

**Lourdes Secondary School**

**School Improvement Plan 2021 - 2022**

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

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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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.**We Value****L**ove**O**pportunity**U**nderstanding**R**espect**D**iversity**E**quity**S**upport**Aims**Our school aims are straightforward. Our commitment to our pupils is that, like your parents and carers, we will:* Love You
* Teach You
* Take Care of You
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| **2. 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
 |
| **Priorities for development:**1: COVID Recovery2: Continue to develop leadership capacity at all levels (Q.I 1.3)3: Continue to improve the quality of Learning and Teaching (Q.I 2.3) & improve the attainment and achievement of all pupils (Q.I 3.2)4: Continue to improve our work supporting pupils (Q.I 3.1)5: Revisit our Curriculum Rationale focusing on curricular pathways (Q.I 2.2)6: Ensure we have a programme of online learning available should we need to move to a model of blended learning (Q.I 2.2) |

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| **3. Action Planning** |

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| **No.** | **Quality Indicators** |  **Priority - Continue to develop leadership capacity at all levels** |
| **1** |  | COVID Recovery |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact - (data, observation, views)** |
| --- | --- | --- |
| Restructure the whole-school timetable to minimise movement around the building while extending time in class to enable greater depth to learning | August 2021 – June 2022 | * Collegiate Working
* INSET Days
* Focus Groups
* Professional Dialogue
* Questionnaires
* CLPL/PRDs
* Classroom Visits
* Parent Council
* PT Meetings
* Whole School Meetings
* Year Group Assemblies
* Nurture CPD
* GWMP records
* JST minutes
* SIIM minutes
* Planning meeting minutes
* Information sharing (informal)
* Case conferences
* GIRFEC profiles
* Planned Learning
* Insight Data
* Reporting
* Parents’ Nights
* Prelim Scores and Prelim Review meetings
* Curriculum Reviews
* Moderation activities
 |
| Introduce timetabled Recovery Planning Periods (RPPs)  |
| Identify lost learning through effective diagnostic assessment |
| Use data to identify pupils who require targeted interventions to support lost learning |
| Continue to support the mental and emotional wellbeing of pupils |
| Plan activities to facilitate greater opportunities for social interaction among pupils |
| Continue to employ the following PEF funded posts:* PT Numeracy
* PT Parental Engagement
* Additional Counsellors
* PT Nurture
* Admin Support
* PT Development (Science)
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| Consider additional PEF funded posts to support recovery |  |  |
| Refocus on achieving excellence in Learning, Teaching and Assessment to support recovery of learning  |  |  |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| * SLT
* PTCs
* PTPCs
* Class Teachers
* All support staff
 | * Professional Learning Time
* Whole-school and departmental collegiate time
* CLPL opportunities
* CLPL Budget
* PEF
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| **No.** | **Quality Indicators** |  **Priority - Continue to develop leadership capacity at all levels** |
| **2** | **1.3****1.1** | Leadership of ChangeSelf-Evaluation for Self-Improvement |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact - (data, observation, views)** |
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| Continue to develop staff capacity and confidence in the use of Insight data. | August 2021 – June 2022 | * Collegiate Working
* INSET Days
* Focus Groups
* Professional Dialogue
* Questionnaires
* CLPL/PRDs
* Classroom Visits
* Parent Council
* PT Meetings
* Whole School Meetings
* Year Group Assemblies
 |
| Continue to use Professional Learning Periods for all staff to support research-based and evidence-led approaches to improving pedagogy. |
| Facilitate a planned programme to assist in the use of I-pads for all staff in preparation for “roll out” in 2020.  |
| Increase opportunities for staff to develop leadership skills at all levels across the school. |
| Continue to develop and enhance partnerships with outside agencies. |
| Continue to develop our whole-school culture of positive engagement with self-evaluation leading to self-improvement. |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| * Insight – SLT & PTs
* Professional Learning – All staff
* I-pads – Digital Learning Strategy Team/ SLT
* Leadership roles- SLT/ PTs
* Partnerships – All staff
 | * Professional Learning Time
* Whole-school and departmental collegiate time
* CLPL opportunities
* CLPL Budget
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| **No.** | **Quality Indicators** |  **Priority - Continue to improve the quality of Learning and Teaching & improve the attainment**  **and achievement of all pupils** |
| **3** | **2.3****3.2** | Learning, Teaching and AssessmentRaising Attainment and Achievement |

| **Tasks to achieve priority** | **Timescale****and checkpoints** | **Evidence of Impact - (data, observation, views)** |
| --- | --- | --- |
| Continue to develop and embed research-based classroom strategies as appropriate in all departments.  | August 2021 – June 2022 | * Classroom Visits
* Pupil Questionnaires
* Focus Groups
* Professional Dialogue
* CLPL Programme/PRDs
* Self-Evaluation work
* Tracking Data
* SEEMIS Referrals
* PT Meetings
* Attainment Data
* Planned Learning
* Insight Data
* Reporting
* Parents’ Nights
* Prelim Scores and Prelim Review meetings
* Curriculum Reviews
* Moderation activities
* Number of pupils participating in activities outwith classrooms
* Wider Achievement Programmes and Award-Bearing courses
* Senior Options Programmes
* Awards Ceremonies
* Positive destination figures
 |
| Continue to develop and enhance further opportunities for parental engagement. |
| Further develop staff understanding and practice of moderation procedures. |
| Continue to develop opportunities for effective feedback to pupils and parents. |
| Raise the attainment and achievement of all pupils at all stages.  |
| Enhance tracking and monitoring systems through the introduction of “On the Button”.  |
| Review the use of PEF in closing the poverty-related attainment gap.  |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| * PTCs
* SLT
* PT of Parental Engagement
* All staff
 | * Working Time Agreement
* Whole-School Collegiate and Departmental meetings
* CLPL as required
* Additional Parents Information Evenings
* INSIGHT/ BGE/ Pastoral reviews
* Opportunities for sharing best practice
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| **No.** | **Quality Indicators** |  **Priority - Continue to improve our work supporting pupils** |
| **4** | **2.1****2.4****2.5****2.6****3.1** | Safeguarding and Child protectionPersonalised SupportFamily LearningTransitionsImproving Wellbeing, Equality and Inclusion |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Enhance the school’s approach to Nurture. | August 2021 – June 2022 | * Nurture CPD
* GWMP records
* JST minutes
* SIIM minutes
* Planning meeting minutes
* Information sharing (informal)
* Case conferences
* GIRFEC profiles
* Memorandum updates on young people
* School trips
* After school clubs
* School shows
* Faith celebrations
* Attendance at after school events
* Discipline / behaviour referrals
* PPR policy
* Round Robins
* Attendance statistics
* Wellbeing referrals
* Discipline / behaviour referrals
* Counselling referrals
* Evaluative questionnaires
* Observations
* Pupil Voice
* PTPC reviews
* Extended pupils support team meetings
* Personal support curricular content
* RE curriculum content
* PRD records
* SDS enhanced group work
* Positive destinations
 |
| Further develop staff understanding of trauma and resilience. |
| Enhance our whole school approach to GIRFEC by further developing partnerships with external agencies to improve outcomes for young people.  |
| Increase opportunities to celebrate the achievements and successes of our pupils. |
| Develop pupil understanding of mental health, emotional well-being and resilience. |
| Complete a full review of Promoting Positive Relationships policy.  |
| Continue to enhance transition programmes at all stages of the pupil journey. |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| * DHT – Pupil Support
* Extended Pastoral Support Team
* PT DYW
* PT Nurture
* Educational Psychologists
* Other 3rd sector organisations as appropriate
* PTs
 | * Meeting time
* Whole school collegiate time
* Awards Ceremonies
* Praise Cards/Letters
* Website/Twitter/Newsletters/Tannoy
* Funding for rewards as required
* CLPL as required
* Raise Awareness of policy among new members of staff
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| **No.** | **Quality Indicator** |  **Priority - Revisit our Curriculum Rationale focusing on curricular pathways** |
| **5/6** | **2.2** | Curriculum  |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact - (data, observation, views)** |
| --- | --- | --- |
| *Pathways** Increase opportunities for pupils to undertake Wider Achievement awards across the curriculum at all levels.
* Use data to direct pupils into the most appropriate curricular pathways
 | August 2021 – June 2022 | * Curricular Structures
* Planned Learning
* Classroom Visits
* Calendared Events (Eg. Health Day)
* Questionnaires
* Focus Groups
* Attendance and engagement in liturgical events
* Collegiate working
* INSET Days
* Professional Dialogue
* Whole-school meetings
* PT Meetings
 |
| *Literacy** Raise awareness of literacy as a responsibility of all
* Begin strategic planning by gathering evidence to develop a holistic picture of progress across this curricular area
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| *Numeracy** Raise awareness of numeracy as a responsibility of all
* Embed common methodologies and strategies across all curricular areas
 |
| *Health and Well-Being** Continue to have a consistent approach to GIRFEC across the school
* Continue to develop and improve our Personal Support curriculum
 |
| *Digital Learning** Support pupils, parents and staff in development of new digital learning strategies
* Ensure blended learning is available to pupils at all levels to allow for home learning to occur in the event of school closure/lockdown
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| *Chaplaincy** Promote and support faith life and Gospel values of the school
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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| * SLT
* PT Maths and PT Numeracy
* PT English
* Digital Strategy Team
* DHT – Pupil Support and PTPCs
* PT RE and Chaplaincy Team
 | * CLPL as required
* Collegiate Time
* Funding as required
 |