



ST LUKE'S HIGH SCHOOL

SCHOOL IMPROVEMENT 2023/24



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 2021 – 2024 (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 2023/2024 - Summary

- **Pedagogy** – developing professional expertise to support inclusion, achievement and attainment - with a particular focus on embedding the St Luke's approach to assessment and mastery learning and adaptive teaching and learning approaches.
- **Curriculum Design** – re-imagining the BGE to support recovery and renewal with creativity and innovation - with a particular focus on skills progression, IDL and future-proofing our approaches to teacher agency and curriculum design.
- **Excellence and Equity** – placing the child at the centre. Focus on tackling post-Covid phenomenon: attendance, risk-taking behaviours and engagement.

Strategic Focus 2023/24 – Additional QIs

2.7 Partnerships, 3.3 Increasing Creativity and Employability

Improvement Priorities 2023 – 2024

Leadership and Management

1. Implement our new BGE home learning strategy with a focus on raising attainment, equity and mastery learning.
2. Embed our St Luke's approach to assessment and mastery learning, following the launch of our new Assessment Policy, with a particular focus on using assessment to adapt learning and teaching to ensure progress.

Learning Provision

1. Continue our work on curriculum re-design with a particular focus on future-proofing our approach to curriculum-making, cross curricular writing teams (IDL), skills progression (Meta Skills and Responsibility of All), assessment and moderation.
2. Further develop our approaches to promoting inclusion and recovery in a post-Covid landscape through collaborative enquiry, partnership working and professional learning.

Successes and Achievements

1. Develop our approaches to learner participation through partnership working with Strathclyde University.

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

Improvement Priorities:

1. Implement our new BGE home learning strategy with a focus on raising attainment, equity and mastery learning.
2. Embed our St Luke's approach to assessment and mastery learning, following the launch of our new Assessment Policy, with a particular focus on using assessment to adapt learning and teaching to ensure progress.

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in attainment, particularly in literacy and numeracy.

HGIOS 4 QIs

- 2.3
- 2.7
- 3.1
- 3.2

Developing in Faith Themes

- Developing as a community of faith and learning.

NIF Driver

- Parent/carer involvement and engagement
- Curriculum and assessment
- Performance information

Local Improvement Plan-Expected Outcome/Impact

- Improved literacy and numeracy attainment throughout the years of the broad general education
- An improvement in the attainment of disadvantaged children and young people
- Improved attainment in the senior phase

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Priority 1 Learners will be well-prepared for high quality assessments through a structured approach to home learning and mastery which will lead to increased pace and challenge in the BGE.</p> <p>Learner progress, particularly in Literacy and Numeracy, will be enhanced by highly effective approaches to home learning which are rooted in evidence and research.</p> <p>The vocabulary and reading gap will reduce through a structured programme of home learning.</p>	<p>All departments will embed the St Luke's Approach to Assessment and Mastery Learning to prepare learners in the run up to high quality assessments.</p> <p>Departmental BGE curriculum re-design activities will ensure that well-timed assessment activities ensure appropriate pace and challenge.</p> <p>Other than preparation for high quality assessments, home learning will focus on disciplinary literacy activities, pre-learning activities, reading and numeracy to close equity gaps and promote excellence.</p>	<p>FHs/PTs C Downie M Pollock J Grant</p> <p>FHs/PTs C Downie M Pollock J Grant S Casey</p>	<p>August - June</p> <p>August - June</p>	<p>SLHS Assessment Policy In-service/WSCA time SLHS VL Toolbox Parental communication Supported study</p> <p>The Day The SLHS S1 and S2 canon of literature. Kindles Assistive technology Rigour Maths Google Classroom Professional reading Partnership working with Andy Griffith (The Working Classroom) and Education Scotland Literacy Team,</p>	<p>All departments will engage in self-evaluation activities to measure the impact of the new approach to home learning in the run up to high quality assessments on attainment. Termly interrogation of tracking data. Learner focus groups.</p> <p>Parental evaluations. Learner focus groups. BGE progress and attainment data.</p>

<p>Priority 2 Learners will experience appropriate support and challenge through the effective use of assessment information to adapt planned learning and teaching.</p> <p>Learners, parents and practitioners will have confidence in teacher judgments and next steps in learning as a result of assessment approaches which are rigorous, linked to national standards and underpinned by high quality moderation in both the BGE and Senior Phase.</p> <p>Highly effective approaches to assessment ensure that learners experience smooth, well-paced and coherent progression in learning through the BGE and into the Senior Phase.</p>	<p>On-going assessment and the SLHS Visible Learning Lesson structure will be used consistently to inform the daily planning of learning and teaching. As a result, learners will experience increased use of adaptive teaching approaches to support and challenge as appropriate.</p> <p>As part of our on-going BGE re-design, departments will revisit their approaches to moderation in the BGE in-line with their new courses and assessments. New achievement of a level exemplars will be produced and moderated with colleagues in cluster and partner schools using the benchmarks to ensure they meet national standards. Exemplars will be shared with learners so that they know what progress within and across levels looks like. Assessments in the Senior Phase will continue to be verified and moderated with partner schools.</p> <p>Departments will develop their own assessment policies in-line with the newly launched school assessment policy.</p> <p>Departments will continue to use curriculum design guidance to ensure a smooth learner journey from the BGE to the Senior Phase.</p>	<p>All teaching staff PSAs J Grant</p> <p>FHs/PTs C Downie M Pollock</p>	<p>August 2023</p> <p>August - June</p>	<p>Teach Meets SLHS Assessment Policy VL Toolbox</p> <p>Moderation Cycle ERC Assessment and Moderation resources In-service days/WSCAs West Partnership assessment and moderation materials</p> <p>Departmental, WSCA and In-service time, Big Curriculum Debate data Curriculum design materials</p>	<p>Learning Walk Programme Challenge Questions Open Doors CIV Programme</p> <p>Departmental Assessment Policies Learner focus groups Challenge questions Learner Conversation Booklets Horsforth Quadrant Learner Profiles</p> <p>Departmental assessment policies Departmental learner journey/curriculum plans Progress and attainment data Learner focus groups</p>
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<p>The emotional impact of assessment will be minimised through a whole school approach which ensures learners value assessment as feedback on progress.</p> <p>Learners will understand the purpose of assessments. They are encouraged to be assessment capable learners who know where they are in their learning, where they want to be and what strategies to deploy to achieve their goals.</p>	<p>Our approach to assessment will value and recognise progress, not just product or process. Departments will embed the SLHS approach to assessment to ensure that we continue to focus on progress and value feedback.</p> <p>Learners will engage termly in Learner Conversations with all teachers using electronic Learner Conversation Booklets which will, in turn, inform their reflections and identification of next steps in their Learner Profiles.</p> <p>The Belonging to St Luke's Learner Charter will be launched with all year groups at their annual conferences in August and shared with new parents at the S1 Information Evening.</p>	<p>All teaching staff PST</p>		<p>SLHS Assessment Policy</p> <p>Belonging to St Luke's Learner Charter Year Group Conferences PSHE</p>	<p>Learner focus groups Learning Walks Health Checks</p> <p>Learner Conversation booklets Learner Profiles</p>
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Learning Provision: How good is the quality of the care and education we offer?

Improvement Priorities:

1. Continue our work on curriculum re-design with a particular focus on future-proofing our approach to curriculum-making, cross curricular writing teams (IDL), skills progression (Meta Skills and Responsibility of All), assessment and moderation.
2. Further develop our approaches to promoting inclusion and recovery in a post-Covid landscape through collaborative enquiry, partnership working and professional learning.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.

HGIOS 4 QIs

- 1.3
- 2.2
- 2.3
- 2.7
- 3.1
- 3.2
- 3.3

Developing in Faith Themes

- Promoting Gospel Values

NIF Driver

- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment

Local Improvement Plan-Expected Outcome/Impact

- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities
- A culture of professional enquiry in all establishments
- 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
- Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed
- Improved attainment in the senior phase

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Priority 1 Learners will be able to articulate the skills for learning, life and work which they will be able to increasingly demonstrate as they move through their learning pathways.</p> <p>Almost all learners will continue to achieve a positive and sustained</p>	<p>A cross-curricular writing team will be established to further develop and design our approaches to developing meta skills and RoA through problem-based IDL using our Makerspace.</p> <p>Departments will map skills progression through our newly re-designed BGE.</p> <p>Learners will reflect on their skills development through learner conversations and profiling.</p> <p>Digital learner skills profiles and benchmarks will be developed to support young people to understand what progress in Meta skills development looks like.</p> <p>A pilot partnership working approach to curriculum-making and skills development will be conducted by the Bus/ICT departments.</p> <p>Partnership working with local employers will help us to identify and address local skills gaps.</p>	<p>Writing Team B Toal K Ormond J Grant C Downie M Pollock</p> <p>FHs/PTs</p> <p>PST</p> <p>B Toal Meta Skills Team</p> <p>B Toal C McLeod</p> <p>B Toal G Paterson PTPS PTs/FHs</p>	<p>August – December (delivery January – June)</p> <p>August – May</p> <p>Termly</p> <p>September - December</p> <p>August - May</p> <p>Local Partner Breakfast June '23</p>	<p>Makerspace SLHS IDL Guidance Meta skills toolkit Meeting time</p> <p>Departmental, In-service, WSCA time</p> <p>Electronic learner conversation booklets, electronic profiles, PSHE time</p> <p>Filming schedule</p> <p>Business Partner Departmental/WSCA/In-Service time Curriculum design materials</p> <p>Local employers Meeting time</p>	<p>Mid-point evaluation in December using focus groups. June: Learning Walks, focus groups, celebration event evaluations.</p> <p>Departmental returns. Focus groups. CIV evaluations for English and Technical.</p> <p>Termly: tracking data, profiles, learner conversation booklets.</p> <p>Skills profiles Learner focus groups</p> <p>Partner evaluations Learner evaluations Departmental curriculum plans</p> <p>PSHE Programme Profiles Learner focus groups Learning Walks</p>

<p>destination post-school</p> <p>Priority 2</p> <p>The impact of Covid on learners' development and behaviours will be better understood and supported.</p> <p>Practitioners will be equipped with the skills and knowledge to design effective interventions to address developing issues post-Covid.</p> <p>Learners will benefit from child-centred approaches to inclusion which are informed by local and national policy and practice.</p> <p>The attendance and attainment gap for Care Experienced young people will narrow. All Care Experienced young people will have wellbeing and academic interventions in</p>	<p>Practitioners will work in partnership with Strathclyde University to conduct collaborative enquiries into the impact of Covid on the developing teenage brain and the causes of post-Covid phenomenon such as lowered attendance, risk-taking behaviour and difficulties with routines. Increased understanding of the issues and relevant research will enable practitioners to create effective interventions to increase attendance, lower incidences of risk-taking behaviour in the community and improve late-coming.</p> <p>PSAs to participate in ERC trauma-informed practice training.</p> <p>All staff to engage in professional learning with regards to supporting neuro-diverse learners, The National Framework for Inclusion, The Circle and The Promise. The PST will monitor and evaluate the effectiveness of interventions.</p>	<p>Meta Skills Team</p> <p>Volunteer staff Strathclyde University Partnership C Ross J Sharp PST C Downie Attendance Team</p> <p>PSAs G Balmer</p> <p>C Ross G Balmer PST All staff</p>	<p>August - May</p> <p>Professional reading/learning completed by October. Interventions in place from October – June.</p> <p>ERC timeframe</p> <p>August – April</p>	<p>Meeting time Forth Valley Attendance Resources Professional reading</p> <p>In-service and WSCA time Policy documents PST documentation</p>	<p>Destination statistics</p> <p>Attendance data Late-coming data Information gathering from Police Scotland, CLD and Social Work</p> <p>Tracking and monitoring data Positive destinations data Attainment and achievement data Wellbeing plans Attendance data</p>
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<p>place across their curriculum.</p> <p>S4 learners will be challenged and supported to achieve their full potential in National exams through well-timed and carefully considered interventions to achieve excellence and equity.</p>	<p>All staff will understand the effect of Covid on progress and attainment for S4 and will work collaboratively to mitigate the potential impact on attainment.</p> <p>Collaborative approaches to raising attainment in this year group will be informed by our collaborative enquiry findings and will be designed with a focus on culture, parental engagement, home learning, well-paced, continuous progress and wellbeing - over and above our usual approaches to achieving excellence and equity.</p>	<p>All Staff C Downie K Hunter A Hastings PST PTs/FHs</p>	<p>August - May</p>	<p>Tracking and Monitoring Policy Tracking data Study resources Supported study Staff mentors Study Weekend Wellbeing plans Equity plans PSHE resources Collaborative enquiry findings</p>	<p>Regular monitoring through increased ELT meetings and termly tracking meetings.</p> <p>Prelim data Attainment data Wellbeing data Attendance data</p>
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Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

Improvement Priorities:

1. Develop our approaches to learner participation through partnership working with Strathclyde University.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education.

HGIOS 4 QIs

- 1.1
- 2.7

Developing in Faith Themes

- Developing as a community of faith and learning.
- Promoting Gospel Values

NIF Driver

- School leadership
- School improvement

Local Improvement Plan-Expected Outcome/Impact

- A culture of self-evaluation and continuous improvement
- in all schools and services
- A rights based culture, centred on Getting It Right For Every Child
- Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
Priority 1 Learners will develop their skills and capacities as researchers. They will be empowered	BGE and Senior Phase research pupil groups to be formed. The group will work in partnership with researchers from Strathclyde University to research key themes	M Pollock A Hastings Strathclyde University	September - May	Time Strathclyde University partnership and resources	Research findings Standards and Quality report Learner focus groups

<p>to lead change in their school through active participation in research and enquiry-based activities.</p>	<p>from HGIOURS which, in turn, will inform school improvement activity.</p>			<p>HGIOURS SLHS approach to HGIOURS Learner Conferences</p>	
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