

Langholm Academy 2-18 School: Standards and Quality Report 2025-2026

... our summary for parents/carers



Our Standards and Quality Report aims to share what we have been doing in our schools over the last year, what has been going well, what we want to improve on and how we judge our own standards. It will also include information about the key messages you have given us (through feedback from you and the pupils) and how we plan to respond.

Our school is committed to

- A process of self-evaluation to assess our strengths and the areas in which to improve
- Working in partnership with the whole community, not just sharing information with you as parents, but genuinely involving you in the work of the schools helping us to make this a great place to learn and grow up

Our approach to self-evaluation: What do we do to assess our strengths and plan our development priorities?

- ✓ We ask stakeholders (public/staff/parents/community partners) through surveys, focus groups, informally etc. – the results of the most recent stakeholder surveys are shown within
- ✓ We look at the wealth of data we have about the work we do – e.g. attendance statistics, behaviour, assessment information, SQA exam results, destination figures for our leavers etc.
- ✓ We observe the learning and teaching that goes on in our schools

The results of our self-evaluation activities are then collated and used to develop the schools' improvement plan. Of course, we also work toward priorities set by the Scottish Government and by Dumfries and Galloway Council. You will no doubt have heard about the national drive to raise attainment for all and to close the attainment gap between the most deprived areas and the most affluent. This is part of a national improvement framework for Scottish education.

The National Improvement Framework priorities are:

Placing the human rights and needs of every child and young person at the centre of education

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

Achieving Excellence and Equity

2022 National Improvement Framework and Improvement Plan

December 2021



Working together to create an Empowered School Community

An important Scottish Government and Dumfries and Galloway Council priority is to lead improvement in children and young people's outcomes through **Empowerment**.

The jigsaw reflects eight key partners who work together in an empowered school system to improve outcomes for children and young people. An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners.





Stakeholder Survey Results

We surveyed parents, carers and wider community partners in April 2026, asking for feedback on what we do well, and what we can improve upon to help shape our school improvement plans. Below are some of the comments received.

Things you said we are doing well:

We are really pleased with the results our child has obtained so far. She is well supported and feels challenged.

My son has a lot of difficulties but the staff have got to know him so well to understand him and I am proud he is leaving school this year in S6 because I never thought he would manage to stay in education.

Having different after school sporting activities. Pupil support contact quickly if asked for a call. Praising good behaviour with reward days/afternoon. Options for trips.

Overall a really happy learning environment for my child who appears to get on well with staff

Topic delivery and interesting use of outdoor learning in and around town to support this. Communication with home around events and trips.

Primary staff are amazing loving and caring

I have chosen Langholm Academy for my sons because of it's good reputation and the staff know pupils well.

Provides good quality learning and teaching in most instances.

Communication, Welcoming, Inclusive, Approachable

Headteacher of the schools is fair and approachable. Schools are well managed. My children enjoy both the primary and academy.

Excellent, motivated and enthusiastic staff team, highly knowledgeable about their specific subject areas and each individual children. My child has not experienced bullying but feels confident his teachers will support/protect them in class and challenge it immediately.

I feel very lucky that my child is a part of this school. It runs very well this is obviously a credit to SLT as things get filtered down from the top.

Things you would like us to improve:

Challenges in securing permanent specialist subject teachers, although we are aware this is a national issue for rural secondaries.

No modern language seems like a backwards step. Frequent issues with staffing in certified courses like Computing.

More structured advice on how to complete homework. Extra curricular offer for younger students P1-P3

Long-term absence and the difficulties finding replacement staff can make it difficult for kids to stay motivated.

We will use the views shared in our stakeholder surveys to continually improve our schools.

What will we do as a result? We will:

- Continue to report to parents on staffing developments.
- Adapt how we report to parents in the academy, providing clearer guidance on pupils' strengths and areas for improvements. We will offer 2 full parents' evenings per year within the Academy, to increase parental engagement with learning.
- Continue to look for ways to consult with you on the things that matter to you and your child – please engage with us in focus groups and with questionnaires we send out – your views are important to us!
- Do more to show you how your views and those of our staff and pupils help to inform the school improvement journey.
- Strengthen and broaden the role of the Parent Council
- Review our curricular, extra-curricular and assembly programmes to ensure a wide range of experiences are being offered, to increase pupils' ambition and aspirations

What did we achieve over the last year?

Some of our highlights include:



Raising attainment

- ✓ Continued impressive results in many curriculum areas at SQA presentation level.
- ✓ Outstanding overall performance of our S4 cohort, with a large number of pupils achieving 7 A and B grade passes
- ✓ Within Langholm Primary, we achieved very strong Achievement of a Level results in all areas.
- ✓ We have researched and continue to explore methodologies which are proven to raise attainment in both literacy and numeracy. This has allowed for the delivery of interventions to close attainment gaps including Closing the Literacy and Closing the Numeracy Gap.
- ✓ Primary and Secondary staff have worked closely together to review the curriculum offer, ensuring better challenge within lessons, and increased transition from key learning stages.
- ✓ All sectors have worked together to ensure we have a consistent approach to teaching and learning. This includes developing our pupils' metacognition and self-regulation, their higher order thinking skills and providing clear learning intentions and success criteria in every lesson.
- ✓ Opportunities were planned throughout the year for staff to work together to agree standards
- ✓ Achievement of a Level results in the secondary were strong, with a minimum of 96% of S3 pupils achieving third level by the end of S3 and 65% percent of pupils achieving fourth level by the end of S3.
- ✓ We exceeded our target of pupils achieving 5 National 5's in S4, with 69% achieving this against the 55% target.
- ✓ We exceeded our target of pupils achieving 3 Highers in S5, with 43% achieving this against the 21% target.
- ✓ We exceeded our target of pupils achieving 5 Highers by S6, with 24% achieving this against the 10% target.

- ✓ We met our target of the number of leavers achieving 5 Highers by their exit point of 35%.
- ✓ We reduced the number of young people leaving school to go straight into employment, with the target being set at 35%, actual achieved 25%, and further increased the number of pupils going into further and higher education this year.
- ✓ We have widened our curriculum offer to include Higher in S4 where appropriate, 7 National Subjects in S4 and the option of a sixth Higher in S5, where appropriate as well as introduced a National 5 in Psychology for session 2026-27.
- ✓ Every pupil who completed S6 left with a minimum of 1 SCQF Level 6 qualification.
- ✓ 67% of our S6 Leavers secured a place at University to access Higher level Education.

Achievement of a Level Data 2026 - % of pupils achieving each level

Year	Reading	Writing	T & L	Numeracy
P1	82	82	82	86
P4	83	94	94	88
P7	84	81	88	88
S4 L3	92	92	92	85
S4 L4	64	64	64	60

Curriculum and Learning and Teaching

- ✓ Our Nursery continues to develop their practice by collaborating across the Cluster, region and involvement in national work.
- ✓ Our primary curriculum offers progressive, child-led learning which is carefully planned to build year-on-year knowledge, understanding and skills developed.
- ✓ Our secondary curriculum has been significantly widened to offer: National and Higher Computing and Politics; National Progression Awards (NPAs) in Business & Marketing, Legal Studies and Drawing Skills; Advanced Higher in English, History, German, PE, Art and RMPS; Young Applicants in Schools Scotland (YASS) Open University courses and access to Foundation Apprenticeships (FAs) in Childcare and Creative & Digital Media. Our staff continue to look for ways to add new courses to our offer, including teachers becoming dual qualified to teach other subjects.

Early Learning and Childcare

- ✓ We have a well-established Nursery Manager in place, who collaborates with other partners across our catchment area, to develop and refine best practice. Our Nursery shares their practice at National level, developing and showcasing Froebel approaches. Our Nursery was inspected by the Care Inspectorate and was graded VERY GOOD in all areas.

- ✓ We continue to reduce our plastic materials in our nurseries and replace with natural resources. The children now use real plates and cutlery during snack time rather than plastic and we have more natural resources for them to play with during indoor and outdoor play
- ✓ We have welcomed parents back into our nursery environments, hosting events such as STEM Fathers' event and Stay, Play and Learn



GIRFEC

- ✓ Child Protection training is carried out yearly to ensure all staff are up to date and refreshed on expectations and procedures
- ✓ Tracking systems have been refined to ensure we are delivering relevant interventions timeously
- ✓ Senior pupils and staff have been trained as MVP mentors (Mentors in Violence Prevention)
- ✓ Staff have received training in Mental Health Awareness through our partnership with our school counsellor
- ✓ My World of Work and Skills Development Scotland offering has been enhanced
- ✓ We continue to invest in our own School Counsellor, to prioritise supporting pupils' mental health and wellbeing
- ✓ We have restructured Pupil Support, creating a central base for pupils, and doubling the number of Principal Teachers of Pupil Support at Langholm Academy

Engaging with Parents

- ✓ We offered 'Stay, Play and Learn' events for Nursery parents, Come and Learn Assemblies, 'How to Pass' event to our Family Learning programme for Secondary parents. We have offered Senior Phase Option Choice evenings, covering new Foundation Apprenticeship courses, and met P7 parents for an introduction evening.
- ✓ A new school Communication App is now embedded within Langholm Nursery and Primary and Secondary.
- ✓ Class Dojo and School App allows us to share pupil's work, key dates for the diary, termly information booklets and Cluster newsletters.
- ✓ We have had a strong focus on improving our communication with parents, including more timely newsletters, the use of social media, our website and group call. We have introduced a phone app for secondary parents to better improve our communication.
- ✓ We have established whole Cluster Sway newsletters to showcase our pupil's learning and celebrate the life and ethos of the schools.



Developing Employability Skills

- ✓ There is a renewed focus on widening senior pathways, employment opportunities and securing positive destinations for all our young people. For the last 3 years, our positive school leavers' destinations is 100%.
- ✓ We continue to enhance pupil leadership within the schools including participating in pupil led groups such as Equalities, Eco group and Pupil Council.
- ✓ We have introduced STEM DYW skills programmes in our primaries, and have introduced Career Management Skills focus weeks across the Cluster based on the outcome of our stakeholder surveys. We regularly review our progress in developing our pupil's DYW skills.

Wider achievement – some of the highlights include:

- ✓ Strong focus on providing a huge range of activities for young people to become involved in including curling, rock climbing, art journal projects, origami, netball, knitting, football and many after school study support clubs.
- ✓ Huge sporting success at a range of disciplines
- ✓ GOLD Sports Scotland accredited
- ✓ SILVER Rights Respecting Schools accredited
- ✓ SILVER LGBT accredited
- ✓ Ski trip to Italy for S1-S6 pupils
- ✓ Wide range of trips within the UK – including to London, Ullswater and Winmarleigh
- ✓ John Muir Awards completed in partnership with both Tarras Valley Nature Reserve and Outward Bound
- ✓ Reaccredited the Eco School Green Flag for recognising achievement towards a sustainable lifestyle
- ✓ Increasing the leadership of pupils, taking responsibility for Rights Respecting Schools, Sport Scotland status, LGBT equalities group and Eco Flag
- ✓ Active schools' afterschool clubs/competitions
- ✓ Annual residential to Winmarleigh for P7
- ✓ Annual residential to Ullswater for S3, fully funded by our partners, the David Stevenson Trust
- ✓ All of our S3 pupils volunteer their time to support the local community using leadership skills gained during Outward Bound residential
- ✓ Fundraising events organised and led by pupils across the cluster
- ✓ Annual attendance at Operation Safety P7
- ✓ First Aid Training for pupils
- ✓ Sporting events - Super Fours, Sprint Relay, Cross country, Curling and Badminton
- ✓ Academy sports coaches running weekly sports session with our pupils
- ✓ Community Digital Leaders supporting the older generation within the community to become digitally literate

...and many more – on Facebook page and newsletters



Commitment to inclusion, respect and GIRFEC (getting it right for every child)

- ✓ Meeting our pupils' needs through the Child's Plan Meeting processes
- ✓ A renewed focus on pupils' mental health and physical wellbeing following disrupted learning through school closures
- ✓ National Pilot 'Skills for Life' undertaken in the Primaries
- ✓ Success within disability sports
- ✓ Become a 'Mentors in Violence Prevention' school
- ✓ Family links re-established within Pupil Support
- ✓ All staff and pupils fully aware of well-being indicators following development training, and pupils self-assessing themselves against SHANARRI wheels throughout the year
- ✓ We have achieved Silver Rights Respecting Schools Awards and continue to work on Gold.
- ✓ We have achieved Silver LGBT Charter Status and continue to work on Gold.

Working with our cluster and with partners

- ✓ Monthly Employability meetings to develop links for positive destinations which has led to significant improvements for successful positive sustained destinations
- ✓ Strengthened programme of transition events including the Welcome Evening and the very successful Health and Well-being, STEM, Literacy and Numeracy mornings, which brought together the upcoming S1 pupils
- ✓ Senior Phase trips to develop leadership skills with Outward Bound to Ullswater supported by David Stevenson Trust
- ✓ MasterChef competition delivered by Langholm Rotary Club
- ✓ Langholm Initiative support developing our textiles experiences within the Home Economics curriculum
- ✓ Developing strong links with three other local secondary schools (Moffat, Lockerbie and Langholm) to deliver a wider curriculum. Additional links with other secondary schools to learn from their good practice.
- ✓ Developing strong links with South West Education Improvement Collaborative and Glasgow Caledonian University
- ✓ I-Bike input across the cluster primaries on bike safety, puncture repair and sustainability
- ✓ Technologies curriculum delivered in partnership with Rose's Wardrobe of Langholm
- ✓ Green Flag Awarded for Eco-school led by children in partnership with Langholm Initiative
- ✓ Outpost arts - working with pupils to achieve their Arts Award- mural project
- ✓ Annandale & Eskdale sports coaches running various sports clubs for pupils from P1-P7
- ✓ Health week - various partners supporting our school: I-bike, paramedics, yoga, green bowls, badminton
- ✓ Police - Cyber safety, stranger danger, the role of the community officer



What are we planning to do next?

Our school improvement priorities for the new session are outlined below.

Improving overall attainment for all learners.

At Langholm 2-18 School we plan, implement and evaluate changes for our pupils to ensure equity.

- ✓ Order PIPs and INCAS for completion September 2026
- ✓ Develop 2-18 overview, identifying pathways for primary pupils and building on the raising attainment work within the academy.
- ✓ Further embed and extend the Raising Attainment pathways, with a focus on strengthening assessment within the primary, introducing PIPs and INCAS, and creating a 2-18 strategic overview of approaches used to raise attainment, providing an evidenced based bank of interventions to improve outcomes for learners.
- ✓ Each class to identify a minimum of 2 planned sessions to enhance curricular learning and raise awareness of future pathways.
- ✓ Deepen staff collaboration, extending consistency across the school, and enhancing family engagement.
- ✓ Primary 4,5 and 6 teachers will undertake peer observations to support professional learning and share effective practice.
- ✓ The CYPIC rationale and session structure will be introduced to the wider teaching staff to promote a whole school understanding of the approach.
- ✓ Improve parental engagement by sharing information about CYPIC and creating opportunities for families to better understand how writing is being developed in class
- ✓ PTC to liaise with PTCs and DHTs, identifying curricular pathways, expanding level 5 and level 6 options and identifying those at risk of not achieving their full potential.
- ✓ Raising attainment action plans to be put in place for classes/subjects, identifying smart targets.
- ✓ Reviews to be carried out termly to determine progress.
- ✓ Using new attendance trackers, consistently follow D & G policy to increase attendance for core group of reduced attenders.
- ✓ Home link counsellor to attend home settings, building relationships with families and supporting the improvement of attendance.
- ✓ This year we are investing £51,941 of Pupil Equity funding to raise attainment in maths, reading, writing and health and wellbeing. We are using Developing Number Knowledge, Closing the Literacy Gap, Nurture approaches and individual counselling sessions.

To improve the quality of our curriculum, teaching and learning for all learners

- ✓ All teaching staff to actively engage in Curriculum Improvement Cycle planning, implementing and evaluating at least one curricular change within their sector/subject area, evidenced through professional dialogue, learner feedback, and documented impact on learning.
- ✓ Introduce new courses within the senior phase, to include a wider range of Foundation Apprenticeships and greater alternative pathways at the appropriately challenging level.
- ✓ Audit current digital technology resources, infrastructure, and pupil access.
- ✓ Develop a progressive whole-school digital learning strategy.
- ✓ Provide professional learning for staff on effective digital pedagogy and digital tools.
- ✓ Increase opportunities for pupils to use technology for research, collaboration, creativity, and independent learning.
- ✓ Embed digital citizenship and online safety within the curriculum.
- ✓ Introduce agreed whole-school retrieval routines (e.g. quizzes, flashback tasks, spaced review).
- ✓ Monitor implementation through learning walks, book looks, and pupil voice.
- ✓ Share effective practice during staff meetings and departmental collaboration.
- ✓ Evaluate impact through formative assessment and attainment tracking.
- ✓ Embed consistent approaches to target-setting and reflective learning across the school.
- ✓ Increase opportunities for pupil-led discussion, enquiry, and collaborative learning.
- ✓ Develop metacognitive strategies to help pupils plan, monitor, and evaluate their progress.
- ✓ Use learner voice activities to inform teaching approaches and curriculum development.
- ✓ Provide staff professional learning on strategies that promote pupil agency and independence.

To Increase understanding of rights, equality and diversity across the school

- ✓ Refresh Pupil Council and Leadership roles
- ✓ Continue to carry out weekly survey with pupils using How Good is OUR school
- ✓ Fully embed the principles of the UNCRC across daily practice.
- ✓ Work through SILVER RRS action plan to achieve GOLD recognition for our pupils.
- ✓ Continue to strengthen approaches to gathering children's voice and parental contributions within the planning process.
- ✓ Complete curricular refresh of HWB and PSP programmes, ensuring pupils are involved and local context is taken into consideration.
- ✓ Respond and adapt HWB and PSP programmes to reflect local needs

