



## Standards and Quality Report 2019/20

### Context of our school

In November 2019, the school participated in a Local Authority Transition Review. During the review, which was conducted by Quality Improvement Officers and Head Teachers from other East Renfrewshire Schools, a number of strengths were highlighted. These strengths included:

- The consistency of high quality Learning and Teaching
- Our inclusive and nurturing approach to supporting young people to thrive
- Our commitment to professional learning to ensure that we have a highly skilled and expert teaching staff.

*“The supportive, caring relationships evident across the school ensuring that the school is a welcoming, safe environment for staff, young people, families and the wider community. Young people are polite, friendly and proud of their school and of the care and support they receive there which is excellent.” SLHS Transition Review*



**How good is our leadership and approach to improvement?**

We have been working hard to ensure high quality learning experiences for our young people this session. Teachers have been exploring techniques to engage learners more deeply in their learning such as Help Desk, Three Before Me, Chili Starters, WAGOLLS (What a Good One Looks Like) and Challenge Corner.



In addition, we have been helping our young people to become better learners through the development of our Learner Dispositions. Indeed, this approach to improvement was commented on by the Transition Review Team, *“Strategically led by the head teacher ... the very strong commitment to professional learning demonstrated by staff, particularly in relation to learning and teaching, is outstanding and is impacting positively on experiences for young people”*.

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

## RECOGNISING ACHIEVEMENTS

## YOUNG MUSICIANS



CONFIDENT INDIVIDUALS



JOHN MUIR AWARD



DUKE OF EDINBURGH AWARD



DESIGN, ENGINEER, CONSTRUCT – SKILLS FOR LIFE, LEARNING AND WORK



## S6 LEADERSHIP TEAM – CARITAS REPRESENTATIVES

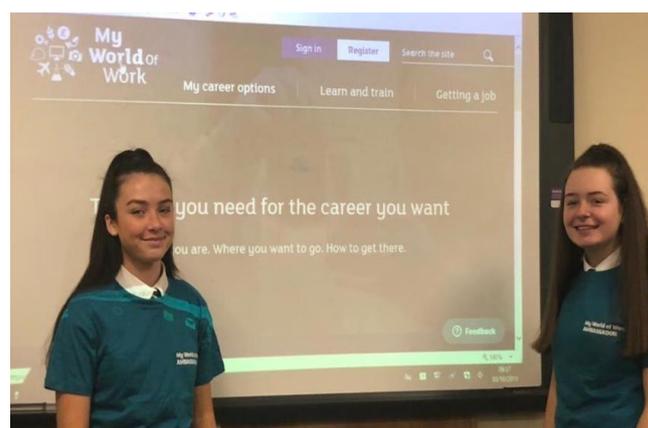


As a result, young people have greater confidence and skills in leading their own learning and that of others. Indeed pupil leadership was commended in our Local Authority Transitions Review, *“Young people across the school benefit from wide ranging leadership opportunities. They are highly positive about the support they receive and the opportunities they have to affect change within the school. They share their experiences successfully with their peers at group forums and House Assemblies and view themselves as agents for change.”*

*The range of leadership opportunities across the school for young people at all levels includes captaincies, My World of Work ambassadors, charity work and mentoring. For example, the introduction of the school’s House System had resulted in further opportunities for young people to lead others across a range of different roles.*



## MY WORLD OF WORK AMBASSADORS



*The work of young leaders within the school is having a positive impact on individuals, their peers, parents and the school as a whole.”*

Pupil focus groups including the BGE and Senior Phase Forums have identified improvement priorities for next session. As a result of these consultations, Learning and Teaching, Mental Health and Wellbeing and Learning for Sustainability will continue to be key features of the School Improvement Plan for session 2020/21.

### Next Steps

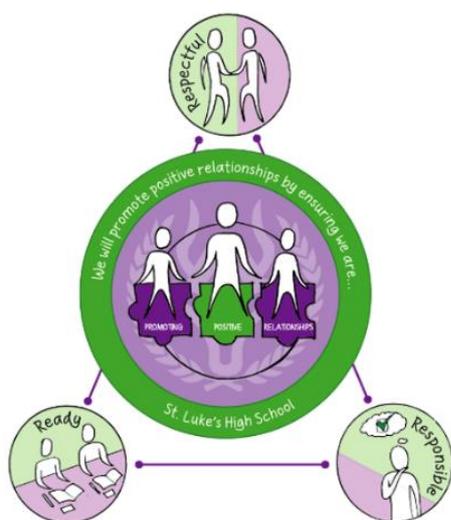
1. To mitigate the impact of Covid-19 on attainment through enhanced monitoring and tracking and effective identification of subsequent interventions to support learners.
2. To engage in high quality professional learning opportunities with a focus on a recovery curriculum which recognises the importance of core skills such as Literacy, Numeracy and Wellbeing.
3. To provide meaningful feedback which makes a positive impact on learner progress.

### How good is the quality of care and education we offer?

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.

Indeed, the Transition Review noted that,

*“Overall, the quality of learning and teaching is very good with aspects of excellence. There is a shared understanding across staff about the features of an effective lesson (the St. Luke’s Visible Learning Lesson). All lessons are well structured. In almost all lessons, learning intentions and success criteria are shared with young people and are effectively used throughout the lesson to monitor learning. Staff engage young people in their learning through skilled questioning techniques and are using methodologies to engage young people more actively in their learning.”*



This work has been further enhanced by the implementation of our new Promoting Positive Relationships policy which requires all learners to demonstrate our three R's: Ready, Responsible and Respectful.

In addition, we have implemented our aspirational Hot Chocolate Fridays and Praise Card systems to recognise and celebrate learners who go above and beyond to achieve to the best of their ability. As a result, our Transition Review recognised the impact of these approaches stating that, “*Young people are engaged in their learning and motivated to succeed. The school’s 3Rs (Ready, Respectful, Responsible) permeated classrooms and were referenced regularly by pupils in focus groups and discussions. The very positive learning environment is supporting young people to contribute well in lessons and challenge themselves in their learning.*”

### HOT CHOC FRIDAY – LEARNER DISPOSITIONS

## Learner Dispositions

- ▶ Creativity
- ▶ Bravery
- ▶ Resilience
- ▶ Curiosity
- ▶ Independence

Love, faith and understanding.



This session, we have also begun to identify learners who would benefit from interventions to build their resilience, self-esteem and engagement in learning through the launch of our regular Health Checks. Interventions have included our Mountain Biking Programme, Boxing, Girls Group, work experience, college partnerships, Fishing Group, Early Intervention Group and Breakfast Club.



In addition, we now have a significant number of volunteer staff who have undertaken Mental Health First Aid Training and who are readily available to support young people who are reporting difficulties.

This has been well –received by learners who appreciate a wider range of informed adults from whom to seek help.



### **Next Steps**

1. To promote inclusion and support learners' needs, with a particular focus on the impact of lockdown and recovery.
2. To identify and counteract the impact of Covid-19 on the poverty-related attainment gap and ensure excellence and equity for all.
3. To prepare learners for post school transitions during Covid-19 recovery through the progressive development of skills for learning, life and work.

## How good are we at ensuring the best possible outcomes for all our children / learners?

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. This is further supported by our Local Authority Transitions Review which noted that, *“The very positive relationships between staff and young people are a significant strength of the school... Young people are very proud of their school and speak very positively of the care, support and encouragement they receive from their teachers.”*

A climate of high expectations and no poverty of aspiration permeates the life and work of the school. This was commended by our Local Authority Review which highlighted, *“The head teacher demonstrates strong strategic leadership of the school. She has successfully established a culture of learning and collaboration across the school. This has led to shared aspirations for all young people. Her approach to effective distributive leadership, built on openness and collaboration, is a major strength... This drive and commitment to improving outcomes for all young people is collectively shared across the school and demonstrated by staff at all levels.”* As a result, learners consistently benefit from high levels of attainment in the BGE and Senior Phase in comparison to our comparator schools.

This session, we have recorded the highest ever number of young people achieving Level 4 Literacy and Numeracy by the end of S3. This number has risen steadily each year for the past three years. In addition, we have recorded another rise in the numbers of young people achieving 5 or more passes at N5 (Level 5) and 1, 3 and 5 passes at Higher (Level 6). Our Advanced Higher results (Level 7) remain consistently high.



### Next Steps

1. To be creative and adaptive in developing our collaborative approach to self-evaluation for self-improvement to ensure all stakeholders are able to contribute despite Covid-19 restrictions.
2. To further develop our work on creating the culture, climate and conditions for young people's mental, physical, spiritual and social wellbeing to thrive with a particular focus on the impact of Covid-19 and wellbeing.

A full copy of the standards and quality report for this session can be found here

<https://blogs.glowscotland.org.uk/er/public/StLukes/uploads/sites/101/2019/12/SLHS-Standards-and-Quality-Report-2018-2019-for-website.pdf>