



St Luke's High School

Standards and Quality Report 2022-23

Context of the School

In St Luke's High School we are engaged in the pursuit of excellence and equity. 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 our young people as they prepare for adult life. By regular prayer and worship, we foster the distinctive Catholic ethos of our school. Our pupil-led St Martin de Porres Equalities United Group was established in 2021 to promote respect for different beliefs and cultures, social justice and equity of opportunity. Our 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=7zsDaVL1HqE>
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. Approximately 35% 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>

This Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the School Improvement and Recovery Plan 2022 – 2023.

Improvement Plan Priorities

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.
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

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

Method of Gathering Evidence

Evidence for the Standards and Quality Report is gathered annually through a range of activities. As a result a wide range of evidence has been gathered to evaluate the impact of school improvement activities including:

- learners' evaluations of their learning experiences collected through monthly focus groups linked to our Learning Walk themes and HGIOURS self-evaluation activities;
- monitoring of learning and teaching through our Learning Walk Programme, Open Doors, Departmental Lesson Observations and monthly challenge question returns;
- monitoring of attainment and achievement in the BGE and Senior Phase throughout the year;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation at school, cluster, authority and national levels;
- surveys carried out with staff, pupils and parents;

- focus group discussions with learners, teaching and support staff, parents, (with a particular focus this session on: assessment, tracking and monitoring, S3 Exams, BGE Awards, home learning and strategic direction themes (pedagogy, curriculum design and excellence and equity)
- analysis of wellbeing and wider participation tracking data
- analysis of attendance and late-coming data (also supported by qualitative data from a learner focus group)
- feedback from partners such as educational psychologist, campus police officer, school nurse, Community Learning and Development staff, SDS, and other partners who have contributed to the delivery of the curriculum.
- focused self-evaluation using HGIOS4 quality indicators.
- analysis of school leaver destinations using 16+ Data Hub.
- ERC Collaborative Improvement Visits – Science and Health and Wellbeing
- faculty/departmental returns on curriculum design and assessment
- learners' Standards and Quality film <https://youtu.be/B4TsYnVPbRw> which was shared with all young people and families to support them to contribute to the identification of school improvement priorities for next session.

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: 6

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Placing human rights and the needs of every child at the centre of education

School Priorities

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.
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NIF Driver(s)

School leadership/Teacher Professionalism/Curriculum and Assessment /Performance information/School improvement

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
- Practices and experiences which ensure that the needs of young people are identified and addressed

Progress, Impact and Outcomes

Following a pupil-led consultation with all stakeholders across the St Luke's Cluster in session 2016/17, our Vision, Values and Aims (VVA) was launched in session 2017/18 and is now fully embedded across our school community. Our Vision, Values and Aims informs our improvement activity and has underpinned all subsequent school policies (including our Learning and Teaching Policy 2022, our Monitoring and Tracking Policy 2022, Anti-Bullying Policy 2023 and Assessment Policy 2023). Our staff are collectively committed to achieving our school aim 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" and we have a sound knowledge and understanding of our school context.

Our strategic direction and improvement planning is centred on our school VVA as we continually seek to ensure that they underpin the daily lived experience for staff and young people. Our pursuit of "innovation and creativity" can be seen in our commitment to innovative curriculum re-design (for which we have been nominated as finalists in this year's Scottish Education Awards). In addition, our focus on professional learning, to support our ambition of unleashing the "moral purpose of learning and teaching", has led to consistently high quality learning experiences across our school,

St Luke's engagement of young people is excellent, radical learning & teaching approaches are at the heart of this. David Gordon QIO, CIV Lead, Jan 2023

In addition, our commitment to social justice and enabling our young people to flourish in order to "transform their life chances" is ensuring that almost all young people (99.24%) achieved a positive destination post-school in session 2022.

Priority One: Embed our new Learning and Teaching Policy to ensure consistency in high quality Learning and Teaching.

Our Learning and Teaching policy was co-constructed by our Visible Learning Impact Coaches and formally launched at our annual Learning and Teaching Conference in May 2022. This session, we have sought to further embed our approach to ensuring consistently high quality learning and teaching across the school through linking our monthly Learning Walk Focus, monthly Learner Focus Groups, monthly Challenge Questions and Teach Meet Programme to our key beliefs as outlined in the new policy. As a result, learners are engaged by high quality learning activities across their curriculum and have opportunities to influence practice through their monthly focus on what is working well for them and what pedagogical practices they would like to see used more widely. In addition, practitioners engage collaboratively in a wide range of opportunities to share and shape practice across our school and beyond: leading Whole School Collegiate Activities (WSCA) and in-service day CLPL activities, leading and contributing to Teach Meets, sharing practice through the Open Doors programme, leading workshops at our learning and teaching conference and contributing to the delivery of Local Authority CLPL provision for assessment and moderation, curriculum design, Learning for Sustainability and skills development this session.

This session, two faculties (Science and PE and Health) have participated in our Local Authority Collaborative Improvement visits where Quality Improvement Officers and teachers from partner schools seek to validate our own self-evaluation across a range of QIs including 2.3. The feedback from these visits confirm the impact of our on-going work to improve the consistency and quality of learning and teaching:

“Pupils understand the purpose of their learning and are engaged by well-planned activities and high quality resources. High quality feedback is provided as teachers circulate classes. Well planned learning conversations, linked to the school reporting calendar, lead to next steps in learning being negotiated and understood. The St. Luke’s Visible Learning lesson is consistently applied throughout ... and a range of formative assessment strategies are used... to formatively assess progress on an individual and whole class basis, as are skilful questioning and show me boards...The staff team work collaboratively to share learning and bring about improvement. All staff have completed professional inquiries and an enquiring approach has been embedded in the culture...”

SLHS CIV Report

This session, two cohorts of teachers (20) completed our Outstanding Teacher Initiative programme alongside our Learning and Teaching Coach, Judy Pitt. As a result 14 teachers have achieved professional recognition from the GTCs and a further 5 are in the process of applying for professional recognition. The impact of this programme can be seen across the curriculum in the widespread use of approaches such as WAGOLLS, WABOLLS, thinking routines, Help Desks and Challenge Corners which are well used to maintain learner engagement and develop our St Luke’s Learner Dispositions. The high impact strategies which have been implemented are all research informed and designed to considerably accelerate student learning. These strategies have helped teachers to break the link between family income and educational attainment. Evidence from evaluations, assessment data, coaching sessions and pupil voice highlight there is now:

- Increased teacher expectations (“rooted in conditions needed for learning” English teacher)
- Greater student autonomy

“I feel much more confident because I already have examples I know are correct and I know which steps I have to take” S1

“I know to go to the help desk for support from my teacher or myself or some other people” S3

- Increased challenge in lesson

“The annotation grids made us think for ourselves and come up with our own thoughts about the poem and the different quotes” S2

- Consistent approaches to retrieval practice
- Inclusion of metacognition- making thinking visible
- Increase in culturally relevant topics

Participants reported that OTI impacted on their students learning in their classes in the following way:

- Helped me with my timing, quickened pace of learners
- Pupils are more relaxed and expect new styles of tasks
- Pupils in all classes are great at giving useful, constructive feedback and know what they need to do to improve. Most learners are relishing the challenges these different tasks present to them
- More interactive, better individual feedback
- Pupils are far more assessment ready, can confidently discuss their own learning and approach challenge with an open mind-set
- My pupils are now doing learning instead of being taught

- Pupils feel more empowered. Relationships to support learning have definitely improved
- I now think more about pupils learning when planning lessons. Seeing the video feedback has allowed me to step back and watch classes more to judge their engagement

The appointment of a Principal Teacher of Pedagogy and Curriculum Design has been pivotal in helping us to engage with literature and research to inform our approaches to learning, teaching, assessment and curriculum design. This session he has further developed our St Luke's Teach Meet programme. The programme allows teachers to share practice and discuss their classroom experiences with one another in a safe, informal setting. By conducting research in advance of each session and creating Learning and Teaching Newsletters, he has enhanced the Teach Meet programme with up-to-date research. This year, the programme has covered **differentiation and neurodiversity, effective use of learning intentions and success criteria, creativity, questioning and metacognition**, helping teachers from across the school embed new, research-informed pedagogy into their daily practice.

We have also continued to enhance our approaches to using digital pedagogy to engage learners and develop their skills for learning, life and work. As a result, we have successfully achieved our Digital School Award this session and have been recommended as a mentor school,

"In terms of Leadership and Vision at Saint Luke's High School, under the leadership of Headteacher, Depute Headteacher and Digital Lead and Principal Teacher Digital Development (as well as the PT STEM in building the NUVU partnership for innovation and creativity and Maker Space), it is clear that the distinctive contribution of digital learning and teaching is integrated into the whole school vision and the School Development Plan. The school's digital learning journey has been well planned and supported over a number of years." St Luke's High School Validation Report 2023

Teachers and pupils use digital technologies extensively when engaging in learning experiences, with digital technologies used to enhance and extend learning experiences and to foster independent learning within and beyond the school. Google Classroom is used across all curricular areas to provide materials/resources/home learning. Learners and teachers can articulate how learning has been enhanced through the use of digital technology, and teachers provide opportunities for creative engagement with learning, teaching and assessment through the use of digital technology, including, for example, the school's purpose-built Maker Space Classroom, iMacs for Music Tech, Podcasting, the Design, Engineer Construct course through Maths faculty (unique in being based on Maths), a range of digital apps/software/tools/ including stop-motion animation, Scalextric Club, Robotics and coding club, film, Micro:bits, Raspberry Pi devices, Crocodile Clips, SketchUp, CoachMyVideo, Logic Pro, Affinity Designer, Inventor, Scratch, 3D printer, laser cutter, sublimation printer and much more. Teachers integrate digital technologies into teaching and learning and provide learning experiences that support the transfer of digital skills across the curriculum, from ubiquitous use of Google Classroom including Google Sheets, Slides, Docs, Jamboard, and more as well as Mentimeter, Kahoot, Blooket, and Kindle Fire devices amongst many other digital resources, and creative use of visualisers (which are available in every classroom), as well as making use of the Local Authority BYOD approach.

Our approach to learning and teaching and curriculum re-design also seeks to engage learners through the development of skills which will prepare them well as life-long learners who will thrive in the world of work. This year brought an opportunity to share our

DYW story and in doing so influence local authority and national practice. The Meta-skills framework was shared with St Luke's staff in September 2021 by our DYW Coordinator who also worked in partnership with SDS in order to co-deliver evidence informed CLPL sessions with our Meta-skills working group. In September 2022 he was invited to share our practice nationally and co-deliver a workshop for the Scottish Learning Festival with SDS. In January the St Luke's Meta-team shared our skills journey with teaching practitioners across East- Renfrewshire from both primary and secondary sectors. One primary practitioner in attendance commented,

"Thank you for the input last week...at Crookfur we previously led DYW sessions pre covid and I am hopefully going to look at a way of using Meta Skills to work with teachers to produce lessons that focus on the skills. I have taken away so many great ideas from the session last week."

In March 2023 SDS published our two year case study 'St Luke's High School- Meta-skills journey.' Susan McLaren, SDS, reported,

"It was clear from the beginning that the school had a real commitment to making sustainable changes for the benefit of the pupils...all teaching staff understand why it is important to embed Meta-skills."

There is very good level of effective team work across the Meta- team combined with a strong ethos of sharing practice, offering peer support and challenge. This is illustrated by the support staff have for each other and the strong sharing of ideas to move DYW activity forward. This has been recently developed with time ring-fenced in the teaching week to discuss and share good practice, with an especial focus on innovative approaches. As a result, almost all learners welcome the opportunity to discuss their skills development and are actively involved in reviewing their own learning.

Priority Two: Further review our approaches to assessment to support our work in curriculum design

This session, we established an Assessment School Improvement Group to complement our new Learning and Teaching and Monitoring and Tracking policies, support our work in curriculum re-design and assure appropriate pace and challenge in the BGE. The group were asked to reflect on our current approaches to assessment and identify what is working well, conduct research, engage in professional reading and subsequently design our new Assessment Policy. The group conducted learner focus groups, collaborative enquiries, data analysis and a review of current academic literature. As a result, our assessment policy identifies five key aims which are appropriate to our context:

1. Assessment is rigorous, linked to national standards and underpinned by high quality moderation in both the BGE and Senior Phase.
2. 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.
3. The emotional impact of assessment is minimised through a whole school approach which ensures learners value assessment as feedback on progress.

4. Learners 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.
5. Our approach to assessment values and recognises progress, not just product or process.

Our new policy clearly identifies our unique St Luke's Approach to Assessment and Mastery Learning. The policy was launched in May 2023 by the assessment team at our annual Learning and Teaching Conference titled, "Assessment: The Bridge between Teaching and Learning". In addition, a wide range of assessment-related workshops were delivered by staff, for staff, during the conference. This included:

- Pre Assessment - A structured approach for evaluating students' knowledge and skills.
- Differentiation and Adaptive Teaching.
- Developing assessment capable learners through pedagogical approaches which support learner autonomy.
- Effective use of assessment, tracking and monitoring to plan learning and improve outcomes for learners

The quality and breadth of workshops on offer demonstrate the impact of our on-going commitment to professional learning and subsequent quality of professional expertise. Almost all staff report that the new policy has enhanced their understanding of the learning, teaching and assessment cycle. All faculties have engaged with the West Partnership assessment resources and will now use their enhanced understanding to re-design departmental approaches to assessment as part of their curriculum re-design in the BGE. The new assessment policy will also shape our re-design of home learning approaches next session.

Priority Three: Implement our revised approach to closing the poverty related attainment gap with an increased focus on planning with the child at the centre

In session 2021/22, we conducted a peer review of our approach to closing the poverty-related attainment gap. We engaged a partner school (St Columba's, Inverclyde) to help us review the impact of our approaches. The review was very positive and highlighted areas of strong practice which have, in turn, influenced the approach of our partner school. However, it also highlighted the need for stronger data to help us identify how well our interventions are working. We identified that progress within levels can be slow and so it can be challenging to establish the effectiveness of Literacy, Numeracy and Wellbeing interventions. To address this, in session 2022/23 we established our Child Equity Plans which place learners at the centre of our planning. Similar to our established wellbeing plans which support learners with barriers to learning, we have constructed our Equity Plans to set SMART targets and monitor the impact of interventions. Like our wellbeing plans, our Equity Plans also capture the learner and parental voice. 67 Equity Plans were created for Learners in S1 – S3 this session. The PEF Team met to discuss every PEF entitled learner and a decision was made as to whether an Equity Plan was required. Almost all learners who had a Literacy or Numeracy Equity Plan achieved their SMART targets and most learners progressed through a BGE Level from the start of the academic year to June. The majority of learners who had a wellbeing Equity Plan, met or exceeded their wellbeing targets this session. (Please see the Pupil Equity Fund section of this report for further analysis of impact.)

Priority Four: 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

Following the development of our Assessment Policy, which has implications for home learning in the run up to high quality assessments, we established a Home Learning Working Group to design an approach to home learning that would not disadvantage learners with challenging home circumstances and which would privilege activities which are designed to have a positive impact on attainment. Our PT Pedagogy and Curriculum Design engaged with the relevant literature and shared his findings with the group. It was clear that home learning is beneficial if it is designed to improve core skills, is linked to prior learning/next lesson, facilitates pre-learning and does not require resources or approaches that may inadvertently widen the poverty-related attainment gap such as open-ended projects which are given over an extended period of time and the construction of models which demonstrate learning such a model volcanoes and model cells. The group also sought the views of parents with regards to the amount of home learning their child experiences and the nature of home learning activities. The majority of parents who responded felt that the amount of home learning their child receives is just right, a minority thought their child had too little home learning and a few thought their child had too much. Parents would like an approach to home learning which included focused tasks in the run up to assessments, reading and pre-learning activities.

As a result, the St Luke's Approach to Home Learning in the BGE will focus on:

- Focused tasks to support mastery in the run up to high quality assessments
- Literacy rich tasks. (The St Luke's Canon of Literature has been established in consultation with learners. This will ensure that all learners experience a broad range of literature across the BGE.) Disciplinary literacy approaches will be adopted by all departments and will be supported by The Day resource. These tasks will be designed to close reading and vocabulary gaps, enhance cultural capital and support learners to access the curriculum.
- Numeracy rich tasks. All learners in the BGE will continue to engage with the Rigour Maths approach which ensure appropriate support and challenge for all learners.
- Pre-learning activities

All home learning will be linked to the on-going work of the classroom.

This session a PT Parental Engagement was appointed from August to April with a focus on further developing the parental engagement programme, which has included family learning together events, and participatory budgeting to encourage higher levels of participation in their children's learning and life of the school post COVID.

The work included the following activities:

The Family cook school continued to run where parents are invited into the school and their child teaches them how to cook family friendly meals. Parents of pupils who are in receipt of PEF, FME, or are in SIMD 1-3 are identified and targeted working with PST to engage harder to reach parents. This has had a positive impact on both pupils and parents with almost all parents who participated reporting that they valued the informal setting, had begun to cook meals from scratch at home and had enjoyed being more

involved in the school. Pupils also responded positively to teaching their parents and demonstrated improved confidence.

A family learning opportunity was arranged with the view to help with the cost of living crisis, linking in with classroom learning. The parental uptake on this event was low which led to gathering views on what type of events and learning opportunities parents found useful to help them engage with their child's learning. Parents responded with almost all stating that they would like events to help them support their child in their learning and most stating they would like to celebrate their child's achievement and to see showcases of their work.

As a result, a BGE Curriculum event for parents of S1 & S2 pupils was held to help parents support their child's learning at home with Numeracy and Literacy. This event was well attended by S1 parents in particular. Almost all parents who attended stated that they found the event useful, had a better understanding of what their child was learning in school and enjoyed the event. This also created a leadership opportunity for S1 pupils who were guides for evening, welcomed and registered guests and carried out surveys with parents.

Study skills booklets were provided to parents of senior pupils to help them support their child in their exams. This gave tips for study techniques, looking after health and wellbeing, study timetables and useful links. Parents reported finding this useful and requests were made after the parents evening for the booklets by parents who were unable to attend.

Next Steps

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 planned learning and teaching to ensure progress.

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

(2.2, 2.3, 2.4)

Evaluation: 6

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

School Priorities

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

NIF Driver(s)

Curriculum and Assessment /School Improvement /Teacher Professionalism/Performance Information

Local Improvement Plan – Expected Outcome / Impact

- Improved attainment in the senior phase
- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities
- A culture based on Getting It Right For Every Child

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.”

Priority One: Further develop our approach to using and embedding metacognitive strategies to create assessment capable learners through effective curriculum design.

In session 2019, we explored what a good learner looks like at St Luke's with our young people. As a result, we then co-created our St Luke's Learner Dispositions with learners and teachers. In addition, our commitment to developing assessment capable learners is outlined in our Learning and Teaching policy. This session we have sought to further develop our learners' ability to understand where they are in their learning, where they want to be and how to select strategies to help them bridge that gap. In November 2022, we had a whole school focus on developing strategies for assessment capable learners to adopt. Each faculty had a different focus (below) and a wide range of metacognitive strategies were explored with young people.

Faculty/Department	Focus
Maths	Deep Learning Strategies
English	Effective Extended Writing Strategies
Modern Languages	Memorisation Strategies
Social Subjects	Making Thinking Visible Strategies
Creative Arts	Self and Peer Assessment Strategies
PE/HE	Command Word Strategies
Science	Mastery Learning Strategies
RE	Growth <u>Mindset</u> Strategies
Bus/ICT	Assessment Capable Learner Technological Strategies
PSHE	Seven Habits of Highly Successful Learners

Teachers then shared what worked well at a WSCA and resources were placed in our Visible Learning Toolbox for all practitioners to share and adapt. Subsequent Learning Walks confirmed that almost all teachers are using metacognitive strategies very well to support our learners to become increasingly assessment capable.

Learner focus groups also indicated that all pupils had experienced extensive metacognitive strategies across their curriculum this year. These included **pre-assessment, modelling, Making Thinking Visible routines, re-drafting** and **exit passes**. They report that **WAGOLL** is also used very often and they find this very useful. **WABOLL** is not used as frequently but some pupils were familiar with **Mistake of the Week** and had found this helpful. Almost all pupils reported that they had learned from mistakes in all subjects, with emphasis on feedback from periodic assessments and opportunities to reattempt and redraft answers. All pupils reported that almost all teachers share feedback effectively. Almost all pupils felt very confident in their ability to respond to feedback, and reported that they do have opportunities to provide feedback to their teachers. According to pupils, peer- and self-assessment are used widely across the school, particularly in English, Social Subjects, ICT and Maths. According to one pupil, peer-assessment is valuable because “you can learn from your partner’s work”. Pupils were also able to connect the use of WAGOLLs to effective self-assessment, noting that they need “a benchmark” to assess their own work.

In addition, learners and teachers were supported to engage in high quality learner conversations through the production of short films which demonstrate and share good practice in this area. Our Learner Conversation Booklets were updated this session to include the Horsforth Quadrant which encourages learners to reflect on the relationship between effort and progress. As a result, almost all learners participated in termly learner conversations with their teachers across their curriculum. Almost all learners in the BGE and Senior Phase can articulate where they are in their learning and can identify their next steps.

We have developed an electronic St Luke’s Learner Profile to help our learners reflect on the impact of their experiences across the four contexts of the curriculum on their development of skills, learner dispositions and the four capacities – with a particular focus on their unique, God-given talents. This has been piloted by our S3 learners and will be expanded to include S1 and S2 learners next session. As a result of engagement with the profile, almost all S3 learners can reflect on their skills development and confidently discuss the impact of their learning.

Priority Two: Develop our approach to inclusive practices in Learning and Teaching and Curriculum design through CLPL in supporting neuro-diverse learners.

Throughout the year there has been a focus on developing the digital literacy of the school. As a result, the school has been awarded the Digital Schools Award highlighting the school's commitment to the integration of technology in the curriculum and its commitment to using technology to support neurodiverse learners. Almost all Pupil Support assistants have been trained on Chromebooks and their accessibility features allowing them to better support neurodiverse learners. Most staff have further enhanced their skills through Google for Education and tailored workshops for departments to understand the capability Google Classroom/Drive that has allowed them to integrate it more widely into the curriculum and ensure adaptive teaching strategies. Videos, help guides and posters have been created to support learners and staff in using digital technology. A range of assistive technologies is used to support learners with additional support needs, as well as being made available to all pupils, such as, for instance, accessibility features that can be used on School Computers including IVONA, and accessibility features on Google Chromebooks including Text to Speak, Speak to Text, On Screen Keyboard.

A wider programme of CLPL to support the needs of neurodiverse learners was also established to include:

- Teach Meet on adaptive teaching /differentiation in November 2022
- Training for all staff on making effective use of PSAs in class in August 2022
- WSCA training for all staff on supporting neurodiverse learners in May 2023.
- Training for PSA and support staff undertaken using Education Scotland professional Learning activities in addition to online learning courses on Neurodiversity and supporting pupils with ASN.
- All BGE pupils with additional support needs accessed tuition in use of IVONA text to speech and use of co-writer predictive text software.

As a result, staff confidence in supporting neurodiverse learners has increased, there has been increased opportunity for staff to share effective practice and PSAs report feeling better equipped to support neurodiverse learners in class.

Pupils in the ASN Forum met fortnightly throughout the year. Meetings were attended by HT and/or Depute Head Teacher. Pupils identified areas in which the experience of young people with additional support needs in the school could be enhanced. This led to the teaching of sign language as the school's third language. Practical changes included the use of a designated toilet and changing area for young people with ASN. Pupils in the ASN forum also contributed to the BGE PSHE programme by preparing and delivering presentations to classes on Dyslexia, Autistic Spectrum Disorder and Neurodiversity.

Groups of young people with ASN from associate primary schools attended the extended transition programme from February 2022 to April 2023 where they had the opportunity to participate in cookery, tech and IT. They were also able to meet support staff and access the Learning centre and Sensory Room. As a result, young people with ASN feel better prepared for the transition to high school.

Priority Three: Continue our work on curriculum re-design with a particular focus on deep learning and engagement through effective Interdisciplinary and Problem Based Learning

This session, our PT Pedagogy and Curriculum Design led staff CLPL on what good interdisciplinary learning looks like at St Luke's. He produced the St Luke's Approach to Interdisciplinary Learning and has supported faculties to replace previous multidisciplinary approaches with more genuine interdisciplinary learning. This work was designed to build on our engagement with the NuVu School of Innovation at Kelvinside Academy, maximise the impact of our Education Scotland STEM Grant activities and fully utilise our Makerspace (which had been closed as a result of Covid until new ventilation was completed in October 2022).

The Makerspace at St. Luke's has now been embedded into the curriculum within our school and is used regularly to support the delivery of the creative approaches to learning and teaching within our school. As a whole school resource, it is used, predominantly, to support the delivery of Music Technology, Design Engineer and Construct, Creative Thinking and the Young STEM Leader award. The Makerspace is designed to enhance learner experiences for the young people within St. Luke's and to enable them to develop skills for learning, life and work in an inspiring and innovative environment. This is facilitated with the use of new and innovative technologies that all learners have access to. As a result, learners are developing increasing confidence in their digital skills and capabilities,

"The makerspace in our school was a great space to learn in doing the Creative Thinking course. Especially as we got to make it our own. It was like a mini studio which is something I'm looking forward to having when I go to University to study Architecture. Having lots of new technology made me feel confident trying different methods to tackle a project. It also makes me feel confident about going to University and having knowledge with the use of laser cutters, 3D printers and other prototyping equipment." DG S6 Pupil

The Makerspace has been pivotal in being a driver for facilitating problem based learning activities within several faculties within St. Luke's. This session a majority of departments have engaged in problem based learning activities in the makerspace. This has included: Social Subjects, Languages and Communication, Creative Arts and Science. Learners had the freedom to tackle a project in an "alternative" way and benefitted from the option to exercise personalisation and choice through the use of IMacs, 3D printers, laser cutter technology and sound production equipment to demonstrate their learning. As a result, almost all departments reported that learner engagement increased,

"The creative atmosphere is amazing. It's better than a normal classroom because I can take time to think and be inspired." LF S3 DEC Pupil

Language and Communication Makerspace Case Study

The Language and Communication Faculty introduced two problem based learning modules in our BGE curriculum this session which challenged learners' perception of English whilst developing key meta-skills and looking ahead to the skills they may need for the workplace. The foundation of this was personalisation and choice and both S2 and S3 could choose their output for a design brief. S2 had to design an advertising project for a product they created with the choice of social media campaign, traditional advertisement, stop-motion animation or radio jingle. Our S3 were challenged on their perception of a text and had to create a version of their chosen text they wanted to study. Options ranged from

podcasts and debates to storytelling through song and fables. Self-evaluation evidence from our questionnaires and focus groups indicates that this approach has been a highlight of the year for many of our learners whose engagement and enjoyment was evident in their finished pieces which were formally assessed against English and Literacy benchmarks. Next year we would like to allocate more time to these units to allow 4 and 6 weeks of in-depth learning as we felt it was a bit rushed as a 3 and 4 week module respectively. We also want to continue to familiarise and upskill ourselves with the use of the Makerspace for these projects.

Our creative and innovative use of digital technology also enables us to support learner wellbeing and confidence. This session the first group of S1 learners completed their Young STEM Leader award and are working towards their Level 4 qualification. Learners, who were identified by Pupil Support as requiring an intervention to help with their social and emotional needs, completed a number of projects, activities and trips where they had the opportunity to work as a group on a number of engineering based challenges. The majority of learners who took part in this initiative, have displayed more confidence in their social skills and abilities,

“The Young STEM Leader group in our school has been great so far. We’ve had the chance to work in a group to work on an engineering project building an electric trike. As a group we’ve had to learn how to wire an electric motor, fabricate and weld a chassis and overcome lots of engineering challenges. It’s been really great learning something different from the normal curriculum.” NM S1 Pupil

Our recent Digital Schools Validation Report highlights,

“Saint Luke's High School abundantly demonstrates a very strong commitment, over a number of years, to embedding digital technologies across the curriculum at all stages, and, from the investment in digital technology, to the integration of that across the school, playing a key role in ensuring that the school's curriculum enables their pupils to benefit from excellent experiences and develop the digital skills they will need in the future. There are clear plans already in place for continuing to build on their strong position with digital learning. Teachers talked confidently, and with passion, about how and where they were using digital technologies to improve learning and to assist them in their planning and tracking of activities and learner progress. They highlighted the benefits they were noting in the ways their increased use of digital was helping the pupils to connect with organisations and individuals in ways that broaden and enhance learning. Pupils explained eloquently and with enthusiasm how they were making use of digital technology across the school.”

Our interdisciplinary approach to the delivery of our Design Engineer Construct course empowers our young people to engage with a range of digital technology in a real-life context. Following an evaluation visit from our DEC partners this session to explore our approach in practice and speak with our staff and young people, we were invited to share our work Nationally as a case study on the DEC website which states,

“St Luke’s approach to the programme is unique; DEC is delivered collaboratively through Mathematics and Technology lessons, thanks to a dynamic and innovative approach to learning and teaching.”

DEC Learners respond positively to the opportunity to access our state of the art facilities in the Makerspace and to develop their digital skills,

“We get to do an applied maths course which is useful for real life and I like it because we get to use programmes and digital equipment for our learning.” RK S3 DEC

“It is cool using the MacBook’s. I like being able to access lots of cool, new and useful apps.” MH S3 DEC

“The freedom is amazing. We get to choose whatever equipment and apps we want instead of having to use the same thing as everyone else.” RR S3 DEC

Our curriculum design work is now influencing practice across our Local Authority. Our innovative practice in this area has been promoted as a case study for our LA Curriculum Thinglink, we delivered a workshop at the ERC annual Head Teacher Conference and have facilitated practice-sharing visits from a number of schools across the authority. In addition, this session we established a partnership with Mearns Primary who were keen to develop their interdisciplinary approaches with us. Our PT Pedagogy and Curriculum Design delivered a CLPL session for their staff – sharing the St Luke’s approach. Our PT STEM and staff from Home Economics and Technical departments supported the development of their Mearns Masters curriculum through joint working with teachers from Mearns Primary. As a result of this partnership, we have established a Cluster Curriculum Design Standing Committee for session 2023/24 so that we can share what we have learned and develop innovative transition pathways for our young people with a focus on interdisciplinary and problem-based learning.

Priority Four: Raise attainment through a focus on Literacy and achieving Reading School status

Our literacy interventions have been developed and adapted over the course of three years and the school has found that most pupils make progress on their reading age after an eight to ten week intervention. These interventions are delivered across the school year by experienced practitioners and the pupils and parents were involved in the process of selecting who would be appropriate and receptive to the interventions. Almost all pupils engaged well and, due to regular review of pupil and staff feedback, we were able to maintain the success these interventions have experienced over the past three years. All of the pupils who participated this session expressed enjoyment of the reading group interventions, specifically citing the small group or one to one nature of reading with an experienced teacher. Most pupils noted that they feel more confident when encountering a text of any kind, in any subject, and have practised their developing skills as they engage with new vocabulary in various subjects across the school. While the majority of the pupils stated they wouldn’t be interested in reading more outside of their reading group, they noted that there is a reduction in fear related to the longer texts they need to engage with across their curriculum. Across the school, class teachers gave feedback on progress in disciplinary literacy tasks and of the responses, the majority saw an additional level of confidence when these young people have to use their literacy skills in other classes. The data gathered across the entire school year (Child Equity Plans, focus groups, Reading Age Data, CfE Levels) demonstrates a positive impact on the literacy levels and reading ages of those pupils who engaged with the reading group interventions. Most pupils saw an increase of at least six months to their reading age based on an eight week intervention. A majority saw a year or more progress with their reading age in the eight week intervention. This progress has been steady over the course of these interventions and demonstrates the strength of the school in identifying which pupils need additional support with their literacy and using consistent and research driven methods in order to see consistent progress. In addition, most pupils who attended regularly have exceeded the projected level of progress regarding their reading age.

This year the English department introduced a comprehensive programme of RUAE throughout the BGE. Centring on one question type per week, learners received a 'chunked-up' approach to this area of the curriculum allowing them to master each individual question type before progressing on to full papers. This has formed the basis of our low and high stakes assessment this year as well as all home learning. Resources were consistent and used a formulaic approach ensuring that all classes received the same standard of learning regardless of teacher. Videos and QR codes also supported the home learning aspect and home learning was marked as a starter in class through self or peer assessment.

Overall, the RUAE skills development has been very well received by pupils and staff. A tangible improvement in this area has also been apparent. Our number of learners achieving 4th level by the end of S3 has increased, we saw an improvement in our S2 Standardised Test scores and our S1 classes have performed very well in their high stakes assessments. Next, we are looking to continue to monitor this improvement as our learners move into the next year of BGE and we are hoping to measure further improvement in the standardised tests scores and our S3 achievement of a level.

In order provide a basis for planning, our PT Raising Attainment shared the outcome of the P7 Reading Age test data with PTs Curriculum in August. They were advised of specific young people who may have difficulty accessing the curriculum due to a low reading age. This feedback also included a focus on those who are highly able and so should be supported and challenged to achieve their full potential. To ensure a collective understanding of the impact of reading age on one's ability to access and engage with the curriculum, reading levels were illustrated by showing PTs examples of different levels of books that pupils should be able to cope with in terms of the language across a range of reading ages. Reading age data was fed back into departments so that classroom teachers could use it for effective planning of lessons and schemes of work appropriate to the particular needs of the pupils in their class. As a result, class teachers have a broader understanding of the needs of their S1 classes from the start of the school year thus ensuring that appropriate adaptations to learning and teaching can be made to support and challenge learners from the outset.

As a result of our work to promote a reading, there is a stronger culture, especially among S1/S2 pupils, to engage with the idea of reading for pleasure. There is more discussion around books with staff due to the visible signs on doors. We have included projects linked to class novels that don't just deal with the language but rather investigate the topics within the books that the children are interested in – for instance using the Percy Jackson novel to explore other types of mythology, including British/Scottish mythology or using The Hunger Games to consider how the districts would be organised in Scotland. We have introduced book networking in order to share with classmates what they have enjoyed about reading their current books and that has led naturally to the learner led book recommendations. In addition, we have created a 'if you liked this... try this...' recommendation list to help guide pupils to select books they will enjoy. In addition, groups of PEF entitled learners have enjoyed visits to a local bookstore to purchase books to read at home. Learners who have difficulty accessing the written word are now supported to engage with reading for pleasure though the purchase of Kindles and Audible.

Overall, we have worked on taking the fear out of reading big passages of writing and understanding them through our reading interventions with the pupils who struggle the most with their literacy. As assessment capable learners, they now have learning strategies to understand how to find out what their new vocabulary words mean if they encounter unfamiliar language while reading.

As a result of our work to develop a culture of reading, we have been awarded Reading School status this session.

Next Steps

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.

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)
Evaluation: 6

<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Placing human rights and the needs of every child at the centre of education 	<p>School Priorities</p> <ul style="list-style-type: none"> • Launch our new Monitoring and Tracking Policy to identify gaps, raise attainment and support recovery. • Develop our approaches to Learning for Sustainability with a particular focus on embedding the Global Goals and UNCRC in curriculum design.
<p>NIF Driver(s) School Leadership/ Teacher Professionalism/School Improvement/ Performance information/Curriculum and Assessment</p>	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> • A culture of self-evaluation and continuous improvement in all schools and services • A skilled and confident workforce • An increase in the number of pupils, school leavers and adults with well-developed employability skills • A curriculum which enables all young people to be successful, confident, responsible and effective in school, their work, their community and internationally • An increase in opportunities for young people to develop knowledge, understanding and the skills for like and active participation in a global multicultural society and Scotland's place in it

Progress, Impact and Outcomes

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.

Priority One: Launch our new Monitoring and Tracking Policy to identify gaps, raise attainment and support recovery

Our new Monitoring and Tracking policy was launched in August 2022 having 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 the Senior Phase. All staff fully understand their role within the Monitoring and Tracking Policy and all teachers report that they are more data literate which is assisting them in identifying the gaps in young people's learning. All staff comment on how they use the tracking spread sheets to assist in improving outcomes for learners.

"Whole school tracking adapted to the department and used as a centralised system - allows PT to know exactly where every learner is and the reasons behind it." Principal Teacher Curriculum

Learner Conversations take place regularly throughout the year and our young people manage their own learning in their Learner Progress Booklets. Staff have recognised that learners are now more capable of planning their next steps without as much teacher input and learners can articulate where they are in their learning and what they need to do to improve.

As stated in the Tracking and Monitoring policy, we use Tracking and Monitoring data effectively to secure improved outcomes for all learners. This involves class teachers and faculties developing individual interventions that are used across everyday learning and teaching. These interventions are reinforced using specialist provision, the use of mentors and/or other additional supports to ensure all barriers to learning are addressed for all young people including the most deprived and those who are looked after. Using tracking data and through discussions at tracking meetings, thirty four pupils were identified in S4 and S5 to take part in a mentoring scheme with a member of staff. The PT Raising Attainment met with each pupil individually to discuss their progress. Each pupil then chose a staff mentor they felt comfortable working with. After discussions with members of staff, all pupils were matched with a teacher on their 'preferred' list. Pupils met once a month with their mentor to discuss their progress, the areas they needed to improve on and put a plan in place for further interventions. These included for example supported studies, working on study skills and How to Pass books. Through evaluation we can see that most pupils feel that having a mentor had a positive influence on them and their progress. With one pupil stating,

"It helped me stay motivated and pushed me to the best of my ability".

All pupils feel that the mentor scheme has helped with making study plans, developing study skills and organising targeted supported study. All pupils were comfortable with the staff member they were working with and feel the number of planned meetings was either just right or they would have valued even more. When staff involved reflected on the

mentoring scheme, it was clear it had also made a positive impact on the relationships they had built up with pupils. Comments from evaluations noted,

“Overall, I think this was a positive experience and I think being able to talk to the pupil on a one to one basis, you can drill down with them what the barriers or challenges are for them when it comes to their attainment.”

“Was helpful that I currently taught the pupil as it meant I could check in regularly with him and could provide targeted support.”

As a result of the mentoring scheme, of the thirty four pupils assigned to a mentor, most pupils achieved an improvement in their grades in one or more subjects by the final exam. This led to the majority of pupils achieving an improvement in their grades in one or more subjects compared to before the intervention, pre-appeal

Alongside attainment mentors, the Meta-team have worked hard to promote the best possible outcomes for young people through the development of skills for the future as a feature of our continued work on Covid recovery. Liaising with industry stakeholders, renewed efforts were made to recover DYW opportunities for students to develop their Meta-skills. An S2 pupil reported

“I have shown collaboration in Drama when making scripts in our groups. An example would be making up ideas from the characters and storyline. We all have an input... meta-skills can help you get jobs you enjoy doing.”

Another S2 pupil reported

“We frequently use meta-skills in design and technology...In our car unit we were given wood and paper and we designed cars to race. We looked back on the meta-skills we used after this.”

S2 I Can So Anything Day.

This event held in January 2023 was reimagined to incorporate the Meta-skill framework. This enriched opportunity gave young people an opportunity to develop skills for learning, life and work. Of the 22 partners who supported the event, 10 had knowledge of the Meta-skill framework. 8 partners reported some additional skills and qualities could complement the framework. 10 partners reported the framework covered key skills required to thrive in the workplace. (This feedback from partners will be used to inform our approach to further developing Meta-skills next session.) The event was designed around two tasks; research speed dating activity and an apprentice pitch. The majority of partners reported the apprentice pitch was the most engaging aspect of the day. 21 partners were keen to promote equality and equity and offered a subsequent targeted offer. Targeted offers included 1-1 mentoring, site visits, work placements, interview preparation and career events. This offer will be used next session to provide universal and targeted DYW support for learners. Pupil feedback was positive and most learners reported learning lots of information about different jobs and Meta-skills. In particular young people felt they developed their team-working skills. Most learners reported enjoying the event and the opportunity to speak with employers from different backgrounds.

S4 PSHE Interview Preparation

JP Morgan led DYW interviews with all S4 pupils. Pupils selected the interview focus; university pathway, college pathway, apprenticeship pathway and employment. Learners researched a hypothetical career, their skills and qualities, leadership experiences and work based scenarios. Most learners reported this was a positive experience which improved their preparedness for the world of work.

Alumni - No Wrong Path

Our Alumni Partner event for S2, S4 and S5 pupils was held in January 2023. Invited partners were former students from St Luke's High School who enjoyed sharing their career journeys with our learners and their parents and guardians. Most learners and parents praised the employer partner input. Partners were matched to curriculum areas and shared their varied career journey.

NO WRONG PATH

JOB Royal Conservatoire of Scotland- Student of Production technology and management

My name is
Lara Cassidy
I left St Luke's in
2021

My favourite subjects at school were
Physics, Music and Mathematics

When I was younger I wanted to
pursue a STEM related career

My Career Journey
I have always had a love for Creative Arts. I wanted to be a set designer and was keen to volunteer at my drama group whilst at school. At school I completed a work placement where I was able to observe and learn from a stage manager. I studied a HNC in Technical Theatre at college. Through this I developed my skills and experience in the theatre. I am now studying at the RCS and want to pursue stage management.

World of Work advice
"How your view as a person matters, Try and always make a good impression to new people you meet. Try as many new things as you can. Do not feel you need to fit yourself into a box."

Vocational Programme

34 learners enrolled in the ERC Vocational Programme. 16 learners reside in quintiles 1 and 2. (3 learners do not have a SIMD label as they reside in a new build.) 17 learners have now been awarded a full-time place at college and are excited to embark on their next step towards their future. The ERC Vocational Programme offers increased curricular opportunities for pupils in senior phase to develop their knowledge, understanding and skills at level 5 and level 6. In creating bespoke curriculum based on pupil need we also facilitated a cohort to attend the Barrhead Vocational facilities each week to study the course Digital Future Homes course led by West College Scotland. This timetable arrangement sat alongside ERC's vocational timetable in order to offer more flexibility. This course reflected what to expect in the building services sector. Almost all young people reported enjoying the practical nature of this course. Almost all learners reported the most enjoyable aspect of the course was learning how to install electrical systems.

Work Experience

The school's flexible approach to work experience within the senior phase allows young people to gain numerous opportunities to experience the world of work across a variety of different sectors at a time that is right for them. Learners have been targeted for this opportunity from S4-6. A targeted group of senior pupils were supported to experience a number of work experience placements in order to develop their skills in a real-life work context. Pupils reflected on the development of their Meta-skills at each stage of the placement. Our lead teacher in this area used the platform Speakers for Schools to highlight virtual opportunities to curricular staff in order to promote work based learning more widely.

Skills Development Scotland Partnership

"There is a strong partnership between St Luke's High School and Skills Development Scotland. The school take a pro-active and flexible approach, which allows us to work together to deliver the best possible career information, advice and guidance services to pupils. As part of Scotland's careers service, I work with pupils one-to-one, in classes and at school events, as well as offering support to parents and carers. As a result, pupils across all year groups are building the career management skills they need to make informed decisions about their career, now and in the future." SDS Careers Advisor

The DYW team continue to engage with the parental forum and contribute to various activities designed to optimise engagement including, e.g., newsletters, parents' evenings, DYW events and social media presence. As a result of highly effective partnership working, over 99% of our learners secured a positive and sustained destination post-school this session.

Priority Two: Develop our approaches to Learning for Sustainability with a particular focus on embedding the Global Goals and UNCRC in curriculum design.

In session 2019, our Big Curriculum Debate resulted in a commitment to embedding Learning for sustainability across our curriculum since learners had highlighted Climate Change as one of the key themes they would like to learn more about. All staff now have a shared understanding of Learning for Sustainability and its relevance to learners. This session, all faculties are embedding the Sustainable Development Goals (SDGs) within their curriculum. In Science, sustainable development education features prominently in curriculum redesign with all pupils engaging in a topic which examines sustainability and gives pupils an opportunity to learn their way towards a better future. S1 pupils had the opportunity to attend the Science Centre to further their knowledge and take part in an IMAX experience which discussed the impact of climate change on Glaciers. The Science Department has engaged with partners such as WOSDEC and Keep Scotland Beautiful to enhance learning. As part of the British Council Connecting Classrooms project we have continued to connect with pupils in our partner school in Rwanda to explore and celebrate our differences and similarities. All S1 pupils have the opportunity to discuss the importance of SDG 4 Quality Education and write a letter to share with pupils in our partner school.

Within St Luke's we celebrate the richness of cultures, languages and traditions that make up our school identity. The St. Martin de Porres group (which is led by young people and supported by staff) have organised a number events throughout the year to celebrate our diverse cultures including a Chinese New Year celebration and a winter festivals event. The group also lead year group assemblies to discuss cultural identity and respectfully challenge stereotypes and prejudice. Learners have grown more confident in standing up

for their beliefs and more skilled in evaluating the ethics and impact of their decision-making.

Within St Luke's we have planned progressive outdoor experiences such as Forest School and the John Muir award. Teachers of pupils that attend Forest School have highlighted that they have noticed that pupil's confidence has increased within the class. All S1 pupils are completing the Discovery Level of the John Muir award across a range of curricular areas including Social subjects, Science and English this session. As a result, they have a growing appreciation of our local environment and their role in preserving it.

The Woodland Trust donated over 200 trees this session which have been planted within the school grounds. The £1000 funding which we secured from Barrhead Housing Association following a successful pitch by learners, was used to purchase compost, planters, seeds and fruit trees for the Laudato Si Allotment. The area was enhanced further with an abundance of wildflowers and increased number of wildlife. Biology classes have recorded a higher variety, richness and abundance of species than in previous years. The Technical Department have built a compost heap and planters using recycled pallets as well as a donated bench. We have also received the Royal Horticultural Society Level 3 gardening award this session. All, of this work is assisting us as The St Luke's cluster work towards East Renfrewshire's vision for 2025 by prioritising transformative experiences that promote a progressive approach to LfS from zero to 18 years old.

The cluster have created this short film to demonstrate our approach to LfS.

<https://drive.google.com/file/d/1g8qLyIZ6YDr7L4uf0Bbh32iXj80w48tC/view?usp=sharing>

The film has been shared by our Local Authority as an example of strong practice in this area. Staff from St Luke's and our cluster schools are sharing their LfS expertise by delivering a variety of local Authority CLPL activities. In addition, our cluster film will be uploaded to the National Improvement Hub as a case study.

Pupil feedback highlights the benefits of Learning for Sustainability with regards to wellbeing and skills development.

"I like doing hands on work so enjoyed making the bench. It's good to make it for people to enjoy." LF(S3) - Allotment

"I like working outside rather than being in the classroom. I enjoy learning how to grow my own veg." KT (S3) - Allotment

"The garden is pretty and full of nature. It's interesting planting stuff and actually seeing it grow! It's better than learning about it inside." CF(S2) - Allotment

"Forest School has made me more confident. I'm now a leader for the new S1 group and felt confident teaching them. I don't think I could have done that before." BL(S2) - Forest School

"Forest School teaches you life skills like how to build a shelter and light a fire using a flint and steel. I'm have enjoyed the opportunity." NF (S1)- Forest School

"In Eco-schools we care about the planet and our community. We have started to plan for a recycled uniform project not only to help families but also to reduce our impact on the environment. We have also started a sunflower growing competitor to raise money that can used to improve our school grounds for Biodiversity. We love our planet and want our school to be greener!" Eco-committee members (S3)

This session we appointed a PT Rights Respecting School (RRS) to further develop the status of St Luke's as a Rights Respecting School. Throughout the year the PT RRS has worked with a pupil steering group and have produced various surveys, evaluations, reports, projects and lessons to move this agenda forward in our school.

All pupils surveyed this year have shown growth in their knowledge of the UNCRC charter and of the various articles that are included in it. Staff have worked hard to create lessons that allow them to see this and think about these rights. As a result of this, pupils hear about the UNCRC through year group and house conferences, through PSHE and in RE where they relate rights to their own situations. At the same time, students appreciate that St. Luke's Health Check surveys provide them with a voice and an opportunity to connect meaningfully with their Pupil Support teachers and to express their own needs. Young people now clearly recognise that rights to things like health, food, flourishing, life, protection and education are provided for them in our school.

The school has, through the work of the PT RRS, begun the process of working with faculties to ensure that rights are embedded into all of our courses as a feature of our curriculum re-design. In many cases this is already well-established, and so the learner steering group have awarded Rights Respecting status to various departments.

Furthermore, pupils express an awareness that they can play a role in providing these rights for other young people who are less fortunate. In particular, they cite subjects such as PE or Modern Studies where they also learn about wellbeing and about charity. They recognise that their voice can have a significant impact on their community and on their world.

Recognising Achievements

A post-Covid re-launch of our achievements spread sheet for learners this session has allowed us to capture the participation in and out of school with contributions made from the learners, staff and parents/carers. Engagement is measured across the four contexts of learning for all learners allowing a wide range of opportunities for learners to develop their skills and capacities this session.

Almost all learners have contributed to the life and ethos of the school with participation in: year group conferences; pupil leadership teams; BGE Forums; Senior Phase Forums; ASN Forums; learner focus groups linked to our Learning Walk Programme; St Martin de Porres Equalities United Group; Chaplaincy Group; representing the school at various Diocesan events, supporting parental information evening and events, peer tutoring and buddy training for S6 pupils. Almost all pupils have engaged with wider achievement activities. This has included the Edinburgh Online Book Festival, activities day, Health Week, volunteering, debating, school concerts, sporting events and activities, a wide range of extra-curricular clubs and various trips to Blackpool, Disneyland Paris, Normandy and Spain. In addition, almost all learners in S1 have successfully taken part in the John Muir Award and the majority of S6 learners achieved the CARITAS Award and the RBV SQA Award at Level 6.

"In addition to my own studies this year, I have volunteered to lead Peer Education Groups with 1st and 2nd year students at my school. This initiative is in place to support students who have barriers to accessing their curriculum for a number of reasons. It has also allowed me to focus on helping the students who have neurodiversity barriers."

Lauren, S6

“I am fully involved in the wider life of St Luke’s High school. I have been participating in the Pope Benedict Caritas Award this year. As a practicing Catholic the Caritas Award means a lot to me as it gives me the opportunity to celebrate my faith through acts of kindness. I have committed several hours of volunteering whilst completing this award displaying my moral integrity and devotion to a life of faith.” Sam S6

Parents and Carers are also able to contribute to the achievements spread sheet regularly throughout the year.

“J has just joined the super 7’s disability football class at Eastwood Park on a Saturday. He has been wanting to join a football team for some time now, and with the help of Mr McKean it’s finally happened for him, thank you very much Mr McKean from myself and J.”
Parent, S4 pupil

Learners’ successes and achievements are been recognised and celebrated through Hot Choc Friday, Praise Cards, awards ceremonies, newsletters and Social Media. Young people in S3 use their achievement data to reflect on their skills and the development of the four capacities in their S3 profile alongside their learner conversation data.

How good are we at ensuring best possible outcomes for learners?

Our school’s aim is:

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.

Therefore, securing best possible outcomes for our learners underpins all of our improvement activity.

Level 3

Year	Reading	Writing	Listening and Talking	Numeracy
2018/19	97%	97%	97%	97%
2019/20	98%	98%	98%	98%
2020/21	100%	100%	99%	96%
2021/22	100%	100%	100%	97%
2022/23	100%	100%	100%	97%

Almost all young people continue to achieve Level 3 in Literacy and Numeracy by the end of S3.

Level 4

Year	Reading	Writing	Listening and Talking	Numeracy
2018/19	69%	67%	66%	57%
2019/20	78%	78%	78%	63%
2020/21	84%	80%	86%	66%
2021/22	87%	87%	88%	73%
2022/23	89%	90%	89%	71%

The school's focus on Literacy has resulted in a continued increase in the numbers of young people achieving Level 4 by the end of S3. A wide range of targeted supports and interventions have been deployed to support progression in Maths and Numeracy and mitigate against the impact of Covid. As a result, the minimal reduction in the number of young people achieving Level 4 Numeracy is much lower than initially anticipated. Almost 70% of this year group reside in deciles 1-4. Average attendance is 87% and 21% have free meal entitlement. This session we have focused on equipping our S3 learners with effective study skills, we have implemented a wide range of academic and wellbeing interventions and have enhanced the S3 learner experience to promote engagement through activities such as: S3 BBQ, S3 water sports trip, S3 Normandy trip, S3 retreat programme and a wide range of sporting and cultural clubs and activities (in addition to our usual YPI and St Luke the Evangelist Award activities). A focus group of S3 learners described teaching and learning as more 'serious' in S3. They appreciated this and felt that they had benefitted from it. However, progress and attainment data for the current S3 across the eight curriculum areas would suggest that creative interventions will be required to minimise the impact of Covid on their attainment in National Exams next session. S4 attainment will feature as a priority in next session's School Improvement Plan.

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

Level Achieved	St Luke's High School	Virtual Comparator	National Attainment Data	West Partnership
Level 4	95.42	91.68	89.58	88.82
Level 5	72.52	69.62	68.16	69.27

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 2023 (September update):

Level (A – D Award)	St Luke's High School	Virtual Comparator School
5+ at Level 4	96%	80%
5+ at Level 5	67%	54%
5+ at Level 6	27%	18%
3+ at Level 6	55%	40%
1+ at Level 6	69%	57%
1+ at Level 7	21%	24%

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. As a result, in 2021/22, 99.24% of our young people secured a positive and sustained destination

Next Steps

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

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 round 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 addition to this session's introduction of our Child Equity Plans (which are designed to measure progress towards reaching Literacy, Numeracy and Wellbeing targets) we also established a PEF Team comprising of PTs Literacy, Numeracy and Wellbeing and which is line managed by the DHT with responsibility for Excellence and Equity. The team worked collaboratively to prioritise which interventions would have most impact for young people. PTs PEF created bespoke plans tailored to suit each pupil who required an intervention. Pupils are involved in the planning process and SMART targets are co-created and shared with parents, carers and classroom practitioners. As a result, all teachers across a child's curriculum were able to contribute to supporting learners to achieve their targets and parents were supported to assist their child at home. Of the 35 young people who had a Numeracy Equity Plan, most achieved or exceeded their SMART targets (86%). Of the 8 young people who had a Literacy Equity Plan, all met or exceeded their SMART targets. Of the 32 young people who had a Wellbeing Equity Plan, 23 met or exceeded their SMART Targets, a further four made very good progress towards achieving their targets and five learners have been identified for more intensive support to reach their targets.

Numeracy

PT PEF numeracy has worked in 1-2-1 settings with the pupils until they have developed enough confidence to work on their own with the resources. PSA's have also been trained in how to support learners when they are using 123maths and Sumdog. In addition, they have taken part in basic numeracy blueprint training. These resources have been a key feature in the success of pupils meeting their SMART targets. Pupils are given access to 123maths and Sumdog, which are two resources in which the learner will have the opportunity to experience a mastery learning approach. Thus supporting the understanding of each pupil before moving onto the next stage. All pupil progress is recorded digitally which has enabled in-depth analysis of pupil performance. Using these resources has allowed pupils the opportunity to work independently and with support. Specific areas of learning can be targeted for each pupil using the adaptive learning approach built into the resources. Tasks created specifically for individual pupils based on their areas for improvement. Pupils have also been supported through games based learning this session. This has provided and encouraged self-directed exploration with the pupils. Games based learning also delivers a scaffolded mastery based learning approach which results in increased pupil enjoyment of the subject. Pupils have been taking part in games where they have to work logically and put the basic numeracy skills they have been working on into action to solve problems and participate in the games.

Year	No. OF FME Pupils	No. of pupils on Equity Plan	No.of pupils who have met SMART Targets	Further support from PT PEF	% on Gradient Of Learning
S1	20	12	10	2	80%
S2	31	15	14	1	94%
S3	27	8	8	0	94%

- Across S1 – S3, 35 pupils were consulted with regards being supported with an PEF Equity plan, each pupil was able to create a plan unique to them, which would focus on the areas that they required the most support in.
- In S1 there are 2 pupils who are not working on the Gradient of learning. They will continue on equity plans.
- In S2 there is one pupil who is currently working below the gradient of learning. They will continue to be supported on an equity plan. This pupil has moved up two levels since the start of the year and is on track to be achieving 3rd level by the end of S3.
- In S3 there is one pupil who is working below the gradient of learning, they are on track to achieve National 3 in S4.

Literacy

All pupils with Pupil Equity Plans for Literacy used strategies based around reciprocal reading research. These skills were built within the group and one to one sessions in order for the young people to embed them with all reading tasks. This included explicit vocabulary instruction, selecting key information and processing it into their own words and making connections to the text as a whole. Some of the pupils engaged with support from a one to one perspective and in addition to the reciprocal reading strategies, pupils also received high frequency word instruction and phonics support. These young people needed additional support before they could work within a group and cope with the pace of work. Most pupils who engaged with one to one support were able to transition to a group environment by the end of the school year. The pupils reflected on the additional confidence they felt from progressing into the next phase of support. Furthermore, work was done within faculties to support literacy in all subjects by sharing these highly effective methods in ways that can be used across the curriculum and in tandem with literacy based resources such as The Day, an online made-for-schools newspaper.

Health and Wellbeing

Data was collected using termly Health Checks and in consultation with the Pupil Support Team and PTs PEF Literacy and Numeracy to target the most appropriate pupils for wellbeing interventions. The aim was to support Wellbeing to improve learners' ability to engage in learning and so lead to improved attainment and achievement. The targeted interventions have been successful and evaluations and feedback from both pupils and staff has been positive in relation to improvements in pupils' health and wellbeing, classroom engagement and attendance. There has been more focus placed on the quality and appropriateness of interventions as opposed to quantity of interventions provided. Interventions are more relevant to each young person. Constant consultation with the PEF team to ensure young people are not flooded with a range of competing interventions which could potentially have a detrimental impact on learning.

This session, targeted interventions have included;

- Mountain Biking
- Equine Therapy
- Mindfulness Groups
- 1-1 Walk and Talks

To measure impact, pupils completed pre and post intervention evaluations and took part in interviews. In addition, staff gave verbal feedback on each young person post intervention. Attendance data was also consulted for relevant individuals, with significant improvement being observed for some. Individual impact is shared on each pupils PEF plan.

Pupils targeted for interventions reported an improvement in a variety of aspects of the wellbeing indicators. Pupils reported that they had improved levels of confidence and reduced anxiety. Feedback from class teachers also stated that pupil engagement and mood had improved during class times.

As a result of well-considered and targeted interventions, PEF entitled learners have continued to make good progress on prior levels of attainment.

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 PEF entitled learners/all learners

Year	Literacy PEF	Literacy All	Numeracy PEF	Numeracy All
2019/20	100	98	95	98
2020/21	100	100	96	98
2021/22	100	100	90	96
2022/23	100	100	96	97

S3 Level 4 Achieved PEF entitled learners/all learners

Year	Literacy PEF	Literacy All	Numeracy PEF	Numeracy All
2019/20	77	78	50	63
2020/21	100	84	50	66
2021/22	83	87	60	73
2022/23	81	89	67	71

This session, 81% of PEF entitled learners achieved Level 4 Literacy and 67% Level 4 Numeracy indicating that there is still a gap at Level 4. Next session, targeted support using Pupil Equity Plans will be put in place to challenge more able PEF entitled learners to achieve level 4.

Partnership Working – Fare Share

In addition to our Literacy, Numeracy and Wellbeing interventions, we have continued to support families living in poverty through our Fare Share Partnership. This impact of this work was highlighted as practice to share in our recent Local Authority Collaborative Improvement Visit,

“...a partnership with the Fare Share charity is providing groups of learners with access during lessons to cooking ingredients that would typically be outwith their financial reach. It is also providing regular food parcels to families experiencing poverty and offering opportunities to become involved in the Family Cook School. These well planned, targeted interventions are leading to increased uptake in HE subjects of learners in receipt of free school meals and those experiencing poverty.” HE CIV

Partnership Working - Fare Scotland

This session a part-time worker from Fare Scotland was appointed to enhance the attainment and attendance of targeted groups post COVID. Six pupils were targeted for one to one support to help increase attendance and improve attainment. Pupils who would benefit from this partnership were identified by the Pupil Support Team using criteria linked to attendance, engagement in classes and prior family knowledge. Initial engagements with the pupils focused on building confidence and trust which led to increased engagement with the school. Out of the group of 6 targeted pupils, 3 have improved and sustained their attendance. In addition, our Fare Scotland partner supported a young person who was living independently with shopping and utilities for their flat. New kitchen equipment and bedding was purchased using funding that had been approved by FARE. The result of this has been the young person being very well equipped and supported in their transition from high school to a positive destination. However, our part-time worker left her post in December 2022 therefore limiting the impact on the targeted group of young people. A new part-time worker has been appointed and will be in place for August 2023.

Wider Achievement

There has been an effort to ensure all PEF entitled pupils experience broad and enriching experiences when at school and in their community. As a result, the majority of PEF entitled young people have experienced opportunities for personal achievement in school (89.79%). A lesser number of 41% are participating in their community. This will be a focus for us next session.

Developing the Young Workforce

This session, we have developed a partnership with Tigers Construction Academy. A group of PEF entitled S3 pupils have attended a 15 week construction learning programme. Almost all young people who participated in this intervention reported increased confidence and readiness for the world of work. One S3 pupil reported.

"I really enjoy this experience. The construction focus is hands on. Recently I have been learning how to brick lay and work towards achieving my CSCS card. By having this card I hopefully will be able to work on construction sites. I have an Autism diagnosis and I believe it is important I get different experiences because this challenges me."

Next Steps

This year the main focus of Numeracy support has been on the learners who require the biggest amount of help. The interventions have been based on supporting these learners to develop confidence in basic numeracy so that they can take responsibility for their own learning. Moving forward this approach will continue but will widen to support pupils in the BGE who are on track and working on the gradient of learning but could benefit from increased challenge. A new online resource which provides real time diagnostic analysis of pupil progress will be used to support these learners to become more assessment capable and make swifter progress through the BGE.

Following on from the continued success of the Literacy intervention reading groups, we will build on that progress by providing the system for all subjects to adopt when undertaking Literacy tasks. There is scope to embed these practices in all subjects and therefore increase the number of learners experiencing success. The newly appointed PT Disciplinary Literacy will work in partnership with the PT PEF Literacy to design targeted and universal supports to develop oracy skills and ensure all young people are equipped with the skills they need to access their full curriculum.

Next session, the PT PEF Wellbeing will build on this year's successes by providing more Wider Achievement opportunities to enhance the skills and wellbeing of all PEF entitled young people, not just the ones identified through Health Checks. In addition, the PT PEF Wellbeing will research wider methods of measuring the success of wellbeing interventions using tools such as the Leuven Scale.

Partnership working with Fare Share will continue to support our families and young people by addressing food poverty. Our newly appointed Fare Scotland worker will develop our approaches to family engagement and work with the Attendance Team to

improve the attendance of PEF-entitled learners. In addition, we will develop our partnership with Andy Griffith, author of “The Working Classroom”, to design practical strategies and tools to help address the needs of our learners by building cultural capital and designing engaging, aspirational and relevant learning experiences.

What is our capacity for continuous improvement?

Consideration of our capacity for improvement and of school improvement priorities for Session 2023-24 would suggest that St Luke’s is well placed to make sustained and continuous improvement as we strive to continue 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 2021-2024 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	6	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Securing children’s progress / Raising attainment and achievement	6	

School Improvement Priorities 2023-24

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, following the launch of our new Assessment Policy, with a particular focus on using assessment to adapt learning and teaching and ensure progress.

Learning Provision

3. Continue our work on curriculum re-design with a particular focus on future-proofing our approach to curriculum making, cross curricular writing teams (IDL), home learning, skills progression (Meta skills and Responsibility of All), assessment and moderation.
4. Further develop our approaches to promoting inclusion 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.
2. An intense focus on attainment for S4 through creative and innovative interventions to promote excellence and equity.