



## St Luke's High School

### Standards and Quality Report 2021 - 2022

#### 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](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 2021 - 2022

### 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.

## 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.
- Moderation at school and authority levels.
- Surveys carried out with staff, pupils and parents.
- Observation of practices with learners and staff, and by middle/senior leaders 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 monthly Challenge Questions and subsequent identification of next steps.
- Assessment Data

- PEF Monitoring and Tracking Data.
- Health Check and Wellbeing Tracking Data.
- Curriculum Consultation.

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

**Evaluation:6**

<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>• Improvement in children and young people’s health and wellbeing;</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</li> </ul>	<p><b>School Priorities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To engage in high quality professional learning opportunities with a focus on re-designing and re-imagining the BGE curriculum post Covid</li> <li>• To engage with the Revised Standards to develop and enhance professionalism and support career long professional learning</li> </ul>
<p><b>NIF Driver(s)</b></p> <p>School leadership/Teacher Professionalism/Assessment of children’s Progress/Performance Information</p>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <ul style="list-style-type: none"> <li>• An improvement in the attainment of disadvantaged children and young people</li> <li>• An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</li> <li>• An ethos of high expectations and achievement in every school and service</li> <li>• 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</li> </ul>

## ***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. Last academic session, our Self-Evaluation Improvement Group continued to work on developing our collaborative approach to the self-evaluation of learning and teaching. In addition to our now established calendar of Self-Evaluation for Self-Improvement activities (Learning Walks, Monthly Challenge Question, Learner Conversations, Open Doors, Lesson Study, Walk and Talk, Pair and Share, Departmental Visits, BGE and Senior Phase Forums) the working group have developed a learner voice approach to self-evaluation for self-improvement. Each year group now leads on a different theme from HGIOURS. As a result, all young people are involved in an inclusive approach to shaping our school improvement activities. In addition, an ASN Pupil Forum has now been established to further shape school improvement activity in this area.

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
- Last session we introduced tracking booklets to share learner conversations between learners and subject specialists with parents and carers throughout the school year. An initial learner conversation now takes place at the start of each session to agree target grades and promote ambition. To further enhance this approach next session, an electronic learner conversation booklet has been designed to enable learners to track their progress. This document will also be used to inform learner profiles.
- A working group was established this session to review our approaches to monitoring and tracking post pandemic and in readiness for forthcoming changes to assessment in the Senior Phase. As a result, our new Monitoring and Tracking policy is ready to launch in August 2022.
- Highly effective cluster working has resulted in increased confidence with regards to accurate assessment judgements and shared understanding of standards. This session, we have also introduced NPRG Reading Tests with all P7s to provide further rich data to enable us to effectively support learners, close the poverty-related reading gap and inform interventions.
- Monitoring and Tracking for Excellence and Equity has been well established in the BGE. The data is shared regularly with PTs PEF to design bespoke interventions for individuals and groups of learners.
- Continued 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 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. This work has been further enhanced this session through the introduction of online events for parents which were designed to upskill parents to support their children's health and wellbeing at home.
- The literacy Team have continued to offer reading interventions for identified young people in order to improve their reading age and access to the curriculum. In addition, Language and Communication staff and cluster colleagues have engaged with "Closing the Reading Gap" by Alex Quigley in preparation for enhance cluster working in this area next session.

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 worked with our Learning and Teaching Coach (Judy Pitt) and DHT Learning and Teaching to design our new Learning and Teaching Policy. The resultant policy is research-based and reflects our Visible Learning Journey. The policy was launched at our May Learning and Teaching Conference.
- The Pupil Support Team have been developing our approaches to ensuring positive and sustained destinations through the establishment of employability groups, offering additional qualifications through ASDAN, creating volunteering opportunities to promote skills development, engaging learners in online work experience, As a result, all subjects have embedded My WOW lessons and Meta skills into their curriculum design work. A new PT Social Justice and Positive Destinations has also been appointed to the team. This work of this group is having a positive impact on learner destinations with 99% of school leavers securing a sustained and positive destination this session.
- The Chaplaincy Team have worked with young people to establish our St Martin de Porres Group. This group have been leading our equalities work in the school through a number of planned activities and events to identify and celebrate diversity in our school.
- Our self-evaluation for self-improvement group have been developing our approaches to HGIOURS to ensure that all young people have a voice in school improvement. Each year group will now have a theme to explore in a progressive manner each year.
- Throughout the academic year, our highly successful Teach Meet programme has continued to provide opportunities for teacher leadership. All Teach Meets were linked to the theme of raising attainment for all and were evaluated positively by participating teachers who valued the opportunity to share and discuss practice. As a result, we will now introduce an additional Teach Meet programme with a focus on inclusive practice and a series of curriculum design twilights led by Middle Leaders for Middle Leaders to assist them in their leadership of re-designing our BGE.
- All of our School Improvement activities are underpinned by a school-wide commitment to professional learning (as demonstrated by our Strategic Direction 2018 – 21 and 2021 - 2025). All members of staff are engaged in high quality CLPL which is shared and celebrated at our annual Cluster Learning and Teaching Conference. In addition, OTI Cohort 1 achieved professional recognition from the GTCs this session.

In addition to working group activities,

- A number of staff have participated in a variety of PLL Leadership courses such as Teacher Leadership and Middle Leadership.
- A catalogue of CLPL opportunities was produced to support the PRD process this session with ideas and suggestions for high quality CLPL. This resource has been updated to offer a wide range of teacher leadership opportunities for aspiring PTs and DHTS.
- All staff engaged with SQA Understanding Standards and the SQA Academy training opportunities.
- All staff engaged with online CLPL throughout the academic year taking full advantage of the wide range of opportunities on offer such as Education Scotland Webinars, equality training and SQA Webinars.
- Three members of staff successfully participated in the Diocesan Leadership Programme with a particular focus on the distinctive nature of Catholic leadership.

- Time was made available during our August In-Service Day for staff to engage with the revised professional standards. The standards have now been incorporated into our PRD approach and have been embedded into our annual CLPL Calendar so that teaching staff can reflect on the impact of CLPL activities on their professional development in relation to the professional standards.

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, Curriculum Design, 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 Acting Principal Teachers of Development: STEAM, LfS, Rights Respecting School, Digital Literacy, Parental Engagement
- 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.
- Wider opportunities for formal leadership roles: PTs PEF: Literacy, HWB & Participation and Numeracy and substantive PT posts: Raising Attainment, Social Justice & Positive Destinations and Pedagogy & Curriculum Design.

This increased focus on developing leadership opportunities for staff has had a positive impact on the school’s capacity for sustained and continuous improvement. Our approach to leadership was recognised as a strength in last session’s Transition Review, “*A significant strength of the school is the commitment of staff to developing their leadership capacity. In questionnaires, almost all staff (92%) agreed that they have regular opportunities to undertake leadership roles.*”

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 Pupil Forum

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

This session, we have embarked on year one of our new strategic direction with a particular focus on Curriculum Design. All departments have begun to de-clutter and re-imagine their BGE curriculum in line with the findings of the Big Curriculum Debate and underpinned by our professional learning with regards to pedagogy, raising attainment and developing assessment capable learners. To support this work, departments have been supported through additional funding, designated collegiate time, Curriculum Design Checklists, the work of the Curriculum Design Team and various CLPL activities. As a result of all of this activity, we were asked to provide a case study of our work in pedagogy and curriculum design for the new Local Authority Curriculum Tool, the Head Teacher has been invited to join the West Partnership Curriculum Team and staff have been confident to lead curriculum design workshops during our Learning and Teaching Conference.

### Next Steps

1. Embed our new Learning and Teaching Policy to ensure consistency in high quality Learning and Teaching.
2. Further review our approaches to assessment to support our work in curriculum design and continue to develop assessment capable learners and teachers.
3. Implement our revised approach to closing the poverty related attainment gap with an increased focus on planning with the child at the centre.
4. Establish a working group to review engage in professional learning with regards to home learning in order to review our current approach and develop our home learning strategy for session 2023/2024

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

(2.2, 2.3, 2.4)

**Evaluation:5**

#### 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

#### School 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 Driver(s)

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

### ***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. This year, we have developed a partnership with SDS to support us in embedding Meta Skills into our curriculum design work. As a result, young people are better able to reflect on the skills they are developing and can identify next steps.
- The establishment of supervised study classes in the BGE and Senior Phase. This has been further enhanced by the purchase of study materials, Easter School and online resources to support study and learning at home.
- Our developing whole school approach to Learning for Sustainability with a particular focus on Children's Rights, pupil voice and participation. This session, we have engaged with the Connecting Classrooms Programme, secured local funding for our allotment project and developed our cluster working to ensure our learners receive their entitlement to LfS.
- 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 has been further enhanced this session through partnership working with Impact Arts, Tigers and Culture Junction to provide wider curricular pathways and experiences for our young people.
- 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. This has been further enhanced this session with the introduction of the Volunteering and Wellbeing Awards for Senior Pupils.
- Establishment of our Wider Achievement Newsletters and higher numbers of pupils and parents reporting wider achievements outwith school.
- Celebration of Wider Achievements on Social Media.
- S3 BGE Awards.
- S1 and S2 RARA Awards.
- 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,, Mountain Biking Programme, Boxing HWB Intervention, Equine Therapy, coaching workshops and guest speakers.
- High numbers of learners achieving their Caritas Awards at the end of S6.

Despite the Covid restrictions and the cancellation of many trips, we have still been able to adapt all of the above to ensure a broad and engaging curriculum across the four contexts for all learners despite Covid restrictions. Staff have been innovative and creative in moving these experiences online or



providing safer alternatives in the earlier part of the year and were quick to respond to the lifting of restrictions by re-establishing our Rewards Trip, S6 Experiences, Pupil Conferences, Activities Day and local trips. As a result, our learners have enjoyed a wide opportunities to develop their skills and capacities this session.

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.
- Engagement with Literacy Planet and The Daily to enhance Literacy Skills and Rigour Maths and Sumdog to enhance Numeracy 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
- Development of our Makerspace to promote creativity and innovation in learning.
- Partnership working and CLPL with the NuVu School of Innovation and Mearns Primary.
- Increased staff confidence in using digital technology to deliver remote learning and teaching during Lockdown (Castify, Jamboard, graphics tablets, Google Classrooms, Microsoft Teams, Rigour Maths, Literacy Planet, visualisers, etc).
- Use of Google Guardian to engage parents and carers in home learning.
- Highly effective use of digital technology to deliver home learning such as E-gsoil, in-house YouTube Tutorials and online study sessions

Learners and staff continue to report higher levels of engagement in learning and teaching as a result of effective use of digital resources. In addition, departments have been supported to enhance their digital resources to support their curriculum design activities. For example, Science have purchased endoscopic cameras to enable young people to develop both digital and scientific skills and Geography have purchased drone technology to explore topography in a meaningful and current context.

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. Following our move to online parents' evenings during the period of Covid restrictions, we have conducted a full consultation with parents regarding future methods of reporting. We are delighted that are parents' have opted for a return to face to face meetings for next session..
- 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.

- Our new Monitoring and Tracking Policy is ready for launch in session 2022/23. The policy has been updated to ensure a robust approach to identifying gaps post pandemic and ensure a forensic focus on progress as we prepare for forthcoming changes to Senior Phase.
- 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, study classes 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 such as CBT, Equine Therapy, Mountain Biking, Boxing, coaching, use of the sensory room, outdoor learning, gardening and referrals to partner agencies.

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 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. A three year rolling programme of Nurture Action Plans were introduced last session and has been well-received by teaching staff. Our work in meeting the needs of learners has been further enhanced by the implementation of our co-created 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.*"

The PT SfL has engaged with the EEF Toolkit with regards to making effective use of PSAs. As a result, he delivered a workshop to colleagues during our Learning and Teaching Conference and will further enhance this work with all staff next session. The PT SfL also delivered training for the PST and SLT following the Morgan Review. As a result, our new ASN Forum has been established to give learners a voice in shaping school provision and improvement activity. In addition, support for ASN learners has been enhanced through high quality CLPL in supporting neurodiverse learners (delivered by our link Educational Psychologist) and embedding Nurture Principles in our classrooms.

The staffing of our Pupil Support Team has been enhanced again 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. 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. We have also

appointed a PT Social Justice and Positive Destinations who has worked with the PST and wider partners to support learners and their families and ensure positive destinations post school.

We consulted with parents to gather their views on the academic, wellbeing and spiritual impact of the pandemic on their children. As a result, this session, we have implemented a number of new approaches to support recovery:

- Summer School
- Extended Fare Share Programme
- Support for the return to school: Uniform Bundles, Uniform Recycling, Back to School Haircuts, Stationary Packs, etc.
- Enhanced Chaplaincy Programme which included a two week partnership with the NET Team with a focus on spiritual renewal and recovery.
- Increased wellbeing interventions such as Walk and Talk.
- Additional clubs, trips and activities to enhance learning, promote participation and improve wellbeing.
- Silent Study Session Programme from January to May.

All of this is in addition to the wealth of curricular and pastoral interventions which are embedded in our school.

### Next Steps

1. Further develop our approach to using and embedding metacognitive strategies to create assessment capable learners through effective curriculum design.
2. Develop our approach to inclusive practices in Learning and Teaching and Curriculum design through CLPL in supporting neuro-diverse learners.
3. Continue our work on curriculum re-design with a particular focus on deep learning and engagement through effective Interdisciplinary and Problem Based Learning
4. Raise attainment through a focus on Literacy and achieving Reading School status

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

(3.1, 3.2)

Evaluation:5

### 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.

### School 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 Driver(s)

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

***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. 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."

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:

- Diocesan Youth Forum
- Caritas Award
- School, parish and diocesan liturgical celebrations
- BGE/Senior Phase/ASN Forums
- Senior School committees
- Crest Awards
- St Luke the Evangelist Award
- 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
- Rotary Club Young Linguist, Young Chef and Young Citizen of the Year (postponed due to Covid)
- Home Cook School
- Forest Schools
- Cluster Sports Clubs (Postponed due to Covid)
- Social Enterprise Activities
- Youth Philanthropy Initiative
- Leading and supporting learning in our Cluster Primary schools
- Various sporting events including the St Luke's Cross Country Run
- School show and Concerts
- Leading House Assemblies
- School Trips
- Supporting our local foodbank
- Prayer Breakfast
- Wellbeing Wednesdays
- Nuffield Research Programme
- Engineering the Future for Girls in partnership with Strathclyde University

Whilst some of these activities were curtailed due to the impact of the global pandemic, creative alternatives were designed to ensure a broad and rich curriculum across the four contexts for our learners. 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. 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 The Common Good. 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. Senior Pupils also have the opportunity to engage with either: Wellbeing Award, Volunteering Award or YASS to enhance their curriculum, skills and CVs.

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.

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, SNSA 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
2018 Level 3	97%	97%	97%	97%
2019 Level 3	98%	98%	98%	98%
2020 Level 3	100%	100%	99%	96%
2021 Level 3	100%	100%	100%	99%
2022 Level 3	100%	100%	100%	97%

### Level 4

Year	Reading	Writing	Listening and Talking	Numeracy
2018 Level 4	69%	67%	66%	57%
2019 Level 4	78%	78%	78%	63%
2020 Level 4	84%	80%	86%	66%
2021 Level 4	85%	100%	83%	70%
2022 Level 4	87%	87%	88%	73%

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 four 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. These young people have been well supported through wellbeing plans, SFL Profiles, Case Conferences, Nurture Groups, Wellbeing Interventions and additional support for learning. There continues to be an increasing trend in young people achieving Level 4 Literacy and Numeracy.

### **SQA Exam results – Post Appeal**

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	97.98	92.53	90.14	88.99
Level 5	89.9	71.52	70.52	71.38

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 2021/22 include:

Level (A – C Award)	St Luke's High School	Virtual Comparator School
5+ at Level 4	96%	79%
5+ at Level 5	55%	40%
5+ at Level 6	21%	17%
3+ at Level 6	44%	37%
1+ at Level 6	61%	59%
1+ at Level 7	22%	18%

Level (A – D Award)	St Luke's High School	Virtual Comparator School
5+ at Level 5	63%	49%
5+ at Level 6	26%	21%
3+ at Level 6	49%	46%
1+ at Level 6	68%	64%
1+ at Level 7	26%	21%

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. In session 2020/21 98.99% of our young people secured a positive and sustained destination post-school.

## Next Steps

1. Launch our new Monitoring and Tracking Policy to identify gaps, raise attainment and support recovery.
2. Develop our approaches to Learning for Sustainability with a particular focus on embedding the Global Goals and UNCRC in curriculum design.

## 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: planning centred around the child; pedagogies for intervention; monitoring and tracking for excellence and equity; early intervention and prevention; literacy; numeracy; Health & wellbeing; 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 indicated that all learners in S3 surpassed this stretch aim of 90% of young people in all quintiles achieving Level 3 in Literacy and Numeracy by the end of S3. This achievement has been maintained for all quintiles.

S3 Level 3 Achieved 2019/20			
Quintile	No. of Pupils	Literacy	Numeracy
1	39	100	92
2	28	100	100
3	13	100	100
4	14	100	193
5	20	100	100
PEF Pupils	22	100	95

S3 Level 3 Achieved 2020/21			
Quintile	No. of Pupils	Literacy	Numeracy
1	28	100	100
2	38	100	97
3	11	100	100
4	24	100	100
5	10	100	100
PEF Pupils	24	100	96

S3 Level 3 Achieved 2021/22			
Quintile	No. of Pupils	Literacy	Numeracy
1	31	100	94
2	37	100	97
3	12	100	100
4	23	100	100
5	9	100	100
PEF Pupils	30	100	90

However, following the impact of the last two years on young people living in poverty, there has been a dip in the percentage of young people achieving 3<sup>rd</sup> Level in Numeracy in session 2021/22 which coincides with the rise in the number of PEF-entitled young people.

S3 Level 4 Achieved 2019/20			
Quintile	No. of Pupils	Literacy	Numeracy
1	39	82	56
2	28	71	61
3	13	92	85
4	14	93	79
5	20	95	70
PEF Pupils	22	77	50

S3 Level 4 Achieved 2020/21			
Quintile	No. of Pupils	Literacy	Numeracy
1	39	71	56
2	28	85	61
3	13	72	85
4	14	92	79
5	20	71	70
PEF Pupils	24	100	50

S3 Level 4 Achieved 2021/22			
Quintile	No. of Pupils	Literacy	Numeracy
1	31	71	61
2	37	89	68
3	12	92	83
4	23	96	91
5	9	100	78
PEF Pupils	30	83	60

Whilst achievement of Level 4 data remains strong (the increasing trend in Numeracy is particularly notable) we will continue to monitor the impact of Covid-19 on the poverty-related attainment gap which will, in turn, inform our use of PEF funding as we move forward and work with our families and young people to mitigate the impact on attainment.



## Next Steps

In session 2022/23, the use of quintiles and stretch aims will continue to be analysed 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.

We will re-design our approach to PEF by mirroring our highly successful approaches to supporting learners who experience barriers to learning such as ASN, bereavement, etc. We will establish a PEF Team who will create PEF Plans to support individual young people for whom poverty is a barrier to their learning. The team will identify appropriate interventions and agree SMART targets with the young person, parents and teaching staff (similar to a child's wellbeing plan). The plan will be regularly reviewed and evaluated and progress carefully monitored. The PEF Team will also engage in extending our highly effective approach to cluster working in Numeracy to include Literacy. In addition, they will provide staff CLPL, Case Conferences and attend meetings with partners to assist in evaluating progress, measuring impact and identifying interventions and targets.

We will appoint a Fare Scotland worker to work with families with the ultimate aim of improving attendance. In addition, we will establish an Attendance Council with a particular focus on supporting families to improve attendance for key equity groups.

## What is our capacity for continuous improvement?

Consideration of our capacity for improvement and of school improvement priorities for Session 2022-23 would suggest that St Luke's is well placed to make sustained and continuous improvement as we strive to mitigate the impact of Covid-19 on our learners and their families. 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 2021-2025 on professional learning and teacher collaboration in order to build capacity in Pedagogy, Curriculum Design and Excellence and Equity, ensures that the school's capacity for continuous improvement is excellent.

## National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	6	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Securing children's progress / Raising attainment and achievement	5	

## School Improvement Priorities 2022-2023

### Leadership and Management

1. Embed our new Learning and Teaching Policy to ensure consistency in high quality Learning and Teaching.
2. Further review our approaches to assessment to support our work in curriculum design and continue to develop assessment capable learners and teachers.
3. Implement our revised approach to closing the poverty related attainment gap with an increased focus on planning with the child at the centre.  
Establish a working group to review engage in professional learning with regards to home learning in order to review our current approach and develop our home learning strategy for session 2023/2024

### Learning Provision

1. Further develop our approach to using and embedding metacognitive strategies to create assessment capable learners through effective curriculum design.
2. Develop our approach to inclusive practices in Learning and Teaching and Curriculum design through CLPL in supporting neuro-diverse learners.
3. Continue our work on curriculum re-design with a particular focus on deep learning and engagement through effective Interdisciplinary and Problem Based Learning
4. Raise attainment through a focus on Literacy and achieving Reading School status

### Successes and Achievements

1. Launch our new Monitoring and Tracking Policy to identify gaps, raise attainment and support recovery.
2. Develop our approaches to Learning for Sustainability with a particular focus on embedding the Global Goals and UNCRC in curriculum design