

# St Luke’s High School

# School Improvement/Recovery Plan 2021/22

[](http://www.dyslexiasw.com/services/dyslexia-friendly-schools-award)     [](http://www.bing.com/images/search?q=rights+respecting+schools+logo&view=detailv2&adlt=strict&id=B089F3C06BBDC254D2C0AAED1C765FAA582FD569&selectedIndex=1&ccid=7bLBXHR5&simid=608016011176447103&thid=OIP.Medb2c15c7479c88bfeb216c053e17e18H0)



***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.*

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| Strategic Direction 2021 – 2025 (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. |
| To continue to engage in high quality professional learning to ensure consistently high quality learning and teaching and equip practitioners with the pedagogical skills and expertise to ensure that our learners flourish in a climate of high expectations, creativity and innovation. |
| Strategic Focus 2021/2022 - Summary |
| * Pedagogy – developing professional expertise to support recovery * Curriculum Design – re-imagining the BGE to support recovery * Excellence and Equity – building back better and fairer |
| Strategic Focus 2020/21 – Additional QIs |
| 1.4 Leadership and management of staff /1.5 Management of resources to promote equity / 2.4 Personalised support / 3.3 Increasing creativity and employability |

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| Improvement Priorities 2020 – 2021 |
| **Leadership and Management**   1. To mitigate the impact of Covid-19 on attainment through the development of assessment capable learners as a result of further implementation of our Visible Learning and OTI approaches to ensure learner progress - with a particular focus on recovery and key equity groups. 2. To engage in high quality professional learning opportunities with a focus on re-designing and re-imagining the BGE curriculum post Covid. 3. To engage with the Revised Standards to develop and enhance professionalism and support career long professional learning. |
| **Learning Provision**   1. To promote inclusion and support learners’ needs in response to the national and local reviews of ASN. 2. To identify and counteract the impact of Covid-19 on wellbeing and learning loss and ensure excellence and equity for all. |
| **Successes and Achievements**   1. To prepare learners for post school transitions during Covid-19 recovery through the progressive development of skills for learning, life and work with a particular focus on meta skills and employability. 2. To develop pedagogies which maximise the impact of the change of curriculum structures on achievement and attainment. |

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| **Leadership and Management: How good is our leadership and approach to improvement?** | | | | | | |
| **Improvement Priorities:**   1. To mitigate the impact of Covid-19 on attainment through the development of assessment capable learners as a result of further implementation of our Visible Learning and OTI approaches to ensure learner progress - with a particular focus on recovery and key equity groups. 2. To engage in high quality professional learning opportunities with a focus on re-designing and re-imagining the BGE curriculum post Covid. 3. To engage with the Revised Standards to develop and enhance professionalism and support career long professional learning. | | | | | | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children and young people; * 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 * 1.4 Leadership and management of staff * 2.2 Curriculum * 2.3 Learning, Teaching and assessment * 3.2 Raising Attainment and Achievement | | | |
| **Developing in Faith Themes**   * Developing as a Community of Faith and Learning. * Serving the Common Good | | | |
| **NIF Driver**  School leadership/Teacher Professionalism/Assessment of children’s Progress/Performance Information | | | **Local Improvement Plan-Expected Outcome/Impact**   * 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 * An ethos of high expectations and achievement in every school and service * 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 | | | |
| **Impact & Outcomes for Learners** | Action Required | **Personnel** | | **Timescale** | **Resources** | **Monitoring & Evaluation** |
| **Priority 1**  Learners will develop their skills for learning and become more assessment capable as a result of further developing their learner dispositions.  Learners will benefit from consistently high quality learning and teaching which develops higher order thinking through the effective use of solo taxonomy.  Learner engagement will increase as a result of teacher participation in OTI which will have a particular focus on ensuring equity in learning and teaching.  **Priority 2**  Learners will experience a rich curricular experience which prioritises their learning needs across the four contexts post Covid.  Learners will experience better pace and challenge in the BGE in preparation for improved attainment in the Senior Phase.  **Priority 3**  Learners will benefit from increased opportunities for teacher leadership, empowerment and professionalism following engagement with the revised GTC Standards and subsequent professional learning. | Impact Coaches and our Learning and Teaching Coach will co-construct a taxonomy approach to developing our learner dispositions and support staff and learners to embed this approach into every day learning, teaching and assessment.  Impact Coaches and our Learning and Teaching Coach will lead In-Service training on the use of solo taxonomy. Impact Coaches will provide on-going support throughout the school year to ensure that the approach is embedded in all classrooms.  Following completion of the first cohort (paused due to Covid), a second cohort of staff will engage in OTI training during the second and third terms.  Re-imagining the BGE to reflect our school vision, values and aims will be the focus of our strategic direction for three years. In year one, departments will engage in de-cluttering the curriculum to provide time and space for relevant, creative and innovative learning experiences across the four contexts.  Year group heads will also re-design our year group offers to reflect the impact of Covid and create opportunities to develop the four capacities across the four contexts.  Departments will review the learner journey from BGE to Senior Phase to ensure appropriate pace and challenge and fuller engagement with 4th Level E’s and O’s across the four contexts to ensure a strong foundation for Senior Phase.  Time and space will be made for teachers to engage with the revised standards and subsequent CLPL. The annual CLPL calendar will be updated to reflect the new standards and provide opportunities to develop teacher professionalism and leadership. | Impact Coaches  Judy Pitt (L&T Coach)  M Pollock  Pupil Forums  All Staff  Impact Coaches  Judy Pitt (L&T Coach)  M Pollock  All Staff  Judy Pitt (Osiris)  Cohort 1  Cohort 2  C Downie  Faculty Heads  Curriculum Design Team  All Departments  C Downie  Faculty Heads  Curriculum Design Team  All Departments  M Pollock  Faculty Heads  ELT  All Staff | | August ‘21 – December ‘21  August ’21 – May ‘22  August ’21 – May ‘22  Aug ’21 – June ‘22  Aug ’21 – June ‘22  Aug ’21 – Dec ‘21 | Collegiate time  Disposition graphics  Learning and Teaching Policy  In-Service day in August.  Collegiate time  Learning and Teaching resources.  VL Toolbox  Teach Meets  Osiris Training  Class cover  Time for one to one meetings with OTI Coach  Classroom resources  Re-Imagining the BGE presentation  The St Luke’s Big Curriculum Debate data  Collegiate time  Makerspace  Digital Resources  CfE Refreshed Narrative  OECD Report  ERC Building Back Better and Fairer Report  CfE Refreshed Narrative  SQA Subject Guidance  Collegiate time  Learning and Teaching Policy  GTCs Revised Standards  CLPL Catalogue  Collegiate time | Learning Walk Programme  BGE and Senior Phase Forums  Assessment data  Challenge Questions  Learning and Teaching Conference  Teach Meets  Learning Walk Programme  Challenge Questions  Learning and Teaching Conference  OTI celebration  GTCs Professional Recognition  Teach Meets  Learning Walk Programme  Challenge Questions  Learning and Teaching Conference  Learning Walk Programme  Challenge Questions  Course Plans  Departmental Calendar  CfE Judgments  Standardised Test data  SNSA data  Course Plans  PRD Records  CLPL Calendar  Teach Meet Programme  Challenge Questions |
| **Learning Provision: How good is the quality of the care and education we offer?** | | | | | | |
| **Improvement Priorities:**   1. To promote inclusion and support learners’ needs in response to the national and local reviews of ASN. 2. To identify and counteract the impact of Covid-19 on wellbeing and learning loss and ensure excellence and equity for all. | | | | | | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in children and young people’s health and wellbeing | | | **HGIOS 4 QIs**   * 1. Ensuring wellbeing, equality and inclusion   2. Raising attainment and achievement   1.5 Management of resources to promote equity | | | |
| **Developing in Faith Themes**   * Developing as a Community of Faith and Learning. * Serving the Common Good * Promoting Gospel Values | | | |
| **NIF Driver**  **Performance information/Assessment of children's progress/**School Improvement/School Leadership/Teacher Professionalism | | | **Local Improvement Plan-Expected Outcome/Impact**   * Improved attainment in the senior phase * Improved literacy and numeracy attainment throughout the years of the broad general education * 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 positive culture in health and wellbeing in every school and service * A culture based on Getting It Right For Every Child | | | |
| **Impact & Outcomes for Learners** | Action Required | **Personnel** | | **Timescale** | **Resources** | **Monitoring & Evaluation** |
| **Priority 1**  Learners will thrive in a climate of support and inclusion.  Learners with ASN will experience more opportunities for their achievements to be recognised and celebrated.  **Priority 2**  Learners will benefit from additional support to address learning loss in Literacy and Numeracy.  Improved approaches to home learning will support learners in addressing learning loss.  Senior Phase learners will benefit from improved approaches to assessment and feedback to promote excellence and equity.  Learners will enjoy increased opportunities to engage in wider achievement and wellbeing activities to support their recovery. | Self-evaluation for self-improvement activities will be used to identify strengths, next steps and inform CLPL to ensure inclusive practices permeate our school.  An ASN Forum will be established to ensure learner voice is central to our approach.  A wider range of awards and qualifications will be sought to recognise and celebrate achievement.  Additional staffing in Maths will be used to identify learning loss and offer bespoke learning and teaching interventions.  The Literacy Team will continue to implement reading interventions to address learning loss.  A new PT PEF Literacy will be appointed with a focus on closing the gap in Reading.  Identified school leavers will have additional support in Literacy and Numeracy.  Departments will seek to build on our highly effective practice during remote learning using Google Classroom, Google Guardian, recorded lessons, a flipped classroom approach and digital opportunities to provide feedback, supported study and one to one support.  Departments will reflect on what worked well with regards to our approach to delivering the ACM in a manner which developed assessment capable learners and subsequently redesign Senior Phase courses to maximise the benefits of the learning, teaching and assessment cycle.  Year Groups will be offered a wide range of wider achievement and wellbeing activities to support their recovery and increase engagement in learning across the four contexts. Targeted wellbeing interventions will also be offered to learners.  . | C Downie  C Ross  G Balmer  J Sharp  PST  C Ross  Social Justice Manager  G Balmer  J Sharp  G Baird  FH Language and Communication  PT Literacy  K Hunter  All Staff  Faculty Heads  All Staff  Faculty Heads  All Staff  DHTs  Faculty Heads  PT PEF HWB  PT PEF WA  PST | | Aug ’21 – Oct ’21 (SE Activities)  Aug ’21 – June ’22 (CLPL)  Aug’21 – Sept ’21 (ASN Forum established)  Aug ’21 – May ‘22  Aug ’21 – June ‘22  Aug ’21 – May ‘22  Aug ’21 – April ‘22  Aug ’21 – May ‘22 | Morgan Review  HGIOS 4  HGIOURS  Time  Digital Resources  JST Data  Wellbeing Plans  ASDAN  SCQF Framework  SQA Awards  Time  Financial resources  PT PEF  Additional staffing in English and Maths  PEF resources  Digital resources  Digital Resources  Financial resources  Time  Learning and Teaching Policy  Learning, Teaching and Assessment resources.  SQA resources  Time  Time  Staffing  Financial Resources  Partners | Challenge Questions  Pupil Forums  ASN Forum  Learning Walks  Collegiate activity  JST Data  Wellbeing Plans  Assessment Data  Challenge Questions  Pupil Forums  ASN Forum  Learning Walks  JST Data  Wellbeing Plans  Assessment Data  Reading age scores  CfE assessment data  SQA assessment data  Google Guardian  Google Classroom  Learning Walk Programme  Challenge Questions  Prelim data  SQA Exam data  Course Plans  Monitoring and Tracking data  Wider Achievement Tracking data  Wellbeing Tracking data |

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| **Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?** | | | | | | |
| **Improvement Priorities:**   1. To prepare learners for post school transitions during Covid-19 recovery through the progressive development of skills for learning, life and work with a particular focus on meta skills and employability. 2. To develop pedagogies which maximise the impact of the change of curriculum structures on achievement and attainment. | | | | | | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | | | **HGIOS 4 QIs**   * 1. Self-Evaluation for Self-Improvement   2. Leadership of change   2.2 Curriculum  2.6 Transitions  3.3 Increasing creativity and employability | | | |
| **Developing in Faith Themes**   * Developing as a Community of Faith and Learning. * Serving the Common Good * Promoting Gospel Values | | | |
| **NIF Driver**  School Leadership/ Teacher Professionalism/School Improvement/ Performance information | | | **Local Improvement Plan-Expected Outcome/Impact**   * A culture of self-evaluation and continuous improvement in all schools and services * A skilled and confident workforce * A positive culture in health and wellbeing in every school and service * An increase in the number of pupils, school leavers and adults with well-developed employability skills | | | |
| **Impact & Outcomes for Learners** | Action Required | **Personnel** | | **Timescale** | **Resources** | **Monitoring & Evaluation** |
| **Priority 1**  More learners will achieve a positive and sustained destination.  Learners will further develop employability skills.  **Priority 2**  Learner achievement and attainment will improve as a result of increased opportunity for deep learning experiences.  Learner achievement and attainment will improve as a result of increased time for course coverage and exam craft in the Senior Phase.  Learner engagement will increase as a result of increased opportunity for creative and innovative learning experiences. | Social Justice Manager remit adapted to incorporate supporting young people into positive destinations through leading: employability classes, additional focus on Literacy and Numeracy skills and partnership working.  PTPS and PT DYW will lead the introduction of meta skills across the curriculum and the incorporation of My WOW lessons into every subject area.  Departments will seek to utilise the time freed by the change to the timetable to provide high quality learning and teaching across the four contexts which will enable the development of higher order thinking skills over a sustained period of learning.  Time saved for learning and teaching as a result of changing to triple periods for S5 and S6 and double periods for S4 will be used to ensure that learners are well prepared for National Qualifications through the development of an approach to learning and teaching which prioritises exam craft, assessment and feedback to raise attainment.  Departments will seek to embed creative and innovative learning experiences into BGE courses making use of project based learning. | C Ross  Social Justice Manager  FH Literacy and Numeracy  PST  OfA Team  SDS Career’s Advisor  Business Partners  C Ross  B Toal  A Hastings  All staff  Faculty Heads  All Staff  Impact Coaches  Judy Pitt  K Hunter  Faculty Heads  All Staff  M Pollock  Impact Coaches  PT STEM  Judy Pitt  All faculties | | Aug ’21 – June ‘22  Sept ’21 – May ‘22  Aug ’21 – June ‘22  Aug ’21 – April ‘22  Aug ’21 – June ‘22 | Time  OfA Meetings  ASDAN  SQA  Staff  Collegiate time  Planning time  My WOW resources  Metaskills maps  HOTS graphics  Collegiate time  VL Toolboxes  Learning and Teaching POlicy  SQA resources  Assessment materials  Various physical resources  Digital resources  Makerspace  No Tosh/Education Scotland papers  Partners | Positive Destination data  ASDAN/SQA Awards  School Leavers’ Literacy and Numeracy data  Course plans  Learning Walk Programme  Learners’ jotters  Challenge Questions  Learning Walk Programme  Course plans  Monitoring and Tracking data  Monitoring and Tracking data  Prelim performance.  Prior attainment data  Course plans  BGE course plans  Learning Walk Programme  Challenge Questions  Teach Meets |