

# Supported Self-Evaluation Visit Report

**School Name:** Currie Community High School

**Date:** Tuesday 24<sup>th</sup> & Wednesday 25<sup>th</sup> March 2026

A team of officers and senior leaders took part in the Supported Self-Evaluation Visit over a two-day period. The team participated in shared classroom experience visits in the school, accompanied by a member of school SLT, where possible. They met with the Senior Leadership Team, Middle Leaders, Class Teachers, non-teaching staff, partners, pupils, and parents/carers.

Prior to the visit the lead QIEO consulted with the Headteacher regarding the purpose of the visit and to aid planning the programme.

The evidence gathered over both days is presented in this Supported Self-Evaluation Report, which outlines strengths and next steps for each of the four key Quality Indicators from *How Good is Our School?* 4

## Context of the School

<b>School Roll</b>	895	<b>Learning Community</b>		Currie	
<b>SIMD 1 and 2 %</b>	7.7%	<b>Care Experienced %</b>		1.6%	
<b>FSM %</b>	7.8%	<b>EAL %</b>		4.9%	
<b>Scrutiny Grades</b>		<b>QI 1.3</b>	<b>QI 2.3</b>	<b>QI 3.1</b>	<b>QI 3.2</b>
HMIE School (not available)					
<b>School Standards &amp; Quality Report 24-25</b>		5	4	4	4

## Inclusion Data – School (March 2026)

	No of Pupils with ASN	No of EAL Pupils	No of Care Experienced Pupils	No of Young Carer Pupils	Attendance below 85%	No of Exclusions 24-25	No of Exclusions 25-26	No of Flexible Timetables
School	263	44	14	13	120	12	10	22

## Strengths and Next Steps:

### ***The team found the following strengths in the work of the school:***

- Senior leaders articulate a clear, strategic and collegiate vision for improvement. Priorities for improvement are informed by a range of self-evaluation approaches. Teaching staff feel meaningfully involved in the school's improvement journey and report increased confidence in leading aspects of change.
- Led ably by the Headteacher, senior leaders have created a culture of distributive leadership which is leading to improved experiences and outcomes for young people.
- Staff have established an ethos which promotes nurturing, strong and respectful relationships which are underpinned by the school's vision and values. Young people speak positively about their experiences and demonstrate pride in their school. They value the opportunities available to them to succeed and to lead whole-school initiatives. Learners feel that their views are listened to, respected and acted upon.
- Senior leaders provide clear guidance to staff on the expected standards of pedagogy across the school through The Currie Way and their focus on their 5 Classroom Essentials, resulting in most young people experiencing consistent, effective learning experiences.
- Young people have an increasingly broad range of pathways and opportunities within the Senior Phase. This is contributing positively to young people's destinations, attendance and wellbeing.

### ***The following areas for improvement were identified and discussed with the Headteacher:***

- Approaches to remit and Faculty Link meetings between senior and middle leaders should be standardised to ensure greater consistency. As planned, middle leaders should be supported to strengthen the quality and consistency of faculty self-evaluation and improvement planning. This should include a clearer focus on the middle leaders' role in quality assuring learning and teaching within their faculty to secure improved outcomes for learners.
- Staff should continue to improve the quality of learning and teaching through more consistent and effective differentiation. Staff should ensure that learning is appropriately paced and provides the right balance of challenge and support to meet the needs of all learners.
- Staff should create more opportunities for learners to take increasing ownership of their learning, this should be underpinned by high-quality, consistent approaches to Assessment is for Learning, with a stronger focus on using assessment evidence to inform next steps, provide meaningful feedback and support learners to understand their progress, particularly in the Broad General Education.
- As planned, senior leaders should continue to review courses and programmes within the Broad General Education to ensure greater coherence and progression for all learners to ensure that they have the skills required to be successful in the Senior Phase.

<b>School Standards &amp; Quality Self-Evaluation (June 2025)</b>				
	<b>QI 1.3</b>	<b>QI 2.3</b>	<b>QI 3.1</b>	<b>QI 3.2</b>
<b>School</b>	5	4	4	4
The review team agree with the Standards & Quality self-evaluation grades.				