



St Luke's High School

Standards and Quality Report 2018-19

Context of the School

In St Luke's High School we are engaged in the pursuit of excellence. St Luke's promotes Gospel values and seeks to build a community where all members are held in high regard and their dignity, worth and individuality are respected.

We have high expectations of all individuals and provide conditions and experiences which promote the spiritual, moral, physical, social, emotional and intellectual development of the students as they prepare for adult life. By regular prayer and worship, we foster the distinctive Catholic ethos of the school. The school benefits further from strong links with the parishes of St. John the Evangelist and St. Thomas'.

Highly effective cluster partnerships with St. John's, St. Mark's and St. Thomas' Primary Schools are a key feature of successful school improvement. Our shared Cluster Vision, Values and Aims underpin our strategic direction and ensure a coherent experience for learners and families.

https://www.youtube.com/watch?v=7_LryKY9Yh8 Families across the school community are active participants in the life of the school and are well led by the Parent Council.

St. Luke's High School is a denominational school which serves the communities of Barrhead, Neilston and Uplawmoor in an area of mixed levels of deprivation, from very low to very high. Approximately 40% of our pupils live in SIMD 1-3. FME is above national average and exclusions are well below. The school is very successful in securing positive outcomes for pupils' future destinations including Higher Education, Further Education, training and employment. The number of pupils who leave school to attend university, college or enter employment remains high. Vulnerable young people continue to enjoy excellent support into employment or college through very effective transition programmes and post school support planning.

Further information can be found in the school handbook which is available on the school website at <https://blogs.glowscotland.org.uk/er/StLukes/files/2019/01/School-Handbook-2018-2019.pdf>

Improvement Plan Priorities 2018-19

Leadership and Management

- To further develop a collaborative approach to Self-Evaluation for Self-Improvement with a focus on pupil voice and participation.
- To further develop a culture of professional commitment to improving pedagogy through career long professional learning – with a particular focus on teacher leadership, Visible Learning engagement and teacher collaboration.
- To effectively manage changes to National Qualifications to ensure best possible attainment for all learners.
- To implement our Cluster Curriculum Rationale.
- To develop an effective communications strategy.

Learning Provision

- To further develop learning, teaching and assessment in the BGE through effective moderation, engagement with the BGE. Improvement Tool, enhanced use of data at classroom and departmental levels and further development of an enhanced curriculum.
- To further develop our Family Learning Together Programme.
- To further develop our approach to Getting it Right for Every Child.
- To co-create and implement our revised Promoting Positive Relationships Strategy.
- To increase Parental Engagement.

Successes and Achievements

- To seek further opportunities for accreditation for learners' wider achievements.
- To further develop a progressive approach to skills for learning, life and work so that learners can apply and develop their skills in a range of contexts.
- To involve all stakeholders in developing our community of faith and learning.
- To develop approaches to securing positive, sustained destinations.
- To review our awards and reporting systems.

Method of Gathering Evidence

A wide range of evidence has been gathered to evaluate the impact of school improvement activities including:

- Focused self-evaluation using HGIOS4 quality indicators.
- Learners' evaluations of their learning experiences.
- Monitoring of learning and teaching, attainment and achievement throughout the year.
- Benchmarking the quality of work with schools of similar characteristics using Insight.
- Moderation at school, cluster, authority and Regional Improvement Collaborative levels.
- Surveys carried out with staff, pupils and parents.
- Whole school/faculty evaluation through audit.
- Observation of practices with learners and staff, and by managers through, for example learning visits and learning walks where the focus is on the experiences of the learners.
- Focus group discussions with learners, teaching and support staff, and parents/carers.
- Information from partners such as educational psychologist, campus police officers, school nurses, Community Learning and Development staff, business partners etc.
- Analysis of school leaver destinations using 16+ Data Hub.
- Focused faculty discussions using Challenge Questions and subsequent identification of next steps
- Cluster Lesson Study
- Visible Learning Impact Coaches evidence gathering and Baseline Questionnaire
- Participation in SCEL Collaborative Middle Leadership Self-Evaluation
- PEF Monitoring and Tracking Data
- Open Doors Programme
- Pupil Leadership evidence gathering activity
- ERC Collaborative Improvement Visits – English and Technologies

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)

Evaluation:

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.

School Priorities

- To further develop a collaborative approach to Self-Evaluation for Self-Improvement with a focus on pupil voice and participation.
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- To effectively manage changes to National Qualifications to ensure best possible attainment for all learners.
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- To develop an effective communications strategy.

NIF Driver(s)

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

Regional Improvement Collaborative

Data is used across the region to bring about sustained improvement.

Local Improvement Plan – Expected Outcome / Impact

- An improvement in the attainment of disadvantaged children and young people.
- 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.
- A skilled and confident workforce.
- A culture of professional enquiry in all establishments.

Progress, Impact and Outcomes

The school community has developed a shared understanding of the strengths and improvement needs of the school following focused self-evaluation with all stakeholders and collegiate discussion. Our renewed vision for our school is ambitious and is shaped by our social, cultural and economic context and is informed by current educational policy.

- Self-evaluation is integral to our collaborative approach to securing improved outcomes for learners. This academic session, our Self-Evaluation Improvement Group has continued to work on developing a collaborative approach to the self-evaluation of learning and teaching. As result, all staff have been involved in peer visits which promote professional dialogue and encourage the sharing of good practice. A programme of Open Doors inter-departmental visits has facilitated the sharing of effective practice across the school. Staff have also developed a fuller working knowledge of the increased expectations with regards to Quality Indicators 2.3, 1.2 and 3.1 through engagement in activities such as Pair and Share and Walk and Talk which were led by the Self-Evaluation Group. The Self-Evaluation Group have also delivered CLPL to all staff to enhance professional knowledge and understanding of HGIOURS.
- Focused Learning Walks have continued this session and have led to increased consistency in learning and Teaching across the school. The subsequent evidence of good practice is supported by evidence from Pupil Focus Groups. Feedback from Pupil Focus Groups is also used to inform School Improvement Planning. In addition, the Learning and Teaching Committee have introduced a wider range of Teach Meets to encourage professional dialogue and sharing of practice.
- A programme of monthly Departmental/Faculty discussions focused on HGIOS? 4th Edition Challenge Questions has been established to encourage and facilitate high quality professional dialogue, sharing of practice, self-evaluation against the six-point scale, build professional knowledge and understanding and identify next steps for improvement planning.
- All Curricular Faculty Heads and the Senior Leadership Team have engaged in Evaluative Writing and Self-Evaluation training. This has culminated in the production of Departmental/Faculty Standards and Quality Reports. Learning for Sustainability and DYW Standards and Quality Reports have also been established this session as a result of the developing culture, climate and conditions for Self-Evaluation for Self-Improvement.
- The Extended Leadership Team have engaged with the SCEL Collaborative Middle Leadership Self-Evaluation Toolkit and worked together to analyse the subsequent data to co-create our CML professional learning programme for session 2019/20.
- Our Visible Learning Impact Coaches have undertaken significant professional learning and subsequent evidence-gathering to construct and inform our Visible Learning Action Plan. Pupil Voice was gathered using Questionnaires, Focus Groups and filming. This session, this work has resulted in the co-creation of the St Luke's Visible Learning Lesson, St Luke's Learner Dispositions and the St Luke's Visible Learning Toolbox.
- Departments and faculties have effectively used the results of self-evaluation to inform the focus of peer visits. This has ensured that professional learning is appropriately influenced by accurate self-evaluation.
- The school has made effective use of data from staff, pupil and parent questionnaires to inform Improvement Plan priorities.

Almost all learners have taken part in a range of self-evaluation activities with regards to the work and life of the school. As a result pupil voice has been strengthened and a wider range of young people are now involved in shaping school improvement.

- All pupils routinely participate in faculty evaluations of units, courses, projects, programmes of inter-disciplinary learning and other aspects of the curriculum. These are designed to gather pupil views, and to generate discussion at faculty meetings. Findings of such surveys are used to inform faculty plans to secure continuous improvement.

- Our Visible Learning Impact Coaches have undertaken significant professional learning and subsequent evidence-gathering to construct and inform our Visible Learning Action Plan. Pupil Voice was gathered using Questionnaires, Focus Groups and filming. This session, this work has resulted in the co-creation of the St Luke's Visible Learning Lesson, St Luke's Learner Dispositions and the St Luke's Visible Learning Toolbox, ensuring that pupil voice will influence pedagogy and approaches to learning, teaching and assessment in session 2019/20.
- A House System has now been established to strengthen systems and structures for pupil participation. All classes now have Class Captains who represent their peers on our BGE and Senior Phase Forums. House Captains have also been established to strengthen the Pupil Senior Leadership Team and contribute to the leadership and identity of each House. This session, the BGE and Senior Phase Forums have been involved in shaping our School Improvement Plan Priorities, our Visible Learning Action Plan, our Promoting Positive Relationships Policy and our Cluster Visible Learning Learner Characteristics. In addition, both Forums have been allocated a budget for school improvement activities.
- A Sports Committee has also been established to enable and empower pupil participation and leadership in Health and Wellbeing.
- A Pupil School Improvement Plan is produced annually and shared with learners. In addition, a "You said, we did" display has been established for learners.
- Pupil focus groups beyond the BGE and Senior Phase Forums have also identified improvement priorities for next session. As a result of these consultations, Learning and Teaching, Mental Health and Wellbeing and Learning for Sustainability are key features of the School Improvement Plan for session 2019/20.

All staff make use of data to inform learning and teaching and judgements about learners' progress.

- Tracking reports are issued and interrogated at regular intervals throughout the session. The resultant data is used to inform interventions and supports for learners.
- Pupil tracking groups meet regularly with members of the senior leadership team and other staff to review assessment results, progress, personal achievements, attendance, and to share aspects of teaching and learning, including pace and challenge, feedback and target setting. As a result, young people are confidently engaged in reviewing their own learning and development.
- Highly effective cluster working has resulted in increased confidence with regards to accurate assessment judgements and shared understanding of standards. This has been further enhanced this session with the introduction of Lesson Study approaches.
- A wide range of assessment data is gathered and moderated as a result of participation in school, cluster and local authority moderation activities.
- Monitoring and Tracking for Excellence and Equity has been established in the BGE. The data is shared regularly with PTs PEF to design bespoke interventions for individuals and groups of learners.
- The use of Data Walls to evidence pupil progress and encourage collaborative working has been piloted in Session 2017/18 and shared with staff for wider use in session 2018/19.
- Use of quintiles and stretch aims have been helpful identifying how well we are closing the poverty-related attainment gap in S1 – S3.
- Pupil Health and Wellbeing Data is now gathered using our Pupil Health Check Ups. This data is recorded on our BGE Monitoring and Tracking and used to identify bespoke interventions for learners. Interventions this session have included referrals to partner agencies and the Pupil Support Team along with group interventions such as Boxing and Mountain Biking to build resilience and self-esteem.

Staff effectively participated in an extensive range of opportunities for career long professional learning, both through external agencies and within the school. Staff continued to engage in collegiate work in teams and with partner agencies. This work has resulted in developing the culture, climate and conditions for Teacher Agency and Empowerment to thrive. Working groups were active in the following ways:

- Visible Learning Impact Coaches have undertaken considerable professional learning and evidence gathering. This has resulted in the construction of our Visible Learning Action Plan for session 2019/20 and beyond.
- The Promoting Positive Relationships Group has led the whole school community in the co-creation of our Promoting Positive Relationships Policy.
- All of our School Improvement Activities are underpinned by a school-wide commitment to professional learning (as demonstrated by our Strategic Direction 2018 – 21). All members of staff are engaged in high quality CLPL which is shared and celebrated at our annual Cluster Learning and Teaching Conference. This year our theme was Learning and Teaching for Excellence and Equity. Practitioners from across the Cluster were involved in leading workshops to share the impact of their professional learning with colleagues. This session, we were delighted to welcome members of the ERC Quality Improvement Team and teaching colleagues from one of our partner schools in Inverclyde to share our professional learning.
- The Self-Evaluation for Self-Improvement Group designed a programme of Open Doors inter-departmental visits which facilitated the sharing of effective practice across the school. All staff have developed an enhanced working knowledge of the increased expectations with regards to Quality Indicators 2.3, 1.2 and 3.1 through engagement in activities such as Pair and Share and Walk and Talk which were led by the Self-Evaluation Group.
- The Curriculum Design Team have been engaging in significant professional learning this session with a view to wider stakeholder engagement next session. The team have engaged support from Professor Mark Priestley and looked outwards to visit other schools and learn from their practice. In addition, they have been engaging in professional reading with a particular focus on Teacher Agency.
- Learning and Teaching Co-ordinators continued to work under the direction of the Principal Teachers responsible for Learning and Teaching developments to provide successful links with all faculties in the school and deliver CLPL at regular intervals. In particular, they have led and further developed our Teach Meet Programme.
- Standing Committees continued to take forward elements of *Curriculum for Excellence* with Cluster Schools and pre-5 establishments. The Cluster Leadership Management Group maintained the strategic direction of the programme very successfully and regular meetings of the practitioner forum for the appropriate curricular areas have resulted in very effective sharing of assessment and moderation practices. In particular, the STEAM Standing Committee have worked in partnership with our Business Partners to identify essential STEAM skills. These skills have now been used to develop a programme of progressive IDL using STEAM Challenges to create opportunities for learners to make progression in these skills and apply their learning in an unfamiliar and challenging context.
- The Health and Wellbeing Team have established a programme of events designed to support Teacher Wellbeing including Random Acts of Kindness and Hug a Mug days. In addition they have worked in partnership with multiple partner agencies to further strengthen our S3 Wellbeing Day.
- Aspiring PTs were supported to develop their capacity for middle leadership through participation in our Aspiring PT Course. This was led by a member of staff who had completed the SCEL Middle Leadership Programme and the HT in partnership with SCEL and Middle Leaders from Local Authorities beyond ERC.

- Aspiring DHTs were supported to develop their capacity for senior leadership through participation in our Aspiring DHT Course. This involved a programme of mentoring, shadowing and the opportunity to lead various elements of a DHT Remit.
- The ELT have begun to engage with the SCEL Collaborative Middle leadership Programme and have worked together to co-create our collaborative professional learning programme for session 2019/20.
- The Pupil Support Team have delivered staff CLPL in ACES, Health and Wellbeing and Promoting Positive Relationships.

In addition to working group activities,

- A number of staff have participated in Masters Level Leadership courses.
- Staff represent our school on the ERC Director's Forum.
- Some staff have been involved in delivering CLPL beyond the school: sharing our successful approach to the implementation of Design Engineer Construct with an East Lothian School and Balfour Beattie, hosting the DEC stall at the Scottish Learning Festival, contributing to the delivery of the ERC Literacy CLPL, sharing of our practice at a National SQA Conference, delivering a workshop for Into Headship in partnership with Glasgow University, sharing our approach to professional learning and learning and teaching with partner schools NDHS and SCHS and delivering a CLPL session at another East Renfrewshire High School about our approach to developing a culture of professional inquiry.
- A catalogue of CLPL opportunities has been produced to support the PRD process this session with ideas and suggestions for high quality CLPL.

Leadership development is encouraged among staff is clearly and effectively demonstrated through:

- The extent to which faculty and whole school leadership remits take forward priorities within the School Improvement Plan and elements of *Curriculum for Excellence*.
- The working groups that effectively deliver aspects of the life and work of the school (Literacy, Numeracy, Health and Wellbeing, Self –Evaluation, Creativity, STEAM, Wider Achievement, RARA, Chaplaincy, Promoting Positive Relationships.)
- The regular meetings between Senior Leadership and Extended Leadership Team to consider and take forward elements of the School Improvement Plan.
- The work of the Chaplaincy, ECO, Fairtrade and health promoting groups.
- The work of the Teaching and Learning Co-ordinators in facilitating the programme of learning visits and in overseeing the development of learning and teaching across the school.
- The creation of additional leadership opportunities through the appointment of Principal Teachers of STEM, Wider Achievement, HWB and Literacy.
- The appointment of departmental PEF Leaders.
- The establishment of focused SLT/FH Link Meetings.
- Staff involvement in Leadership CLPL.
- The Teach Meet programme.
- The leadership of the Visible learning Impact Coaches
- Recognition of staff skills and talents to contribute to the wider life and ethos of the school such as leadership of the school's communication strategy through development and leadership of: the school website, Twitter accounts, Wider Achievement and STEM Newsletters and Strategic Direction graphics.

This increased focus on developing leadership opportunities for staff has had a positive impact on the school's capacity for sustained and continuous improvement.

Learners are also effectively supported to develop leadership skills through:

- Increased opportunities to lead learning through the Learning Walk Programme S1 – S6.
- Increased opportunities for pupil voice through the establishment of the new Senior Phase Forum.
- Establishment of a budget and pupil-led approach to the BGE and Senior Phase Forums.
- The S6 Leadership Programme and S6 Leadership Conferences.
- Opportunities to undertake ambassador and peer tutor roles.
- Establishment of formal leadership roles linked to the House System S1 – S6.
- Youth Philanthropy Initiative.
- S3 St Luke the Evangelist Award.
- Sports Leaders Programme and Cluster HWB Clubs.
- Membership of the Chaplaincy Committee.
- Opportunities to lead learning in our Cluster Primary Schools.
- House Assemblies.
- Involvement in the recruitment of staff.
- Participation in the ERC Head Boy/Head Girl Forum

As a result, young people have greater confidence and skills in leading their own learning and that of others.

Robust consultation on our Cluster Curriculum Rationale has taken place with all stakeholders across the cluster. In particular, the BGE Forum has led key aspects of this consultation process. As a result, the views of all stakeholders have been shared and collated. The consultation process has had a positive impact on the school community, giving a voice to all stakeholders to shape the future strategic direction of the St. Luke's Cluster. The new Cluster Curriculum Rationale is now an authentic reflection of our cluster context and has provided a sound platform for the work of the Curriculum Design Team by providing a clear rationale and community consensus to underpin future curriculum developments.

Next Steps

Further embed our enquiring approaches to professional learning through a collaborative action research project on HWB and Initial Teacher Education in partnership with Glasgow university and a collaborative action research project focusing on Digital skills/technologies/pedagogy in partnership with Strathclyde University.

Contribute to the National education debate with regards to subject choice through board membership of Professor Mark Priestley's forthcoming research project.

Further develop collaborative professionalism through our Learning and Teaching Partnership project with SCHS and NDHS.

Engage all stakeholders in the Big St Luke's Curriculum Debate in order to shape a curriculum which will enable our learners to thrive in a rapidly changing world.

Engage with Year 2 of our Visible Learning Partnership with a focus on Learner Feedback and developing learner dispositions.

Undertake a collaborative enquiry on teacher workload, bureaucracy, marking and feedback to explore the most effective and efficient methods of feedback to ensure learner progress.

Further invest in professional learning and pedagogy through participation in the Osiris Teacher Intervention Programme and subsequent sharing of practice.

**How good is the quality of care and education we offer?
(2.2, 2.3, 2.4)**

Evaluation:

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.

School Priorities

- To further develop learning, teaching and assessment in the BGE.
- To further develop our Family Learning Together Programme.
- To further develop our approach to Getting it Right for Every Child.
- To co-create and implement our revised Promoting Positive Relationships Strategy.
- To increase Parental Engagement.

NIF Driver(s)

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

Regional Improvement Collaborative

Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports young people to develop skills for learning, life and work.

Local Improvement Plan – Expected Outcome / Impact

- Improved reading, writing and mathematics attainment throughout the years of the broad general education.
- An improvement in the attainment of disadvantaged children and young people.
- A further improvement in school leaver destinations.
- An increase in the number of pupils, school leavers and adults with well-developed employability skills.
- 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
- A culture based on Getting It Right for Every Child.

Progress, Impact and Outcomes

We have worked well together as a school community to develop and promote an aspirational vision for our curriculum which is shaped by our school context and values. All staff and partners are ambitious and work hard to secure high levels of achievement and attainment for all learners. This is evidenced by:

- Very good planning for progression which takes place across the four contexts of learning.
- Increasing numbers of young people benefitting from opportunities for outdoor learning.
- An increased focus on developing skills of Literacy, Numeracy, HWB, STEM, digital and employability skills across the curriculum. In particular, a wide range of opportunities exist for young people to develop a sound understanding of a range of careers and the skills required for them through careers events, partnership working, use of the Career Standards, work experience and opportunities to learn in real life contexts.
- Our developing whole school approach to Learning for Sustainability with a particular focus on Children's Rights, pupil voice and participation.
- Our flexible approach to learner pathways which is designed to meet the needs and aspirations of our learners.
- Our partnership with Design Engineer Construct to provide vocational STEM learning in S2 and S3 and our partnership with Clyde College to deliver our Beauty School programme in S3.
- Delivery of the Religion Belief and Values Award and Health and Wellbeing Award for all learners across S3 and S4 and the introduction of the SQA Leadership Award in S6.
- Establishment of our Wider Achievement Newsletter and higher numbers of pupils and parents reporting wider achievements outwith school.
- Celebration of Wider Achievements on Social Media.
- Establishment of our S3 BGE Awards Evening.
- Establishment of our S1 and S2 RARA Awards Evenings.
- Engagement with the Youth Philanthropy Initiative

- Implementation of our in-house St Luke the Evangelist Award
- Increased opportunities for families to learn together through: Family Cook School, Family HWB, Literacy, Numeracy and RE events which are designed to develop the academic, social, emotional, health and spiritual wellbeing of our young people.
- Participation in a wide range of trips, events and activities to enhance the curriculum such as foreign exchange visits, Numeracy Trip to Disneyland, retreats, industry visits, cultural visits, author residency, Mountain Biking Programme, Live-N-Learn Study Skills workshops and guest speakers.
- High numbers of learners achieving their Caritas Awards at the end of S6

Digital literacy has been significantly enhanced through:

- Appointment of a digital leader and pupil digital ambassadors to promote effective use of digital technology to enhance learning and teaching.
- Participation in digital literacy week.
- Use of Google VR headsets to enhance learning and teaching.
- Use of Google Classrooms to enhance teacher/learner communication.
- Use of Kahoots to engage learners.
- Collegiate sharing of good practice.
- CLPL on increased expectations with regards to 2.3 Learning, Teaching and Assessment.
- Digital Leader's visit to BETT and subsequent sharing of good practice.
- Engagement with Literacy Planet to enhance Literacy Skills.
- Increased use of visualisers to enhance approaches to feedback.
- Increased use of digital resources to assist dyslexic learners such as co-writer and Audible.
- Effective use of Bring you Own Device.
- Engagement in coding and robotics
- Introduction of Games Design

Learners and staff continue to report higher levels of engagement in learning and teaching as a result of effective use of digital resources. Learners have developed confidence in their digital skills and have shared their expertise with the wider community through visits to our Cluster Primary Schools and local Nursing Homes.

Almost all young people are engaged in their learning as result of high quality learning and teaching experiences which are appropriately challenging for learners. Learners receive regular feedback on their learning and know what steps to take to improve progress. Learners are encouraged to give feedback to their peers and increasing numbers of young people are involved in leading the learning in a variety of subject areas. Assessment approaches are matched to the needs of learners and the resultant data is used to inform improvements in learning and teaching. Staff participate in Faculty, Cluster and Local Authority Assessment and Moderation activities. As a result, staff report increased confidence in use of benchmarks to gauge achievement of a level. This has been further supported with engagement with the Moderation Cycle in all Faculties and Departments and the use of ERC Literacy and Numeracy Frameworks which St Luke's staff were involved in constructing. As a result, increasingly robust achievement of a level data is used across the BGE to monitor and track learner progress effectively.

This robust monitoring and tracking is used to secure improved outcomes for learners.

- Tracking reports are issued at regular intervals throughout the session and these complement full reports to parents and carers.
- Pupil tracking groups meet regularly with members of the senior leadership team and other staff to review assessment results, progress, personal achievements, attendance, and to share aspects of teaching and learning, including pace and challenge, feedback and target setting.

- Attainment, as reflected in SQA results, standardised tests and *Curriculum for Excellence* judgements, is regularly evaluated by faculty staff and members of the senior leadership team, using a range of data generated locally and nationally by sources such as Insight, BGE Benchmarking Tool, SQA Database and East Renfrewshire Education's Emis Unit.
- BGE Monitoring and Tracking has been introduced and used to design bespoke individual and group interventions to ensure Excellence and equity.
- This session, our Monitoring and Tracking approaches have been further enhanced by fuller involvement of the Pupil Support Team (PST). In addition to the HT and DHT meeting with FHs and PTs following each Monitoring Period to design bespoke interventions and set targets, this information is now shared directly with the PST who, in turn, meet with the HT and DHT to discuss Pastoral interventions as required. This ensures that Pastoral and Curricular PTs/FHs are communicating with each other and working in partnership to support the attainment of our learners.
- This session, we have introduced a variety of new supports for learners who are not on track to achieve their full potential. This has included: coaching sessions, increased parental communication (influenced by the findings of the EEF with regards to the effectiveness of increased text communication for an intensive period of time), Study Skills Workshops, provision of study materials, one-to-one supported study, curriculum adaptations and study planning.
- Health and Wellbeing Check-Ups have been introduced to facilitate our tracking and monitoring of Health and Wellbeing and subsequent interventions as appropriate.

Learners benefit from strong, positive relationships with staff and are well supported to achieve their full potential. These strong relationships are central to the work and life of the school in establishing high aspirations, expectations and high quality support for all young people. Young people enjoy regular opportunities to discuss their progress and next steps in learning with their class teachers, tracking mentor and Pupil Support Teacher. Learning and teaching is suited to learners' needs and there is a strong ethos across the school to minimise the impact of potential barriers to learning. This has been particularly evident in our use of Data Walls and our bespoke approach to interventions for Excellence and Equity in the BGE.

The Integrated Pupil Support Team works very well and in partnership with other agencies to meet the needs of our young people. Young people and their families benefit from a highly committed Pupil Support Team who are skilled at supporting learners and identifying bespoke interventions to meet their needs. Young people who require additional support benefit from individualised and meaningful progression pathways. Nurturing approaches have also been further developed. Several "Check In" nurture groups have been established to provide additional support to targeted S1 and S2 pupils. All teaching staff have participated in ACES, Health and Wellbeing and Nurture training led by Psychological Services staff and the Pupil Support Team. Mechanisms for monitoring participation and engagement have been explored and incorporated into our BGE Monitoring and Tracking and a mechanism for recording Health and Wellbeing has been agreed and implemented this session. All pupils in S3 benefitted from a Health and Wellbeing event which focused on mindfulness, resilience and body image. A Promoting Positive Relationships Group was established to work with all stakeholders to co-create our Promoting Positive Behaviour Policy which is ready to launch next session.

The staffing of our Pupil Support Team has been enhanced this session to enable intensive working with high tariff learners. This has enabled the identification of learners who would benefit from interventions to build their resilience, self-esteem and engagement in learning. Interventions have included our Mountain Biking Programme, Boxing, Girls Group, work experience, college partnerships, Fishing Group, Early Intervention Group and Breakfast Club.

Next Steps

Launch and embed our new Promoting Positive Relationships Policy to ensure greater consistency of approach, create further opportunities to celebrate positive behaviour and continue to promote inclusion whilst reducing exclusions.

Further develop our whole school approach to Nurture through a programme of Nurture Action Plans. Continue to improve attendance and decrease late-coming through increased partnership working with parents.

Deliver high quality CLPL, in partnership with Glasgow University and in-house, in relation to Health and Wellbeing.

Towards the end of this session, a number of staff engaged in Mental Health First Aider Training. As a result, we will now launch a programme of additional support for learners who are experiencing Mental Health difficulties.

Launch our newly trained Anti-Bullying Ambassadors and subsequent events and activities.

Conduct a review of learner journeys and share the practice which was established through a highly effective pilot programme undertaken by the Technical Department this session.

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)

Evaluation:

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.

School Priorities

- To seek further opportunities for accreditation for learners' wider achievements.
- To further develop a progressive approach to skills for learning, life and work so that learners can apply and develop their skills in a range of contexts.
- To involve all stakeholders in developing our community of faith and learning.
- To develop approaches to securing positive, sustained destinations.
- To review our awards and reporting systems.

NIF Driver(s)

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

Regional Improvement Collaborative

Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports young people to develop skills for learning, life and work.

Local Improvement Plan – Expected Outcome / Impact

- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.
- Higher levels of parental engagement in their children's learning and in the life of the school.
- Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.

Progress, Impact and Outcomes

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect with a strong sense of community, shared values and high expectations. Almost all young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.

Almost all learners experience a wide range of wider achievement opportunities to develop their skills, talents and attributes in service of their school and wider community through participation in:

- Youth Synod
- Youth to Lourdes
- Diocesan Youth Forum
- Caritas Award
- School, parish and diocesan liturgical celebrations
- BGE/Senior Phase Forums
- Senior School committees
- Crest Awards
- Living Eggs Project
- John Muir Awards
- Duke of Edinburgh Award Scheme
- Work placements
- ERC vocational programme
- Charity fundraising
- Various Awareness Raising Events: Autism Awareness Day, Odd Sock Day, Wear it Red, Holocaust Memorial Day, Fair Trade Fortnight
- Walk a Mile for Mental Health
- SYP elections
- Euroscola
- Lego Mindstorms
- Credit Union
- Rotary Club Young Linguist, Young Chef and Young Citizen of the Year
- Home Cook School
- Forest Schools
- Cluster Sports Clubs
- Social Enterprise Activities
- Youth Philanthropy Initiative
- St Luke the Evangelist Award
- Leading and supporting learning in our Cluster Primary schools
- Group Novel with Anne Donovan
- Italian Exchange Programme
- Various sporting events including the St Luke's Cross Country Run and ERC Championships
- School show and Concerts
- Debating/Public Speaking
- Leading House Assemblies
- School Trips
- ERC Malawi Trip in partnership with the Betty Cunningham Trust
- Supporting our local foodbank
- Prayer Breakfast
- Wellbeing Wednesdays

Learner achievements are tracked using the achievement spreadsheet and are used to inform: S3 Profiles; Senior School and Graduation Awards; application forms; personal statements and curricular pathway interviews. Having reviewed our Awards system this session, Learners' Achievements are now celebrated

with their parents at our newly established S1 and S2 RARA Awards Ceremonies and our S3 BGE Award Ceremony. Almost all learners value the wide range of opportunities provided by staff and partners to participate in the wider life of the school. Partnerships developed with local St. Vincent de Paul conferences in the parishes of St. John's and St. Thomas' have provided resources to allow young people experiencing poverty to participate in the wider life of the school. Moreover, a large number of young people benefitted from Christmas gifts donated through the above parishes and council employees.

Companions on the Journey was integrated into the PRD process for staff and subsequently reflected in CLPL plans since session 2017-18. As a result, an increased number of staff are now able to support and influence the faith journeys of our young people. PT Religious Education and Chaplaincy Committee have led the implementation of *Developing in Faith* with a particular focus on the theme of Celebrating and Worshipping Subsequently, a significant number of learners have been enabled to develop their understanding of Gospel values and of how to apply them in life. This work has been further enhanced by the introduction of the St Luke the Evangelist Award which has provided S3 learners with the opportunity to engage in a wide variety of faith witness activities. In addition, all learners now have the opportunity to attain their Religion, Belief and Values (RBV) and Health and Wellbeing Awards by the end of S4 and almost all S6 learners achieve their Caritas Award and Level 6 RBV Award by the end of S6.

Pupil progress continues to be monitored systematically using our BGE Monitoring and Tracking, the ERC Tracking Database and the CfE Assessment Record, and is reflected in standardised test scores and CFE judgements. Continuous improvement in all curriculum areas, particularly literacy, numeracy and health and wellbeing, is secured on an on-going basis through effective cluster working, and cluster collaboration contributes to successful transition and pupil progress from prior levels of attainment, as indicated by the gradient of learning used to support benchmarking across the cluster. As a result, our S3 learners compare favourably with national performances in Literacy and Numeracy:

Level 3

Year	Reading	Writing	Listening and Talking	Numeracy
2017 Level 3	90%	93%	90%	85%
2018 Level 3	97%	97%	97%	97%
2019 Level 3	98%	98%	98%	98%

Level 4

Year	Reading	Writing	Listening and Talking	Numeracy
2017	44%	45%	51%	48%
2018	69%	67%	66%	57%
2019	78%	78%	78%	65%

Practitioners have engaged with the Moderation Cycle, the Benchmarks, ERC Literacy and Numeracy Frameworks, Lesson Study and a variety of approaches to moderation in order to improve accuracy and consistency in teacher judgments level over the past three years. This, in addition to our whole school focus on Excellence and Equity, professional learning and Learning and Teaching, has resulted in consistent improvements in attainment in Literacy and Numeracy.

School leavers' attainment in Literacy and Numeracy also compare favourably with National attainment:

Level Achieved	St Luke's High School	Virtual Comparator	National Attainment Data	West Partnership
Level 4	94.55	91.73	89.08	88.97
Level 5	74.55	70.73	67.11	68.39

Performance of St. Luke's senior pupils in SQA national examinations demonstrates clearly that consistently high standards of attainment are being maintained and surpassed, and that pupils are making very good progress from prior levels of attainment. Results in all key national measures of attainment from S4-S6 have remained consistently high, and the performance of young people in St. Luke's continues to be well above the National Defined Comparator Virtual School viewed through 'Insight'. Statistics for academic session 2018-19 include:

Level (A – D Award)	St Luke's High School	Virtual Comparator School
5+ at Level 4	98%	75%
5+ at Level 5	60%	44%
5+ at Level 6	27%	22%
3+ at Level 6	61%	43%
1+ at Level 6	75%	63%
1+ at Level 7	31%	19%

As a result of our strong commitment to securing best possible outcomes for our young people, our learners also benefit from securing positive and sustained destinations post school. There had historically been no consistent trend to our positive destination statistics and so the Pupil Support Team worked together this session to devise more robust procedures to support learners into positive destinations. These procedures include monthly Opportunities for All meetings, regular interrogation of data and increased partnership working to secure positive destinations for our young people. As a result, in 2017/18 97.3% of our young people secured a positive and sustained destination.

Next Steps

To continue to create opportunities for learners to develop the Four Capacities with a particular focus on Successful Learners through engagement in the Visible Learning Programme and the development of assessment capable learners who demonstrate the St Luke's Learner Dispositions and Responsible Citizens through our work on Learning for Sustainability.

To further enhance our use of data to ensure Excellence and Equity through making decisions as close to the learner as possible.

To further engage with parents through: continued expansion of our Family Learning Together Programme, engagement with participatory budgeting and partnership working to improve attendance and late-coming.

Pupil Equity Fund – How are we ensuring Excellence and Equity?

A PEF action plan has been co-created with pupils, parents, staff, parishes and elected members. Key features include a focus on: pedagogies for intervention; monitoring and tracking for excellence and equity; early intervention and prevention; literacy; numeracy; Health & wellbeing; STEM; skills development and family and community engagement.

In Session 2017/18, a stretch aim of 85% of young people in all quintiles achieving level 3 in Literacy and Numeracy by the end of S3 was set. All quintiles achieved this. As a result, in session 2018/19 the stretch aim was increased to 90%. Evidence of impact in terms of closing the poverty related attainment gap in Literacy and Numeracy indicates that all learners in S3 have surpassed this stretch aim of 90% of young people in all quintiles achieving Level 3 in Literacy and Numeracy by the end of S3.

S3 Level 3 Achieved 2017/18			
Quintile	No. of Pupils	Literacy	Numeracy
1	39	100	97
2	31	97	97
3	4	100	100
4	10	100	100
5	17	94	94
PEF Pupils	21	100	71

S3 Level 3 Achieved 2018/19			
Quintile	No. of Pupils	Literacy	Numeracy
1	34	97	91
2	41	100	100
3	18	100	100
4	12	100	100
5	14	93	93
PEF Pupils	17	100	100

Last session, self-evaluation evidence highlighted the need for further work to close the poverty-related attainment gap at Level 4. Bespoke interventions for Excellence and Equity have been highly effective in further reducing this gap:

S3 Level 4 Achieved 2017/18			
Quintile	No. of Pupils	Literacy	Numeracy
1	39	62	51
2	31	70	45
3	4	75	75
4	10	80	90
5	17	81	71
PEF Pupils	21	52	29

S3 Level 4 Achieved 2018/19			
Quintile	No. of Pupils	Literacy	Numeracy
1	34	71	68
2	41	85	61
3	18	72	50
4	12	92	75
5	14	71	64
PEF Pupils	17	100	53

In particular, whilst there has been an overall rise in the percentage of learners achieving Level 4 Literacy and Numeracy, there has also been a significant increase in the percentage of learners in deciles 1 – 4 achieving Level 4 by the end of S3.

Next Steps

In session 2019/20, The use of quintiles and stretch aims will be used in all classrooms and departments across the curriculum to ensure interventions are in place in all subject areas to close the poverty-related attainment gap whilst ensuring equity for all.

Participatory budgeting will be piloted with our most difficult to engage families and young people.

We will engage with the Fair Share Programme in order to expand our Family Cook School and provide food for our Breakfast Club and Nurture groups.

Our highly effective Monitoring and Tracking of Health and Wellbeing Pilot and subsequent interventions, will be expanded next session to include all young people in the Broad General Education.

What is our capacity for continuous improvement?

Consideration of our capacity for improvement and of school improvement priorities for Session 2019-20 would suggest that St Luke's is well placed to make sustained and continuous improvement. We are particularly well placed to achieve further improvement due to the shared vision and direction, the strong, effective and shared leadership at all levels, and the skill and commitment of all staff to provide the very best educational experience for all of our children. The strategic focus for 2019-2020 on professional learning and teacher collaboration in order to build capacity in Learning and Teaching, Self-Evaluation for Self-Improvement and Support for Learners, ensures that the school's capacity for continuous improvement is excellent.