settings trained children and young people to sup[port their peers, for example as mental health ambassadors.

This is helping to tackle stigma ordinarily associated with mental health issues.

In a minority of schools and settings, the priorities related to wellbeing are aimed at specific cohorts of learners. For example, in a few secondary schools, staff recognise that young people in S3, particularly boys, are finding it difficult to manage situations of potential conflict. The number of instances of misbehaviour has increased. As a result of these new challenges, staff have increased opportunities for children and young people to develop their social skills. Schools have reviewed their health and wellbeing programme to provide learners with greater opportunities to develop co-operation and conflict resolution skills.

Overall, almost all schools and settings have, quite rightly, identified health and wellbeing as one of their central priorities. The on-going pandemic will continue to present challenges for schools and settings. There is a strong recognition that supporting the health and wellbeing of learners, including reducing anxiety as well as promoting positive relationships and behaviour, will need to continue to be a feature of improvement or recovery.

2

CASE STUDY

Blairgowrie High School, Perth and Kinross Council

Evaluation of young people's mental wellbeing to target interventions

Staff used wellbeing questionnaires with their learners to identify wellbeing needs. An analysis of this by senior leaders identified the issue of low mood and depression in female learners. This led to the school employing a pastoral care worker with the remit of supporting female learners and making use of counselling services. Support has included one to one mentoring and group work.

Staff were targeting concerns about young people's sleep patterns before the pandemic and appointed a lead staff member for sleep. This work, influenced and supported by research with Glasgow University, has been refocused to address poor habits and routines developed during periods of lockdown. The lead staff member for sleep has supported pupil sleep ambassadors to lead workshops for their peers. The staff lead also targets support to educate pupils, parents and staff on the potential health issues caused by poor sleep cycles. Young people value the input on the importance of sleep and the interrelationship between sleep, mental health and learning.

Senior leaders have also extended their nurture provision to meet the social and emotional needs of their learners. Young people are identified from an analysis of attendance, wellbeing questionnaires and referrals received by pastoral staff.

Young people receive effective targeted support from the supportive and caring staff who are responsive to their wellbeing needs. The school community are very positive about the impact of this provision on learners' social skills, confidence and self-belief.

3

CASE STUDY

Duncanrig Secondary School, South Lanarkshire Council

Supporting care experienced young people

Senior leaders recognise that the pandemic has impacted on some learners more than others. For many care experienced young people, the pandemic heightened feelings of exclusion and social isolation.

In August 2020, the school appointed a Care Experienced Champion. A key aspect of the role is to develop positive and trusting relationships with young people, listening to their concerns and providing supports to help them engage positively with school. The Champion also supports learners practically through supported study groups and provides opportunities to develop employability skills.

The Champion has strengthened partnerships with a range of key agencies such as Who Cares? Scotland, EY Foundation and Skills Development Scotland. An online community for care experienced young people offers learners a forum to share experiences, undertake wellbeing check-ups with school staff and access information from Who Cares? Scotland.

The engagement of care experienced young people, particularly in the senior years, has improved. Young people report that they feel better supported in school and that they are clearer about the supports and opportunities available to them. Partnerships with businesses such as the EY Foundation have had considerable impact with young people gaining apprenticeships and placements which are likely to progress long term. Young people are benefiting from opportunities to speak about their experiences and the support needed for care experienced young people. A few through their role as Pupil Support Captains are developing the school's response to #KeepThePromise.

Prioritising staff wellbeing

"Staff wellbeing became a priority and needed a more personal and relaxed approach"

(ELC senior manager)

Although staff wellbeing might not feature explicitly in recovery or improvement planning documentation, senior leaders are focussing on the wellbeing of their staff. They provide considerable support for staff, which includes staff wellbeing events and encouraging them to engage with occupational health, as required. Other support includes for example, one to one support with line managers, wellbeing activities and regular check-ins to offer emotional support. It is of note that headteachers and senior leaders have made little reference to their own wellbeing. They have managed very challenging circumstances over a long period of time. They have led and continue to lead in uncertain times. In many cases, senior leaders have routinely prioritised the wellbeing of others over their own. Given the increased pressure on senior leaders, they would benefit from support for their own resilience and wellbeing. It is important that senior leaders, particularly headteachers, prioritise time for their own wellbeing.

Addressing gaps in learning

Overall, schools and settings have a strong focus on identifying the gaps in learning for children and young people and are putting in place measures to address these.

Addressing gaps in children's and young people's learning as a result of COVID-19 remains an important priority in almost all improvement plans. The pandemic has resulted in significant disruption to learning and schools are actively considering, and putting in place, measures to support learners to make progress. There is a recognition that some children and young people have faced greater challenges than others.

In order to identify gaps in learning reliably, almost all schools are building on existing approaches to monitoring and tracking children's and young people's progress in learning.

"Fresh start (a targeted literacy intervention group) is great for boosting your confidence. I get to practise my reading which helps me not to be nervous. It's better to get help now before we go to the academy and it becomes a really big deal. And it's fun!"

(Learner)

All schools and early learning and childcare settings identified addressing gaps in the development of children's literacy and numeracy skills as a priority. At early level, practitioners and teachers note that children require support with their knowledge and application of phonics. Listening and talking skills across both primary and secondary school have been adversely impacted over the last two years. Learners' skills in interacting with others, showing respect for other's views and active listening are some of the challenges that schools are aware of and beginning to tackle. To address gaps in the development of numeracy skills, there is a focus on supporting children and young people with numeracy skills such as using number bonds when making written calculations, making mental calculations with accuracy and speed, and discussing the approaches they have used when making mental calculations.

Approaches to supporting recovery in the early years has involved a focus on early years' pedagogy and the environment for learning as a means to promote engagement. Practitioners are supporting the development of fine and gross motor skills which did not develop as expected during the periods of remote learning. Practitioners are continuing to employ play based approaches to learning and teaching to develop these skills. Practitioners have reviewed and made changes to how playrooms are organised. This is to support a wide variety of types of play as well as providing calm and reassuring spaces for children. Staff are beginning to observe increased engagement and confidence of children as a result.

4

CASE STUDY

Kilmarnock Academy, East Ayrshire Council

Use of data to inform targeted support

Staff are using a range of tools to assess young people's progress and identify gaps in learning. These include Cognitive Abilities Test (CAT) along with literacy and numeracy assessments, and the school's monitoring and tracking system.

Analysis of this data indicated that there were a number of young people who required additional support to address gaps in literacy and numeracy. Additional staff, including learning facilitators, work with young people in S1-S2. The support provided is helping them to progress in their learning. Young people are very positive about their learning and there are already positive improvements in their reading ages and progress through Curriculum for Excellence levels.

"I never read during lockdown. Just wasn't interested. But since I've started doing the short reading block every day – I've read loads. The teacher knows what will interest me."

(Young person)

Most schools are also putting in place additional measures to support children and young people's progress in key areas of literacy and numeracy. This includes additional supported study sessions for learners needing support, the use of senior learners who act as literacy mentors and the deployment of support staff. In a majority of schools, pupil support assistants are providing young people in S1 and S2 with a daily reading input which is beginning to improve the reading ages of learners.

A number of schools have also reviewed and adapted the curriculum to have an enhanced focus on literacy, numeracy and wellbeing. In a few cases, the increased allocation of time in these curricular areas adversely impacts on children and young people's entitlement to a broad general education.

In secondary schools, senior leaders highlight that for many practical subjects, young people have gaps in their learning. Many teachers of practical subjects found it challenging to assess young people's practical skills during the period of remote learning. For example, teachers faced challenges in directly observing young people demonstrating their skills in practical science and drama. In addition, some young people may have had restricted access to appropriate resources, materials and equipment to prepare for and complete assessments. The gaps in learning for these subjects are proving harder to address than other subjects.

Secondary school teachers across subject disciplines are not only reviewing their courses and programmes, but also the delivery and sequence of units so that they are confident young people have a firm grasp of core skills before moving on to new pieces of learning. For example, Modern Language departments have prioritised listening and talking skills in their courses and programmes.

Teachers in the Gaelic sector have enhanced their practice during periods of remote learning. They have developed their skills in technology to maintain children's and young people's continuity in learning through the medium of Gaelic. Staff also champion maintaining children's and their parents' confidence in Gaelic Medium Education. This is particularly important when parents do not themselves speak Gaelic.

Teachers are effectively identifying gaps in fluency. They are addressing these with interventions and adjustments to the curriculum. Across the primary stages, this entails having a focus on listening and talking using total immersion approaches. Teachers use play, stories, rhymes and songs more regularly to support children at early and first levels. This then builds children's confidence in reading and writing in Gaelic. A range of curriculum partners provide effective online and in person events to build continuity in learning. This is whilst setting Gaelic within its cultural context. Partners' ongoing support for learners needs to focus even more closely on addressing specific gaps in learning. Teachers should continue to build on their successful use of digital technology during remote learning to make more use of platforms such as e-Sgoil. There is a continued need to focus on increasing equity for learners in Gaelic Medium Education. There is a continued need for staff to review young people in Gaelic Medium Education's progress as a group of learners. This will support the use of data to identify priorities for Gaelic Medium Education within schools' improvement and recovery planning.

The gaps in Gaelic language after lockdown were quite drastic, especially when children were still in the immersion stage and there was no Gaelic being spoken at home.'

(Gaelic Medium teacher)

Bun-sgoil Chondobhrait/Condorrat Primary School, North Lanarkshire Council

5

CASE STUDY

Using total immersion to raise children's attainment and promote their confidence in Gaelic

The depute headteacher and staff prioritise supporting children to regain their fluency in Gaelic to improve continuity in learning.

At the beginning of the session, teachers adjusted the curriculum to deliver total immersion to children in P4 to P7 for a six-week block. Children engaged in learning where Gaelic was spoken and used in a range of situations and curriculum contexts. They responded using their Gaelic language skills. Teachers' monitoring noted children regaining confidence in speaking Gaelic and using it as a medium of learning.

Staff have planned a programme of support to address identified gaps in writing Gaelic. All classes have a 'publication station' to provide daily opportunities for writing. Children write across a range of genres and about topics of their choice. Teachers' monitoring evidence children regaining confidence in writing through Gaelic. Teachers have identified individual children who benefit from small group sessions to target gaps in learning. Children speak positively about this support and are involved in monitoring the impact it has on their progress.

Children's progress is showing early signs of improving. Children talk confidently and proudly of the progress they are making.

The Gaelic-speaking classroom assistant works across all classes to provide planned support to individuals and groups of children. Teachers have translated resources to support children improve their vocabulary. The Gaelic-speaking support for learning teacher and classroom assistant are now using these materials to work with individuals across the school.

Senior leaders continue to make effective use of data to monitor the impact of their approaches to support recovery. They have identified 'checkpoints' throughout the year when they look closely at the progress of groups and individual learners. Children's views are gathered and used alongside the attainment data. This use of qualitative and quantitative data provides a robust and accurate picture of progress. Senior leaders use the information with staff to review and adapt the support for children ensuring interventions are leading to improved outcomes for all children.

Children, young people and staff's continued absences present challenges to supporting continuity in learning. Absence of children, young people and staff is worsened by the pandemic. In a few schools, lessons are being delivered through online platforms, or children and young people are accessing materials from a bank of pre-recorded lessons. In other schools, senior leaders have used Pupil Equity Funding to appoint additional staff to support learners with high levels of absence. The appointment of home school link workers, recovery teachers, and support staff is designed to support children and young people when returning to school.

Shortages of teachers for some subjects and specialist Gaelic Medium Education means that senior leaders with qualifications in Gaelic Medium Education are regularly deployed to teach other classes. Staffing shortages often restrict senior leaders in using funding to recruit additional staffing to support recovery.

Schools and settings are using the experience of remote learning to enhance learning experiences. Enhancing digital capabilities for both learners and staff is also a common priority in improvement plans. Staff and learners are clear that their digital skills have improved as a result of remote learning. Most schools and settings are building on the digital skills that both staff and young people have developed. In a few schools and settings, digital technology courses now appear as a feature of the timetable. Staff have been offered professional learning in the use of digital technologies. This has led to a significant increase in staff confidence in digital pedagogy. In secondary schools, digital software such as voice notes continue to be deployed to provide young people with feedback.

Schools recognise that providing children and young people with opportunities to engage with their peers helps to increase participation and engagement. In one example, a school used digital technology to help facilitate collaborative learning using virtual meetings and collaborative platforms for discussion.

"We worked with Comann Nam Pàrant to develop a summer group for all children in Gaelic Medium Education. Most children attended. Children's confidence in spoken language was built post-lockdown through a range of outdoor activities. This was supported by local organisations".

(Principal teacher of Gaelic Medium Primary Education)

6

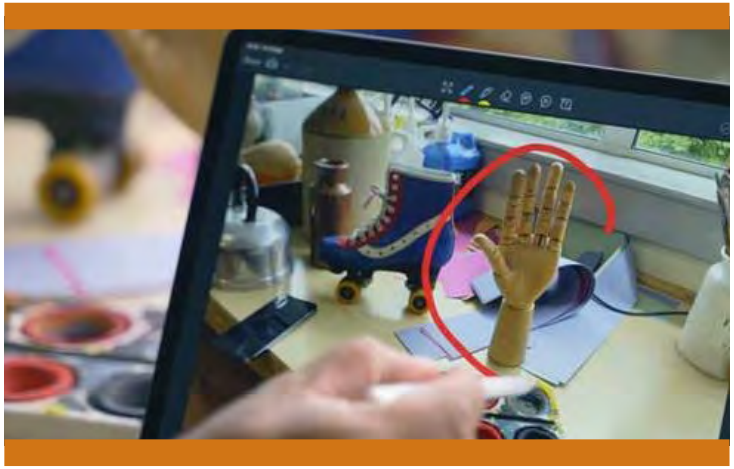
CASE STUDY

Castlemilk High School, Glasgow City Council

Digital App to support learning

At Castlemilk High School, digital technology is supporting continuity of learning for young people who may be absent so that they don't fall behind in their learning. The school have adopted a digital app to support young people's progress.

The app has the functionality that enables staff and young people to leave voice notes and annotate work thus providing feedback to young people. This has resulted in young people feeling fully supported should they need to learn at home. Learners who for example are self-isolating or absent for other reasons are able to engage in dialogue with their teachers regarding their learning. Elements of the app also enable staff to create assessments and exit passes that allow them to ascertain whether young people have successfully understood the purpose of lessons. This instant feedback facility supports teachers to review learners' progress. This has supported young people to work well independently. Young people are very positive about using the app to support their learning.



Schools and settings are continuing to maximise the potential of the outdoors to enhance children's and young people's learning experiences. As a result, outdoor learning is increasingly becoming an embedded feature of our learners' everyday experience.

You can read more about how schools and settings are adopting outdoor learning in the 'Successful approaches to outdoor learning: a thematic review'.

7

CASE STUDY

Thomas Muir Primary School
East Dunbartonshire Council

Using digital approaches

Staff are continuing to focus on digital approaches to learning as part of their recovery planning. The school has invested significantly in digital devices to ensure equality of access. Teachers report significant improvement in their ability to create and use digital approaches to enhance learning. This is a result of the professional learning provided by the principal teacher.

Staff have worked well to ensure that their programmes and courses in digital technologies provide progression in knowledge and skills. As a result, children are more aware of the digital skills they are developing in their lessons. They are increasingly using a greater breadth of digital devices and online platforms. Children report that they now have increased access to different devices and feel more confident about learning through different platforms.

The senior leadership team have an ongoing focus on supporting continuity in children's learning whether self-isolating. Contingency arrangements have been planned to allow staff to deliver high quality learning in the event of a return to remote learning.

"Remote learning built our confidence in using ICT to teach."

(class teacher)

Parental engagement

Strengthening parental engagement remains an important priority for schools and settings. The majority of schools and settings report that relationships and connections with families have been strengthened as a result of the pandemic. Families benefited from improved communication through the use of online platforms to share information during the period of remote learning. This included for example, virtual check-ins, emails, phone calls, door step visits and even hand written letters.

Staff recognise that many parents have had limited opportunities to develop networks of support, with many groups and activities not running in the usual way. Practitioners have established measures to address this challenge. This includes using digital technology to provide collaborative platforms that allow parents to connect with one another. In other examples, staff have used the outdoor space to physically bring parents together while adhering to public health guidance.

Parents value these opportunities and are benefiting from these informal networks. They feel more connected and are more confident in supporting their children's learning. Schools and settings are ensuring that parents are kept informed of their children's progress using, for example, digital learning diaries to capture and share children's progress or virtual meetings.

Overall, approaches to supporting parents, keeping them informed of their child's progress, and the life and work of the school are positive features of the work of schools and settings.

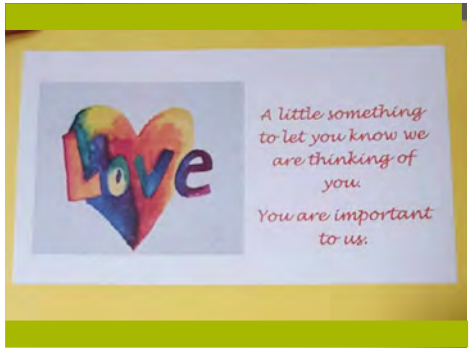
The City of Edinburgh Lifelong Learning

8 CASE STUDY

Re-settlement and Family Learning Programmes

In response to the pandemic, The City of Edinburgh Council adapted their provision for newly arrived Syrian families. Prior to COVID-19, there were 24 classes across multiple locations offered to approximately 100 Syrian learners. The pandemic prompted a move to create a social media channel to facilitate learning with Syrian refugees.

English as Additional Language staff supported families with literacy and numeracy using a digital platform. Staff also created videos to support learning. Although it was challenging to engage learners online, those that did engage achieved success and had increased confidence in spoken English. Parents also reported that they are now better able to support their children's learning and engage with schools. Learners also noted their ability to use English in socially and culturally appropriate ways. This is leading to many feeling more engaged and integrated within community life.



9

CASE STUDY

Elphinstone Primary School and Nursery Class, East Lothian Council

Using increased contact with families during the pandemic as a springboard for increasing engagement.

Engagement with parents continues to be a central priority for senior leaders. Staff recognise that sustaining connections and relationships with families is key to supporting children's learning. There is a strong belief that reconnecting children and families with the school environment though positive experiences is essential to recovery.

Collaboration and consultation with stakeholders takes place using a range of methods, including online platforms, online polls, staff meetings, pupil council meetings, informal sessions and Parent Council meetings. Parents welcome the variety of opportunities afforded to them to take part in the life and work of the school. They report positively on how they feel part of the school community.

A green space is being developed as a wider community space that is accessible to all. This will provide an opportunity for parents and wider community members to come together. These informal network opportunities are greatly valued by parents and are strengthening relationships with the school.

Conclusion

Staff across schools and settings have shown great resolve in managing the challenges of COVID-19. At the same time staff have sought to implement improvements and to address recovery priorities to support children's and young people's learning. Staff have maintained a consistent focus on learning and addressing any gaps. Staff are enhancing and adapting practices and experiences to support children and young people within the current context. Where there are existing practices that were working well pre-pandemic, staff are building on these strengths. This is particularly evident in the approaches to supporting health and wellbeing. Schools and settings have identified priorities through discussion and feedback from learners, parents and staff. In a number of schools and settings, staff have considered approaches implemented during the period of remote learning such as digital technologies and parental engagement. They have continued to build aspects that have worked well. Overall, it is important for schools and settings to focus on a manageable number of priorities that set out the desired outcomes for learners.

Some schools and settings are already evaluating the impact of their approaches. Establishing ongoing evaluation is crucial, particularly during the challenging and changing context in which schools and settings are operating currently. This will enable staff to accelerate progress in the areas that are working well and take action and reconsider priorities, if necessary, to ensure a positive impact for all learners.

Appendix 1: schools and settings visited

HM Inspectors would like to thank local authorities, staff, children, young people, partners and parents for their engagement during the visits and willingness to share their approaches to supporting recovery.

EARLY LEARNING AND CHILDCARE SETTINGS

- Gartconner Early Years Centre
  East Dunbartonshire Council
- Hill View Nursery School
  Dundee City Council
- Moffat Early Years Campus
  The City of Edinburgh Council
- Pitmedden School and Nursery
  Aberdeenshire Council

PRIMARY SCHOOLS

- Bell's Brae Primary School and ELC
  Shetland Islands Council
- Castleview Primary School and Nursery Class
  The City of Edinburgh Council
- Dalmilling Primary School
  South Ayrshire Council
- Elderbank Primary and Early Years
  North Ayrshire Council
- Elphinstone Primary School and Nursery Class
  East Lothian Council
- Heathhall Primary School and ELC
  Dumfries and Galloway Council
- Longniddry Primary School and ELC
  East Lothian Council
- Maisondieu Primary School and ELC
  Angus Council
- Newton Primary School and Nursery Class
  Stirling Council
- Rosewell Primary School and ELC
  Midlothian Council
- Sandbank Primary School and Nursery Class
  Argyll and Bute Council
- St Anthony's Primary School
  Renfrewshire Council
- St Mary's Primary School and ELC
  West Dunbartonshire Council
- Thomas Muir Primary School and ELC
  East Dunbartonshire Council
- Wallacestone Primary School and ELC
  Falkirk Council
- St Patrick's Primary School
  Inverclyde Council

SECONDARY SCHOOLS

- Alva Academy
  Clackmannanshire Council
- Baldragon Academy
  Dundee City Council
- Bishopbriggs Academy
  East Dunbartonshire Council
- Blairgowrie High School
  Perth and Kinross Council
- Castlemilk High School
  Glasgow City Council
- Dornoch Firth Campus
  The Highland Council
- Dunbar Grammar School
  East Lothian Council
- Duncanrig Secondary School
  South Lanarkshire Council
- Falkirk High School
  Falkirk Council
- Gracemount High School
  The City of Edinburgh Council
- Kilmarnock Academy
  East Ayrshire Council
- Lasswade High School
  Midlothian Council
- Wallace Hall Academy
  Dumfries and Galloway Council

SPECIAL SCHOOLS

- Burnhouse Skills Centre
  West Lothian Council
- Hampden Primary School
  Glasgow City Council
- Isobel Mair School
  East Renfrewshire Council

GAELIC SCHOOLS AND SCHOOLS WITH GAELIC MEDIUM EDUCATION

- SBishopbriggs Academy
  East Dunbartonshire Council
- Condorrat Primary School
  North Lanarkshire Council
- Dunoon Grammar School
  Argyll and Bute Council
- Kilmarnock Academy
  East Ayrshire Council
- Sandbank Primary School and Nursery Class
  Argyll and Bute Council
- Sgoil nan Loch
  Comhairle nan Eilean Siar

COMMUNITY LEARNING AND DEVELOPMENT

- Dunblane High School
  Stirling Council
- Get Into Summer Provision
  The City of Edinburgh Council
- City of Edinburgh Lifelong Learning
  The City of Edinburgh Council

LOCAL AUTHORITY

- Education Department
  Inverclyde Council

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T: +44 (0)131 244 4330
E: enquiries@educationscotland.gov.scot

www.education.gov.scot

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