



ST LUKE'S HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2019/20



INVESTORS
IN PEOPLE





Vision

In St Luke's Cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

Values

We value love, faith and understanding.

Aims

To inspire the moral purpose of learning and teaching to; unleash potential, raise attainment, promote equity and transform the life chances of each and every learner, especially those most in need of support.

Strategic Direction 2018 – 2021 (QIs: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2)

Ensure that we best meet the needs and aspirations of our children and young people, achieve excellence and equity for all and close the equality gap.

Engage with parents/carers and all partners to meet the ambitions of the curriculum and provide a coherent package of learning and support to get it right for every child and young person, resulting in positive, sustained destinations for all.

Continue to tackle bureaucracy and manage the workload of teachers and support staff while promoting their health and wellbeing and developing their Career-Long Professional Learning.

Strategic Focus 2019/20 - Summary

- Learning and teaching
- Self-Evaluation for Self Improvement
- Support for learners
- Professional learning

Strategic Focus 2019/20 – Additional QIs

1.4 Management of Resources to Promote Equity
2.5 Family Learning
3.3 Increasing Creativity and Employability

Improvement Priorities 2019 – 2020

Leadership and Management

- To develop assessment capable learners, foster learner engagement, promote consistency in highest quality learning and teaching practices and empower collective teacher efficacy through engagement in Year 2 of our Visible Learning Programme and Year 1 of the Osiris Teacher Intervention Programme.
- To establish collaborative professionalism at the heart of our approach to ensuring highest quality learning and teaching through collaboration with two West Partnership schools with a focus on pedagogy and professional learning.
- To address workload and bureaucracy through a collaborative inquiry into home learning, marking and evidence-based approaches to providing meaningful feedback which make a positive impact on learner progress.
- To continue the work of the Curriculum Design Team and engage all stakeholders in the St Luke's Big Curriculum Debate.
- To further enhance our professional learning programme which seeks to develop informed teacher agency, empower the Extended Leadership Team to lead our strategic direction and empower teacher leadership of learning at all levels.

Learning Provision

- To promote inclusion and support learners' needs through the development and implementation of a programme of Nurture Action Plans and the further development of our approach to trauma-informed practice.
- To ensure that we are meeting the needs of all learners through a review of learner journeys conducted in collaboration with all stakeholders.
- To further develop the inclusive Catholic ethos of our school through the implementation of our new Promoting Positive Relationships Policy that has been co-created by staff and pupils.

Successes and Achievements

- To re-focus on the development of the four capacities to ensure the development of the skills required for learning, life, and work.
- To continue to work on closing the poverty-related attainment gap and ensuring excellence and equity for all with a particular focus on enabling and empowering practitioners to make decisions closest to the learner.
- To work with all stakeholders to improve attendance and decrease late-coming in targeted groups of learners.
- To further enhance of our Learning Together parental engagement programme including family learning together events and participatory budgeting.
- To further develop our work on creating the culture, climate and conditions for young people's mental, physical, spiritual and social wellbeing to thrive.

Leadership and Management: How good is our leadership and approach to improvement?

Improvement Priorities:

- To develop assessment capable learners, foster learner engagement, promote consistency in highest quality learning and teaching practices and empower collective teacher efficacy through engagement in Year 2 of our Visible Learning Programme and Year 1 of the Osiris Teacher Intervention Programme.
- To establish collaborative professionalism at the heart of our approach to ensuring highest quality learning and teaching through collaboration with two West Partnership schools with a focus on pedagogy and professional learning.
- To address workload and bureaucracy through a collaborative inquiry into home learning, marking and evidence-based approaches to providing meaningful feedback which make a positive impact on learner progress.
- To continue the work of the Curriculum Design Team and engage all stakeholders in the St Luke's Big Curriculum Debate.
- To further enhance our professional learning programme which seeks to develop informed teacher agency, empower the Extended Leadership Team to lead our strategic direction and empower teacher leadership of learning at all levels.

NIF Priority

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

HGIOS 4 QIs

- 1.1 Self-evaluation for Self-improvement
- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and assessment
- 2.7 Partnerships
- 3.2 Raising Attainment and Achievement
- 3.3 Increasing Creativity and Employability

Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Promoting Gospel Values
- Serving the Common Good.

<p>NIF Driver School leadership / Teacher professionalism / Assessment of children's progress / School improvement / Performance information / Parental engagement</p> <p>Regional Improvement Collaborative Themes</p> <p>Improvement, Learner Journey, Leadership and Learning</p>		<p>Local Improvement Plan-Expected Outcome/Impact</p> <ul style="list-style-type: none"> • An improvement in the attainment of disadvantaged children and young people • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities • A culture of professional enquiry in all establishments • Higher levels of parental engagement in their children's learning and in the life of the school • A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally • Improved attainment in the senior phase • Improved literacy and numeracy attainment throughout the years of the broad general education 			
Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
Learners' progress will benefit from increased consistency in Learning and Teaching.	Implementation of the St Luke's Visible Learning Lesson approach. Roll-out of the St Luke's Visible Learning Toolbox to encourage active learning, promote challenge and engagement, develop digital literacy and engage higher order thinking skills.	VL impact Coaches SLT/ELT All Teaching Staff	Aug 19 – June '20	Collegiate Time Photocopy Resources for the VL Toolbox. Visualisers Digital Resources	Pupil Focus Groups Impact Coaches' evidence gathering (film, focus groups, questionnaires, etc.) Learner Feedback Learning Walk Feedback Monitoring and Tracking Data
Learners will develop the learner dispositions required to be successful learners.	Implementation of the co-created St Luke's successful learner dispositions. Re-launch of the updated St Luke's Charter to reflect the learner dispositions. Adaptations to the PSHE programme.	VL Impact Coaches SLT/ELT All Teaching Staff	Aug '19 – June '20	Learner Disposition graphics and posters. Updated St Luke's Charter. PSHE Resources.	Pupil Focus Groups Impact Coaches' evidence gathering (film, focus groups, questionnaires, etc.)

Leadership and Management: How good is our leadership and approach to improvement?

<p>Learners will benefit from regular, high quality feedback which will enable them to make progress in their learning</p>	<p>Whole school engagement with Visible Learning Feedback programme. Updating of approaches to monitoring and tracking to ensure high quality dialogue with learners.</p>	<p>VL Impact Coaches All Teaching Staff SLT/ELT K Hunter Osiris Partnership</p>	<p>Sept '19 – June '20</p>	<p>Collegiate time. Monitoring and Tracking Spreadsheets and Guidance. VL Toolbox Resources Moderation Cycle. Benchmarks Skills Frameworks (Literacy, Numeracy, STEAM)</p>	<p>Pupil Focus Groups Impact Coaches' evidence gathering (film, focus groups, questionnaires, etc.). Monitoring and Tracking Data.</p>
<p>Learners' achievement and attainment will benefit from planned learning and teaching which is assessment informed and linked to learner progress</p>	<p>Implementation of the Visible Learning Action Plan with a focus on ensuring that learning and teaching is informed by assessment. Continued focus on ensuring accuracy of achievement of a level data and departmental engagement in moderation and use of the benchmarks.</p>	<p>VL Impact Coaches All Teaching Staff/ELT Osiris Partnership FH's/PTs Link SLT Teaching Staff</p>	<p>Aug '19 – June '20</p>	<p>Collegiate Time VL Resources Moderation Cycle Benchmarks ERC Literacy/Numeracy Frameworks</p>	<p>Pupil Focus Groups Impact Coaches' evidence gathering (film, focus groups, questionnaires, etc.). Monitoring and Tracking Data. Learning Walks Achievement of a Level Data Use of Stretch Aims Self-Evaluation activities: Lesson Study, Open Doors, etc.</p>

<p>Learners' engagement in learning will benefit from teacher agency, engagement with professional learning and leadership of learning.</p>	<p>Engagement with the OTI programme.</p>	<p>OTI Coach OTI Staff K Hunter</p>	<p>Aug '19 – Dec '19</p>	<p>Time OTI Programme L&T Resources</p>	<p>OTI Evaluations Pupil Focus Groups Learning Walks Teach Meets</p>
	<p>Increased teacher voice and choice in CLPL.</p>	<p>K Hunter/C Downie</p>	<p>Aug'19 – June '20</p>	<p>Collegiate time WSCA/In-Service Resources</p>	<p>WSCA/In-Service Agendas Collaborative Middle Leadership Programme, Teach Meet Programme, CLPL Calendar</p>
	<p>Collaborative inquiry into workload and bureaucracy to ensure best use of teacher time to ensure progress for learners.</p>	<p>Working Group</p>	<p>Aug'19 – June '20</p>	<p>Meeting time Professional Reading L&T Resources</p>	<p>Collaborative Inquiry Pupil, parent and staff feedback.</p>
	<p>Develop collaborative professionalism across our partner schools with a focus on improving learning and teaching.</p>	<p>K Hunter/C Downie</p>	<p>Aug'19 – June '20</p>	<p>Meeting time School visits L&T Resources</p>	<p>Staff evaluations Learning Walks Learner conversations</p>
	<p>ELT Engagement with the SCEL Collaborative Middle Leadership Programme.</p>	<p>K Hunter/C Downie</p>	<p>Aug'19 – June '20</p>	<p>ELT Meeting time SCEL Resources Professional Reading</p>	<p>Programme Evaluations ELT Agendas/Minutes</p>
	<p>Publication of CLPL Catalogue</p>	<p>K Hunter</p>	<p>June'19</p>	<p>Printing</p>	<p>High quality PRD/Wide range of CLPL</p>
	<p>Engagement with the Career Pathways Review Recommendations.</p>	<p>C Downie</p>	<p>Aug'19 – June '20</p>	<p>Professional reading.</p>	<p>Readiness for adoption in session 2020/21</p>

<p>The Curriculum Design Team (CDT) will engage with all stakeholders to ensure that learners will benefit from a 21st Century Curriculum which is coherent, relevant, creative and innovative</p>	<p>Conduct stakeholder engagement events to launch the St Like's Big Curriculum Debate.</p>	<p>C Downie CDT</p>	<p>Aug'19 – Dec '20</p>	<p>Engagement events programmes and materials.</p>	<p>Feedback from stakeholders following engagement events.</p>
	<p>Pilot new approaches to innovation and creativity in the curriculum.</p>	<p>C Downie CDT</p>	<p>Aug'19 – June '20</p>	<p>Time L&T Resources Professional Reading Professional Inquiry</p>	<p>Learner conversations Professional Inquiry findings Timetable adaptations Learning Walks</p>
	<p>Plan Curriculum innovation for session 20/21</p>	<p>C Downie CDT</p>	<p>Aug'19 – June '20</p>	<p>Consultation feedback Professional Reading Evidence from partner school visits Mark Priestly Workshop Engagement with CfE Re-Launch</p>	<p>SIP 2020/21 S&Q 2019/20 Minutes/Agendas CDT Meetings 2020/21 Timetable/BGE Curriculum</p>

Learning Provision: How good is the quality of the care and education we offer?

Improvement Priorities:

- To promote inclusion and support learners' needs through the development and implementation of a programme of Nurture Action Plans and the further development of our approach to trauma-informed practice.
- To ensure that we are meeting the needs of all learners through a review of learner journeys conducted in collaboration with all stakeholders.
- To further develop the inclusive Catholic ethos of our school through the implementation of our new Promoting Positive Relationships Policy that has been co-created by staff and pupils.

NIF Priority

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

HGIOS 4 QIs

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.4 Personalised Support
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement
- 3.3 Increasing Creativity and Employability

Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Serving the Common Good.
- Promoting Gospel Values

NIF Driver

Teacher professionalism / Assessment of children's progress /
School improvement / Performance information/ School Leadership

Regional Improvement Collaborative Themes

Improvement, Learner Journey

Local Improvement Plan-Expected Outcome/Impact

- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities
- A skilled and confident workforce
- A culture based on Getting It Right For Every Child
- A positive culture in health and wellbeing in every school and service

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
Learners will feel safe, nurtured and included as a result of a whole school approach to Nurture.	Establish a three year programme of Nurture Action Plans to ensure that all learners benefit from a whole school approach to embedding the nurture principles.	C Ross PST All staff Educational Psychologist	Aug'19 – June '20	Professional Reading How Nurturing is our School Resource Collegiate time	Nurture Action Plan
Targeted groups of learners will develop resilience and benefit from improved outcomes as a result of trauma-informed practice.	Following on from our professional learning with regards to ACES and resilience, staff will engage with high quality CLPL to learn about creating a compassionate and connected classroom. Bespoke interventions for individuals will remain at the heart of our practice.	C Ross PST All staff Educational Psychologist	Aug'19 – June '20	Professional Reading Collegiate time	Monitoring and Tracking Wellbeing Plans Learning Walks

Learning Provision: How good is the quality of the care and education we offer?

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Learners will experience a coherent curriculum journey leading to sustained positive destinations.</p>	<p>A review of learner journeys will be conducted with all stakeholders to ensure that our curricular pathways meet the needs of all learners and provide coherence and progression. The review will focus on ensuring that every individual young person in can fulfil their potential. It will recognise that to maximise their talent, every young person needs high-quality guidance, advice and support so that they can be sure they are making the right decisions about their education and skills in line with their aspirations and abilities</p>	<p>SLT PST PTs/FHs Curriculum PT Development DYW</p>	<p>Aug'19 – June '20</p>	<p>Technologies Learner Journey Pilot Evidence from partner school visits Meeting time Professional reading</p>	<p>Learner Journey Review Learner Profiles Learner Journey evidence</p>
<p>Learners will benefit from an inclusive environment which ensures a consistent approach to promoting positive relationships and positive recognition.</p>	<p>Launch and implementation of our new, co-created Promoting Positive Relationships Policy and approach.</p> <p>Adaptation of PSHE programme.</p> <p>Communication with all stakeholders.</p> <p>Programme of twilight CLPL and whole school collegiate activity.</p>	<p>C Ross PST PT Behaviour PPB Group All staff</p>	<p>Aug'19 – June '20</p>	<p>PPB Policy Praise Cards Pivotal Resources Collegiate time Assemblies Parent Council Twilight CLPL BGE/SP Forum</p>	<p>Learning Walks GIFEC and Behaviour referrals JST Minutes/Referrals Positive Recognition Data Learning Walks Learner conversations BGE/SP Forum Minutes PPB Minutes/Agendas Stakeholder Evaluations</p>

Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

Improvement Priorities:

- To re-focus on the development of the four capacities to ensure the development of the skills required for learning, life, and work.
- To continue to work on closing the poverty-related attainment gap and ensuring excellence and equity for all with a particular focus on enabling and empowering practitioners to make decisions closest to the learner.
- To work with all stakeholders to improve attendance and decrease late-coming in targeted groups of learners.
- To further enhance of our Learning Together parental engagement programme including family learning together events and participatory budgeting.
- To further develop our work on creating the culture, climate and conditions for young people's mental, physical, spiritual and social wellbeing to thrive.

NIF Priority

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

HGIOS 4 QIs

- 1.1 Self-Evaluation for Self-Improvement
- 1.2 Leadership of Learning
- 1.4 Management of Resources to Promote Equity
- 2.5 Family Learning
- 3.2 Raising Attainment and Achievement

Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Serving the Common Good.
- Promoting Gospel Values
- Celebrating and Worshiping

NIF Driver

School leadership / Teacher professionalism / Parental engagement
Assessment of children's progress / School improvement / Performance information

Regional Improvement Collaborative Themes

Improvement, Learner Journey, Leadership and Learning

Local Improvement Plan-Expected Outcome/Impact

- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities
- An ethos of high expectations and achievement in every school and service
- A culture of self-evaluation and continuous improvement in all schools and services
- Higher levels of parental engagement in their children's learning and in the life of the school
- A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally
- Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children
- A positive culture in health and wellbeing in every school and service

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
Learners will continue to develop the four capacities with a particular focus on developing as successful learners and responsible citizens.	Re-launch of the St Luke's Charter with revised learner characteristics. Adaptation of PSHE programme. Implementation of the Visible Learning Action Plan re Learner Dispositions. Engagement with HGIOURS.	SLT PST Impact Coaches All Teaching Staff BGE/Senior Phase Forums	Aug'19 – June'20	Updated Charter Collegiate Time VL Action Plans HGIOURS	Learner Conversations Learning Walks VL Self-Evaluation Activities BGE/Senior Phase Forum MInutes
	Development of our whole school approach to Learning for Sustainability, establishment of Pupil/Staff LfS Group and application working towards Rights Respecting Schools Silver Award.	M Giroux LfS Pupil/Staff Working Group	Aug'19 – June'20	Meeting Time LfS Audit RRS Materials	LfS Audit LfS Standards and Quality Report LfS Minutes Learner Conversations Whole School Event Evaluations
Learners will benefit from revised approaches to Ensuring Excellence and Equity and increased involvement in decision-making.	Expansion of use of stretch aims to provide all practitioners will accurate data to further assist with the identification any poverty-related attainment gaps in their classrooms.	SLT M Pollock All Teaching Staff	Sept '19 – June '20	BGE Monitoring and Tracking Stretch Aim Data	Monitoring of the attainment gap following Tracking Periods.
	Revised approach to departmental PEF spending to enable practitioners to identify needs as close to the child as possible.	K Hunter All Teaching Staff	Aug '19 – June '20	PEF PEF Application Form NIF	PEF Applications and Impact Report Stretch Aim Data BGE Monitoring and Tracking/Attainment Data
	Implementation of participatory budgeting.	K Hunter/C Downie	June'19 – Sept '20	PEF BGE Tracking and Monitoring	BGE Monitoring and Tracking/Attainment Data

<p>Attendance and late-coming statistics will improve as a result of targeted interventions.</p>	<p>The PST will work with families, young people and partner agencies to improve attendance and decrease late-coming through bespoke and targeted interventions.</p> <p>A whole school focus on initiatives to improve late-coming and attendance will be led by the PST.</p>	<p>C Ross PST</p> <p>C Ross PST All Teaching Staff</p>	<p>Aug '19 – June '20</p> <p>Aug '19 – June '20</p>	<p>Tracking and Monitoring Attendance Council Attendance Data</p> <p>Collegiate Time Attendance Council</p>	<p>Late-Desk Data Attendance/late-coming Statistics Attendance Council Evaluation</p>
<p>Learners will benefit from universal and targeted interventions to promote wellbeing and inclusion.</p>	<p>Implementation and launch of Mental Health First Aiders Programme, Launch of Anti-Bullying Ambassadors Review of PSHE programme to take cognisance of the findings from the National Review and work with learners to co-create our new PSHE Programme. Implementation of the new SCES resources to ensure our approach to inclusive education is reflective of our Catholic ethos. Full implementation (following pilot project) of our approach to monitoring and tracking Health and Wellbeing and effectiveness of subsequent interventions.</p>	<p>K Hunter/C Ross</p> <p>C Ross/A Hastings</p> <p>C Ross PST BGE/Senior Phase Forums</p> <p>K Hunter R Chalmers S Jordan</p> <p>K Hunter J Mitchell</p>	<p>Aug '19 – June '20</p> <p>Aug'19 – June '20</p> <p>Aug'19 – June '20</p> <p>Aug'19 – June'20</p> <p>Aug'19 – June'20</p>		<p>Pupil Health Check Ups BGE Tracking and Monitoring JST Referrals</p> <p>BGE/Senior Phase Forum Minutes Learner Conversations PSHE Evaluations Learning Walks</p> <p>Learner Conversations Learning Walks Pupil Update Data</p> <p>Pupil Health Check Ups BGE Tracking and Monitoring JST Referrals</p>
<p>Learners will benefit from stronger home/school links.</p>	<p>Expansion of our Family Learning Together Programme designed to further increase parental participation and engagement.</p>	<p>C Ross All Faculties</p>	<p>Aug'19 – June'20</p>		<p>Family Learning Together Evaluations Event Attendance Data BGE Monitoring and Tracking</p>

