

# Lourdes Secondary School

# School Improvement Plan 2022-23



 

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| Establishment | **Lourdes Secondary** |
| Head of Establishment | **Paul Monaghan** |
| Area/Local Improvement Group | South LIG 1 |
| Head of Service | Donnie McLeod |
| Area Education Officer/Quality Improvement Officer |  |

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# Vision

Lourdes Secondary is a community where the love of Christ directs our words, our actions and our relationships to reflect and promote School and Gospel Values.

Our commitment to our pupils is: **We will love, teach and care for you as your parents and carers do.**

**We Value**

**L**ove

**O**pportunity

**U**nderstanding

**R**espect

**D**iversity

**E**quity

**S**upport

**Aims**

Our aims for our pupils focus on two key areas:

· Improvements in Academic Outcomes

· Improvements in Personal Outcomes

#  Improvement Drive to ‘25

# Overview of Improvement Drive to ‘25

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| **No** | **Improvement Area** | **Targets** |
| 1 | **Curriculum, Learning, Teaching and Assessment** | * Continue to improve the quality and consistency of Learning and Teaching (Q.I 2.3) & improve the attainment and achievement of all pupils (Q.I 3.2)
* Review Curriculum Rationale focusing on curricular pathways (Q.I 2.2)
* To further enhance our Professional Learning, developing informed teacher agency, empower teacher leadership of learning at all levels.(Q.I 1.3)
 |
| 2 | **Ethos, Equity and Equality** | * Continue to develop Catholic ethos and chaplaincy, developing and embedding our faith across our school community. (Q.I 1.3)
* To promote inclusion and support learners’ needs through the development and implementation of a programme of Nurture and the further development of our approach to Promoting Positive Relationships (Q.I 3.1)
* Further development of parental engagement in their children’s learning and in the life of our school (Q.I 2.7)
* Further development of Pupil voice and positive recognition to ensure all learners are empowered and included. (Q.I 1.2)
* Continued improvements to targeted and universal support for our Pupils to ensure barriers to learning are removed. (Q.I 2.4)
 |
| 3 | **Health and Wellbeing** | * Continue to improve targeted and universal support for our Pupils to ensure barriers to learning are removed. (Q.I 2.4)
* Develop and deliver opportunities, which develop the spiritual wellbeing and faith of our Pupils (Q.I 1.3)
* Increase opportunities for staff to develop leadership skills at all levels across the school. (Q.I 1.3)
* Development of planning to ensure improved physical, mental, emotional and spiritual wellbeing of all (Q.I 3.1)
 |
| 4 | **Learning for Sustainability** | * Develop planning and opportunities to develop Pupils for a changing world, building a more sustainable and equitable future for all.(Q.I 2.2)
* Develop and embed Digital Strategy to develop Digital Innovation and Digital Literacy for all. (Q.I 3.3)
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| 3. Summary of our self-evaluation process.  |
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| Strengths identified:Full details relating to our self-evaluation findings can be found in our Education Perspective Report. A brief summary of identified strengths includes:* A shared vision, values and aims based on Gospel Values which shapes our distinct Catholic identity
* A strong school culture of collegiality and collaboration among pupils, staff and parents
* Systems, structures and high expectations which facilitate high standards as we aim for excellence in all aspects of the work of the school
* High quality learning and teaching in classrooms across the school
* High quality support for learners focused on *the team around the child*
* An upward trend in improving outcomes, both academic and personal, for all learners
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| **Priorities for development 2022-23:**1: **Curriculum, Learning, Teaching and Assessment*** Continue to improve the quality and consistency of Learning and Teaching (Q.I 2.3) & improve the attainment and achievement of all pupils (Q.I 3.2)
* Review Curriculum Rationale focusing on curricular pathways (Q.I 2.2)
* To further enhance our Professional Learning, developing informed teacher agency, empower teacher leadership of learning at all levels.(Q.I 1.3)

2: **Ethos, Equity and Equality*** Continue to develop Catholic ethos and chaplaincy, developing and embedding our faith across our school community. (Q.I 1.3)
* To promote inclusion and support learners’ needs through the development and implementation of a programme of Nurture and the further development of our approach to Promoting Positive Relationships (Q.I 3.1)
* Further development of parental engagement in their children’s learning and in the life of our school (Q.I 2.7)
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* Continued improvements to targeted and universal support for our Pupils to ensure barriers to learning are removed. (Q.I 2.4)

3: **Health and Wellbeing*** Continue to improve targeted and universal support for our Pupils to ensure barriers to learning are removed. (Q.I 2.4)
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4: **Learning for Sustainability*** Develop planning and opportunities to develop Pupils for a changing world, building a more sustainable and equitable future for all.(Q.I 2.2)
* Develop and embed Digital Strategy to develop Digital Innovation and Digital Literacy for all. (Q.I 3.3)
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| 4. Improvement Planning 2022-23 |

# Improvement Area 1

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| **NIF** | **Quality Indicators** |  **Priority - Curriculum, Learning, Teaching and Assessment** |
|  | **1.3** **2.2****2.3****3.2** | Leadership of changeCurriculumLearning, teaching & assessment Raising attainment & Achievement  |
| * Continue to improve the quality and consistency of Learning and Teaching (Q.I 2.3)
* To further enhance our Professional Learning, developing informed teacher agency, empower teacher leadership of learning at all levels.(Q.I 1.3)
* Review Curriculum Rationale focusing on curricular pathways (Q.I 2.2)
* Continue improve the attainment and achievement of all pupils (Q.I 3.2)
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| **Tasks to achieve 2022-23** | **Resources required** | **Staff development requirements** | **Staff leading on this priority** | **Evidence of impact/progress** |
| **Continue to use Professional Learning Periods for all staff to support research and evidence based approaches to improving pedagogy.** | PLP Periods | PL Resources CLPL Funds | DHT L&T & PTCs | * Attainment Data
* Awards Ceremonies
* Classroom Visits
* CLPL Programme/PRDs
* CLT&A Leads for each PL Strand
* Collegiate Working
* Core materials and timeline of meetings/events for each strand
* Curriculum Reviews
* Delivery of taster sessions
* Department return identifying PL strand
* Departmental and Staff feedback to CLT&A Group
* Departmental meeting minutes
* Evaluation of taster sessions
* Focus Groups
* Insight Data
* Moderation activities
* Number of pupils participating in activities out with classrooms
* Parents’ Nights
* Planned Learning
* Planning meeting minutes
* Positive destination figures
* Prelim Scores and Prelim Review meetings
* Professional Dialogue
* PT Meetings
* Pupil Questionnaires
* Qualitative - (survey responses, staff and pupil focus groups)
* Quantitative – (attainment data the following session/s)
* Reporting
* SEEMIS Referrals
* Self-Evaluation work
* Senior Options Programmes
* Tracking Data
* Wider Achievement Programmes and Award-Bearing courses
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| **Continue to develop and embed research-based classroom strategies as appropriate in all departments** | PLP PeriodsCollegiateOutline of LT&A StrategyArticles/TextsStaff (PTCs & LT&A group members) | Professional ReadingPL Resources CLPL Funds | DHT L&T & PTCs |
| **Liaise with departments to identify staff to support/lead professional learning for L&T** | School staff & timeCollegiate time (and launch event documentation) | - | DHT L&T; PTCs; CLT&A group members |
| **Develop PL outlines for each PL Strand** | Time/collegiate support/curated materials as appropriate to strand | Professional reading on what makes effective PL.Strand-specific PL & on-going support for lead staff as appropriate | DHT L&T; PTCs; CLT&A Leads |
| **Plan and host the LT&A Launch Event which will include taster sessions for each strand** | In-Service Meeting space for all staff; food/drink/concise documentation outlining the PL offer | - | DHT L&T; PTCs; CLT&A Leads |
| **Staff consultation on departmental pathways and skills reviews** | Collegiate time | Professional ReadingBusiness Meetings | DHT Pathways; DHT L&T PTCs; CLT&A group members |
| **Consultation with parents, pupils and staff on changes to timetable rationale and timetable design** | Pupil Council MeetingsFocus GroupSurveyCollegiate time | - | DHT Pathways; DHT L&T PTCs; CLT&A group members |
| **Review curriculum and plan visits to identified schools to further develop understanding of curricular pathways**  | Staff and time (Collegiate) | CLT&A Group - Visits to other schools | DHT Pathways; DHT L&T; PTCs; CLT&A group members |
| **Further develop staff understanding and practice of moderation procedures.** | Professional Learning TimeWhole-school and departmental collegiate time | GCC Moderation ProceduresSQA Understanding StandardsEducation Scotland  | DHT L&T; DHT RA&A; PTC |
| **Raise the attainment and achievement of all pupils at all stages.** | Professional Learning TimeWhole-school and departmental collegiate time | Professional ReadingPL Resources CLPL Funds | DHT L&T; DHT RA&A; PTC |
| **Continue to fund PEF PTs focused on raising attainment and achievement**  | StaffPlanning Meetings | - | DHT PS; DHT RA&A, DHT Parental Engagement; DHT Learning Pathways; PT Numeracy; PT Literacy; PT Parental Engagement; PT Reengagement; PT Digital Strategy; PT Development (Science); PT Recovery; PT Nurture |

# Improvement Area 2

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| **NIF** | **Quality Indicators** |  **Priority - Ethos, Equity and Equality** |
|  | **1.2****1.3****2.1****2.4****2.6****2.7****3.1** | Leadership of LearningLeadership of ChangeSafeguarding and Child protectionPersonalised SupportTransitionsPartnershipsEnsuring wellbeing, equality and inclusion  |
| * Further development of Pupil voice and positive recognition to ensure all learners are empowered and included. (Q.I 1.2)
* Continue to develop Catholic ethos and chaplaincy, developing and embedding our faith across our school community. (Q.I 1.3)
* Continued improvements to targeted and universal support for our Pupils to ensure barriers to learning are removed. (Q.I 2.4)
* Further development of parental engagement in their children’s learning and in the life of our school (Q.I 2.7)
* To promote inclusion and support learners’ needs through the development and implementation of a programme of Nurture and the further development of our approach to Promoting Positive Relationships (Q.I 3.1)
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| **Tasks to achieve priorities** | **Resources required** | **Staff development requirements** | **Staff leading on this priority** | **Evidence of impact/progress** |
| **Celebration of events within liturgical calendar, developing opportunities to enrich the Catholic Ethos of our school** | Planning meetingFunding for events/resourcesLinks with parishes and wider agencies | - | DHT L&T, PT RE; Chaplaincy team; EE&E Group; School Chaplin  | * Attainment Data
* Attendance at after school events
* Attendance statistics
* Awards Ceremonies
* Case conferences
* Classroom Visits
* CLPL Programme/PRDs
* Counselling referrals
* Curriculum Reviews
* Discipline / behaviour referrals
* Evaluative questionnaires
* Extended pupils support team meetings
* Faith celebrations
* Focus Groups
* GIRFEC profiles
* GWMP records
* Information sharing (informal)
* Insight Data
* JST minutes
* Memorandum updates on young people
* Moderation activities
* Number of pupils participating in activities out with classrooms
* Nurture CPD
* Observations
* Parents’ Nights
* Personal support curricular content
* Planned Learning
* Planning meeting minutes
* Positive destination figures
* PPR policy
* PRD records
* Prelim Scores and Prelim Review meetings
* Professional Dialogue
* PTC Meetings
* PTPC reviews
* Pupil Questionnaires
* Pupil Voice
* RE curriculum content
* School shows
* School trips
* SDS enhanced group work
* SEEMIS Referrals
* Self-Evaluation work
* Senior Options Programmes
* SIIM minutes
* Tracking Data
* Wellbeing referrals
* Wider Achievement Programmes and Award-Bearing courses
 |
| **Development of opportunities for celebrating faith across our school community** | Planning MeetingsParental EngagementFocus GroupsExternal Partners | - | DHT L&T, PT RE; Chaplaincy team; EE&E Group; School Chaplin |
| **Development of Youth Chaplaincy Team** | Pupil Meetings | - | DHT L&T, PT RE; Chaplaincy team; School Chaplain |
| **Training in building and maintaining positive relationships** | Staff and time (Collegiate)Professional reading | Training for PPR group | PPR Group +  |
| **Training in Nurture Principles** | Staff and time (Collegiate)Professional reading | Training for PPR group | PPR Group + K McBride |
| **Training in dealing with Anger, Trauma, Resilience and De-escalation in Young People** | Staff and time (Collegiate)Professional reading | Training for PPR group | PPR Group + |
| **Consistent approach to start of lessons**  | Whole school staff and time | Collegiate time  | PPR Group |
| **Develop resources through PSE to ensure that all pupils know the Pupil Support Team and how to seek help when required** | Staff and time (Collegiate) | - | DHT PS, PTPC & PSL |
| **Expand the work of the Equalities Working Group** | Pupil MeetingsEqualities Working groupCollegiate time | PL Equalities Training | DHT PS & Equalities Working Group |
| **Use data to identify pupils who require targeted interventions to support lost learning** | DataStaffPlanning meetings | - | DHT PS; PTPC; PT Reengagement &PT ASN |
| **Continue to develop opportunities for effective feedback and partnership working with parents.** | Pupil and Parent Focus Groups & Surveys | - | DHT Parental Engagement; PTPC; PT Parental Engagement |
| **Develop opportunities to develop pupil voice and celebrate pupil achievement** | Pupil MeetingsPlanning MeetingsCollegiate time | - | DHT PS, PTPC, PTC |

# Improvement Area 3

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| **NIF** | **Quality Indicators** |  **Priority - Health and Wellbeing** |
|  | **1.3****2.4****2.6****3.1** | Leadership of ChangePersonalised SupportImproving Wellbeing, Equality and InclusionEnsuring wellbeing, equality and inclusion  |
| * Continue to improve targeted and universal support for our Pupils to ensure barriers to learning are removed. (Q.I 2.4)
* Plan and deliver opportunities, which develop the spiritual faith and wellbeing of our Pupils (Q.I 1.3)
* Development of planning to ensure improved physical, mental, emotional and spiritual wellbeing of all (Q.I 3.1)
* Increase opportunities for staff to develop leadership skills at all levels across the school. (Q.I 1.3)
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| **Tasks to achieve 2022-23** | **Resources required** | **Staff development requirements** | **Staff leading on this priority** | **Evidence of impact/progress** |
| **Continue to build relationships with external partners including 3rd Sector organisations** | Planning Meetings | - | DHT PS; extended Pastoral Support Team; PT DYW; PT Nurture; Educational Psychologists; Other 3rd sector organisations as appropriate | * After school clubs
* Attendance at after school events
* Attendance statistics
* Case conferences
* Counselling referrals
* Discipline / behaviour referrals
* Evaluative questionnaires
* Extended pupils support team meetings
* Faith celebrations
* GIRFEC profiles
* GWMP records
* Information sharing (informal)
* JST minutes
* Memorandum updates on young people
* Nurture CPD
* Observations
* Personal support curricular content
* Planning meeting minutes
* Positive destinations
* PPR policy
* PRD records
* PTPC reviews
* Pupil Voice
* RE curriculum content
* School shows
* School trips
* SDS enhanced group work
* SIIM minutes
* Wellbeing referrals
 |
| **Continue to create opportunities for learning beyond the classroom to support social development** | Planning MeetingsPupil Council MeetingsFocus Groups | - | DHT PS; PTPC; PTC;HWB Group |
| **Developing faith celebrated and faith in action**  | Planning MeetingsPupil Council MeetingsFocus Groups | - | DHT L&T, PT RE; Chaplaincy team; School Chaplin |
| **Develop opportunities to Serve the Common Good, developing Catholic Social Teaching and promoting social justice** | Planning MeetingsPupil Council MeetingsFocus Groups | - | DHT L&T, PT RE; Chaplaincy team; Youth Chaplaincy Team; School Chaplin |
| **Co-ordination of extra-curricular activities with a focus on physical, emotional and mental wellbeing** | Staff and time (Collegiate)HWB Group Planning Meeting | - | DHT S1/2; PTPC, PTC |
| **Developing policy and culture to ensure all stakeholders equipped with the tools required to support their physical, emotional, mental health and wellbeing.**  | HWB Group Planning Meeting | Mental Health First Aid Training | DHT PS; HWB Group |
| **Increase opportunities for staff to develop leadership skills at all levels across the school.** | Staff and time (collegiate)PL Opportunities | School Improvement GroupsPupil Support LeadersCLPL FundsCLPL Programmes | HT, DHT L&T, PTPC, PTC, PT PEF |

# Improvement Area 4

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| **NIF** | **Quality Indicators** |  **Priority – Learning for Sustainability**  |
|  | **2.2****3.3** | CurriculumIncreasing creativity & employability  |
| * Develop planning and opportunities to develop Pupils for a changing world, building a more sustainable and equitable future for all.(Q.I 2.2)
* Develop and embed Digital Strategy to develop Digital Innovation and Digital Literacy for all. (Q.I 3.3)
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| **Tasks to achieve 2022-23** | **Resources required** | **Staff development requirements** | **Staff leading on this priority** | **Evidence of impact/progress** |
| **Reviewing curriculum & policy to ensure every learner receives their entitlement to learning for sustainability**  | Planning MeetingsPlanned LearningDepartmental links | Sustainability CLPL | DHT Pathways; PTCs; LfS Group | Curricular StructuresPlanned LearningClassroom VisitsCalendared Events (Eg. Health Day)QuestionnairesFocus GroupsCollegiate workingINSET DaysProfessional DialogueWhole-school meetingsPT MeetingsLfS PolicyLfS PlanningDigital Strategy group MinutesLfS Group Minutes |
| **Developing planning & policy to create** **coherent whole school and learning community approach to Learning for Sustainability** | Planning MeetingsPlanned LearningDepartmental links | Sustainability CLPL | DHT Pathways; Departmental Links; LfS Group |
| **Reviewing practice and environment to plan for improvements in sustainability across our school community.**  | Planning Meetings | Sustainability CLPL | DHT Pathways; Departmental Links; LfS Group |
| **Continue to explore appropriate progression pathways and destinations for all learners** | Staff and time (Collegiate) | - | DHT Pathways; DHT L&T PTCs; CLT&A Group; LfS Group; PT DYW; 16+ Team |
| **Further development of Pupil Digital Literacy through Digital Learning Day and Safer Internet Month** | Digital Strategy Group Planning Meetings | - | DHT RA&A; PT Digital Strategy; Digital Strategy Group |
| **Continue programme of Staff training workshops to develop digital capacity** | Digital Strategy Group Planning MeetingsCollegiate Time | Training through the Digital Strategy Group | DHT RA&A; PT Digital Strategy; Digital Strategy Group |
| **Review digital policies and processes such as mobile phone/iPad, new pupil enrolment, pupil leaving and leave of absence** | Digital Strategy Group Planning Meetings | - | DHT RA&A; PT Digital Strategy; Digital Strategy Group |
| **Achieving Digital Wellbeing Award** | Digital Strategy Group Planning Meetings |  | DHT RA&A; PT Digital Strategy; Digital Strategy Group |