

Supported Self-Evaluation Visit Report

School Name: Liberton High School

Date: 20th and 21st January 2026

A team of officers and senior school 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. They met with SLT, teachers, support staff, and pupils, along with parents and partners. Almost all class teachers were visited during the process.

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 core Quality Indicators from How Good is Our School? 4.

Context of the School

School Roll	859	Learning Community	Liberton
		Care Experienced %	3%
SIMD 1 and 2 %	24%		

Inclusion Data

	No of EAL Pupils	No of Care Experienced Pupils	No of Young Carer Pupils	Attendance below 85%	No of Exclusions 22-23	No of Exclusions 23-24	No of Exclusion 24-25	No of Flexible Timetables
School	437 (321 S1-S4)	29 (20 S1-S4)	42 (40 S1-S4) 6%	24% (S1-S4)	24	39	23 (21 pupils)	30

Strengths and Next Steps:

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

- Very positive relationships between staff and pupils, and between pupils, are evident across the school and contribute to a purposeful and supportive school atmosphere and ethos.
- There are high expectations of behaviour which lead to a calm learning environment where learners are supported and feel safe.
- There are clear systems and processes for ensuring that all learners have the support they need which are underpinned by the school's values, and these support learners to be successful at Liberton High School.
- The Headteacher provides effective leadership, with a clear vision for the school which permeates planning, interactions and relationships; she models expectations of positive relationships and of behaviour to staff and learners and promotes these high expectations across all areas of school life and beyond.

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

- Teachers and senior leaders should continue to focus on the delivery of high-quality learning, teaching, and assessment, to ensure that all learners receive the highest possible quality of teaching during their time at Liberton High School.
- As planned, the implementation of meta skills should continue at pace, with a focus on consistency and application in all lessons.
- School staff should strengthen the pace and level of challenge in the BGE, so that improvements in learners' progress and attainment are sustained and increasingly evident in attainment data over time.
- School leaders should regularly evaluate the impact of universal and targeted supports and the impact of support for learning. There should be a continued focus on ensuring that supports lead to improved attainment for all, and particularly those pupils with additional support needs.

School Standards & Quality Self-Evaluation (June 2025)				
	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
School	4 (Good)	3 (Satisfactory)	4 (Good)	4 (Good)
The review team agree with the Standards & Quality self-evaluation grades.				