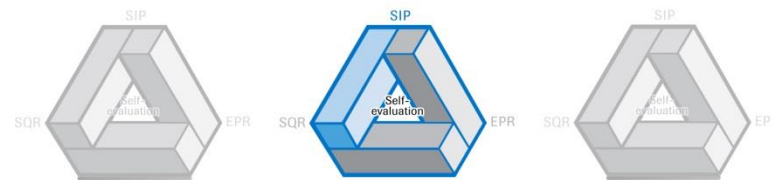# Lourdes Secondary School

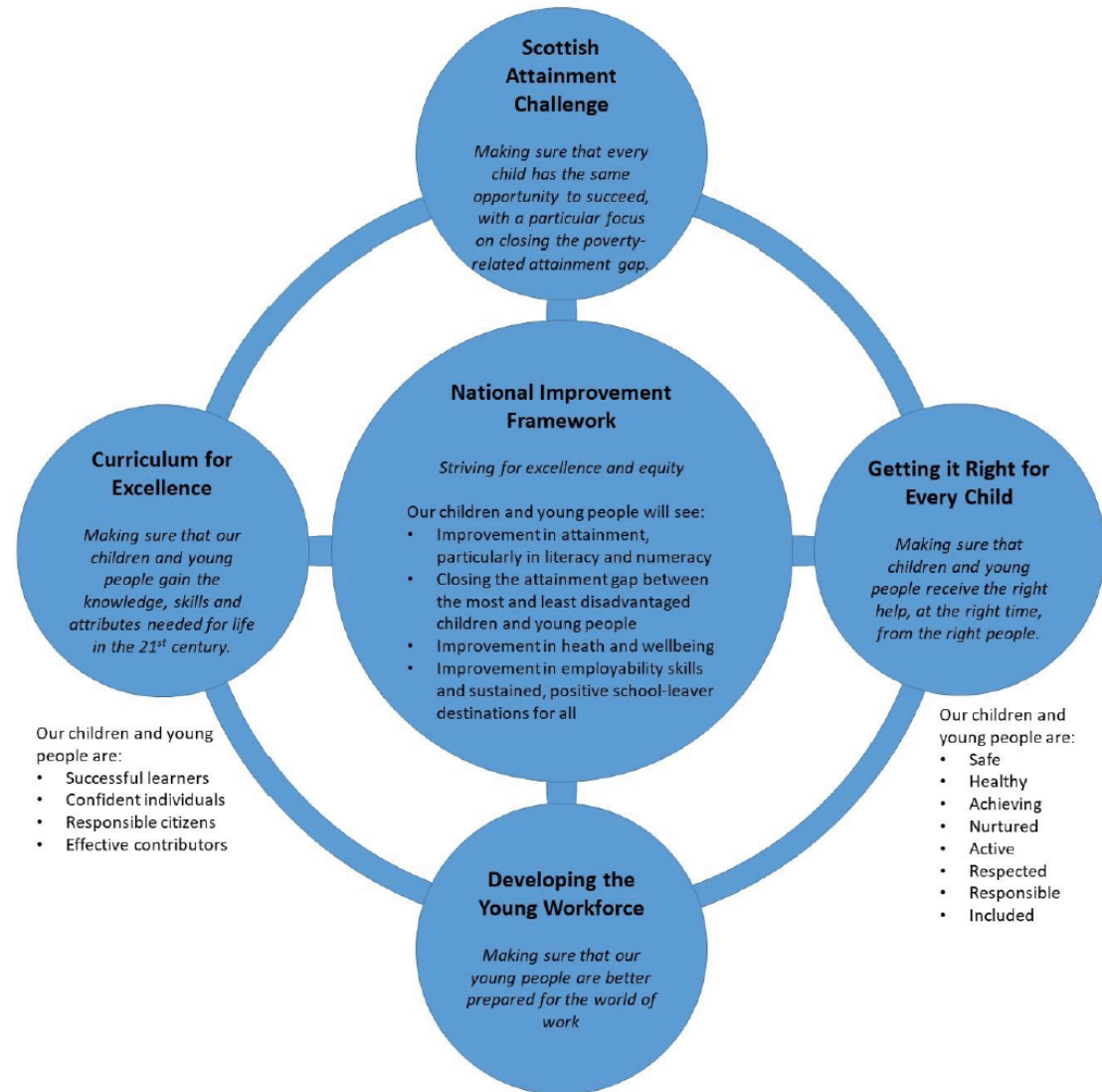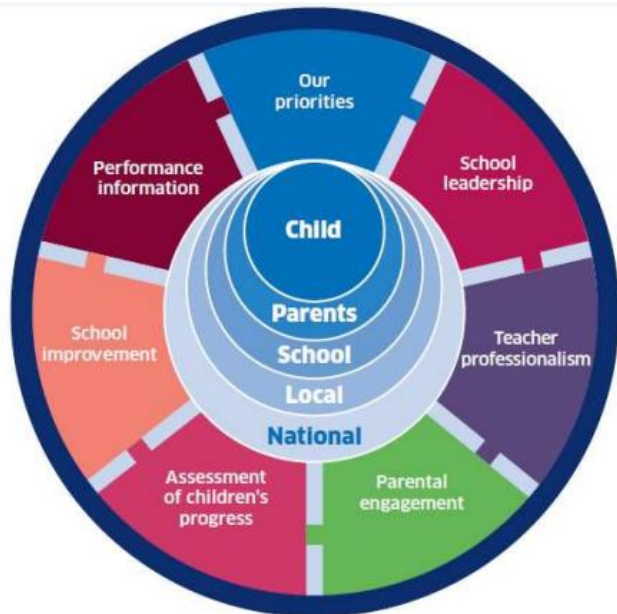## School Improvement Plan 2023-24

Supporting Improvement:
School Improvement Plan

Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

www.glasgow.gov.uk
0141 287 2000

Scottish Attainment Challenge

Making sure that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Curriculum for Excellence

Making sure that our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Our children and young people are:
- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

National Improvement Framework

Striving for excellence and equity

Our children and young people will see:
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in heath and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all

Getting it Right for Every Child

Making sure that children and young people receive the right help, at the right time, from the right people.

Our children and young people are:
- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Developing the Young Workforce

Making sure that our young people are better prepared for the world of work

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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	**Sarah Richford**

CONTENTS

1. Vision, Values and Aims
2. Overview of Improvement Drive to '25
3. Summary of Self-Evaluation Process / Priorities for Improvement in the Current Session
4. Action Planning

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

Love

Opportunity

Understanding

Respect

Diversity

Equity

Support

Aims

Our aims for our pupils focus on two key areas:

· Improvements in Academic Outcomes

· Improvements in Personal Outcomes

Improvement Drive to '25

Love: We will grow in love

Teach: We will grow in excellent Teaching

Care: We will grow and flourish as individuals created by God

The Love of Christ Directs

Our Words

Our Actions

Our Relationships

We will value

Love

Opportunity

Understanding

Respect

Support

Equity

Diversity

Lourdes Secondary is a Catholic community committed to a journey of Continuous Improvement

Learning for Sustainability

Curriculum, Learning, Teaching & Assessment

Improvement Drive to '25

Health & Wellbeing

Ethos, Equity & Equality
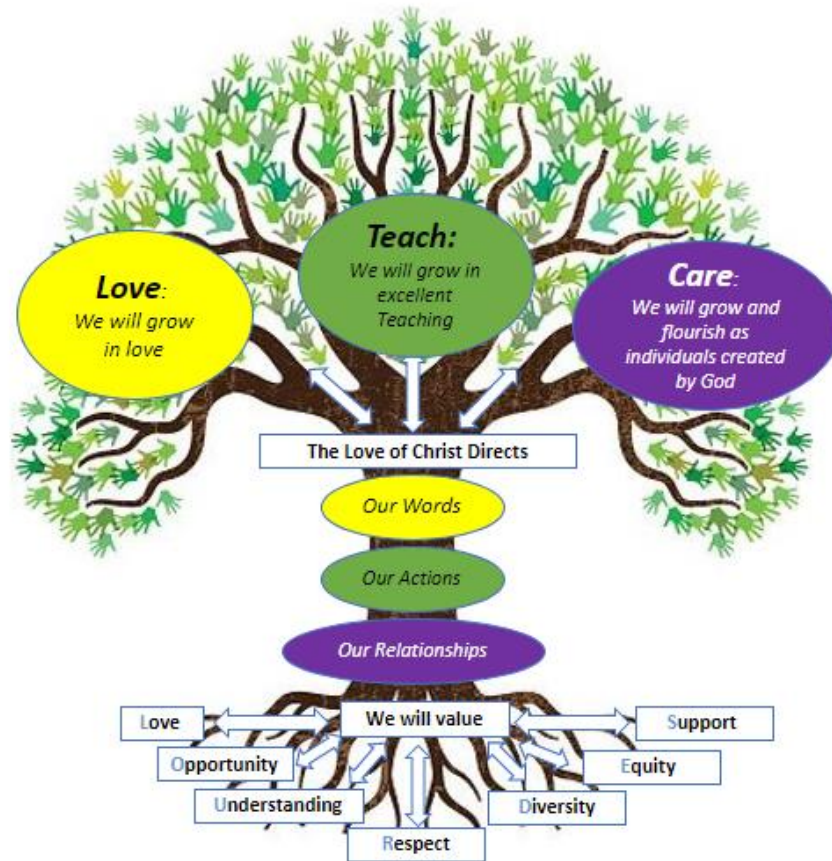
to support the highest possible personal and academic outcomes for our learners

Overview of Improvement Drive to '25

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)

3. Summary of our self-evaluation process.

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 2022-25:

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)

3. Summary of our self-evaluation process.

- 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)

4. Improvement Planning 2023-24

Improvement Area 1

NIF	Quality Indicators	Priority - Curriculum, Learning, Teaching and Assessment
	1.3	Leadership of change
	2.2	Curriculum
	2.3	Learning, teaching & assessment
	3.2	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)

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
Continue to develop and embed research-based classroom strategies as appropriate in all departments	PLP Periods Collegiate Outline of LT&A Strategy Articles/Texts Staff (PTCs & LT&A group members)	Professional Reading PL Resources CLPL Funds	DHT L&T & PTCs	

Liaise with departments to identify Personal L&T Targets for all staff using Walkthru toolkits	Walkthru Subscription, Walkthru Books, Collegiate time	-	DHT L&T; PTCs; CLT&A group members	· Departmental and Staff feedback to CLT&A Group
Deliver training and WS focus on improving Questioning and Feedback	Walkthru Subscription, Walkthru Books, Collegiate time	WS Training on Walkthru routines developed by CLTA group	DHT L&T; PTCs; CLT&A Leads	· Departmental meeting minutes · Evaluation of taster sessions · Focus Groups · Insight Data · Moderation activities
Further development of BGE Skills framework and BGE Levels	Collegiate time	-	DHT Pathways; DHT L&T PTCs; CLT&A group members	· Number of pupils participating in activities out with classrooms · Parents' Nights · Planned Learning
Further develop use of data to inform interventions at all levels	Insight and EDICT training, PTC meetings, Collegiate time	Insight and EDICT training	DLT; PTPCs; PTCs; CLT&A group members	· Planning meeting minutes · Positive destination figures · Prelim Scores and Prelim Review meetings · Professional Dialogue
Review Senior Phase 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	· PT Meetings · Pupil Questionnaires · Qualitative - (survey responses, staff and pupil focus groups) · Quantitative – (attainment data the following session/s)
Further develop staff understanding and practice of moderation procedures.	Professional Learning Time Whole-school and departmental collegiate time	GCC Moderation Procedures SQA Understanding Standards Education Scotland	DHT L&T; DHT RA&A; PTC	· Reporting · SEEMIS Referrals · Self-Evaluation work · Senior Options Programmes · Tracking Data
Raise the attainment and achievement of all pupils at all stages.	Professional Learning Time Whole-school and departmental collegiate time	Professional Reading PL Resources CLPL Funds	DHT L&T; DHT RA&A; PTC	· Wider Achievement Programmes and Award-Bearing courses

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Continue to fund PEF PT's focused on raising attainment and achievement	Staff Planning Meetings	-	DHT PS; DHT RA&A, DHT Parental Engagement; DHT Learning Pathways; PT Literacy; PT Parental Engagement; PT Digital; PT Development (Science); PT Recovery; PT Nurture

Improvement Area 2

NIF	Quality Indicators	Priority - Ethos, Equity and Equality
	1.2	Leadership of Learning
	1.3	Leadership of Change
	2.1	Safeguarding and Child protection
	2.4	Personalised Support
	2.6	Transitions
	2.7	Partnerships
	3.1	Ensuring 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)

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 meeting Funding for events/resources Links 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
Development of opportunities for celebrating faith across our school community	Planning Meetings Parental Engagement Focus Groups External Partners	-	DHT L&T, PT RE; Chaplaincy team; EE&E Group; School Chaplin	· Classroom Visits · CLPL Programme/PRDs · Counselling referrals · Curriculum Reviews · Discipline / behaviour referrals
Development of Youth Chaplaincy Team	Pupil Meetings	-	DHT L&T, PT RE; Chaplaincy team; School Chaplian	· Evaluative questionnaires · Extended pupils support team meetings

				Faith celebrations
Training in building and maintaining positive relationships	Staff and time (Collegiate) Professional reading	Training for PPR group	PPR Group +	· Faith celebrations · Focus Groups · GIRFEC profiles
Training in Nurture Principles	Staff and time (Collegiate) Professional reading	Training for PPR group	PPR Group + K McBride	· GWMP records · Information sharing (informal) · Insight Data
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 +	· JST minutes · Memorandum updates on young people · Moderation activities
Consistent approach to start of lessons	Whole school staff and time	Collegiate time	PPR Group	· Number of pupils participating in activities out with classrooms
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	· Nurture CPD · Observations · Parents' Nights · Personal support curricular content · Planned Learning · Planning meeting minutes
Expand the work of the Equalities Working Group	Pupil Meetings Equalities Working group Collegiate time	PL Equalities Training	DHT PS & Equalities Working Group	· Positive destination figures · PPR policy · PRD records · Prelim Scores and Prelim Review meetings
Use data to identify pupils who require targeted interventions to support lost learning	Data Staff Planning meetings	-	DHT PS; PTPC; PT Reengagement & PT ASN	· Professional Dialogue · PTC Meetings · PTPC reviews
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	· Pupil Questionnaires · Pupil Voice · RE curriculum content · School shows
Develop opportunities to develop pupil voice and celebrate pupil achievement	Pupil Meetings Planning Meetings Collegiate time	-	DHT PS, PTPC, PTC	· School trips · SDS enhanced group work · SEEMIS Referrals · Self-Evaluation work · Senior Options Programmes · SIIM minutes · Tracking Data

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| | | | | · Wellbeing referrals |
| | | | | · Wider Achievement Programmes and Award-Bearing courses |

Improvement Area 3

NIF	Quality Indicators	Priority - Health and Wellbeing
	1.3	Leadership of Change
	2.4	Personalised Support
	2.6	Improving Wellbeing, Equality and Inclusion
	3.1	Ensuring 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)

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
Continue to create opportunities for learning beyond the	Planning Meetings Pupil Council Meetings Focus Groups	-	DHT PS; PTPC; PTC;HWB Group	· Faith celebrations · GIRFEC profiles · GWMP records · Information sharing (informal)

classroom to support social development				· 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
Developing faith celebrated and faith in action	Planning Meetings Pupil Council Meetings Focus 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 Meetings Pupil Council Meetings Focus 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 Groups Pupil Support Leaders CLPL Funds CLPL Programmes	HT, DHT L&T, PTPC, PTC, PT PEF	

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Improvement Area 4

NIF	Quality Indicators	Priority – Learning for Sustainability
	2.2	Curriculum
	3.3	Increasing 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)

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 Meetings Planned Learning Departmental links	Sustainability CLPL	DHT Pathways; PTCs; LfS Group	Curricular Structures Planned Learning Classroom Visits Calendared Events (Eg. Health Day) Questionnaires Focus Groups Collegiate working INSET Days Professional Dialogue Whole-school meetings PT Meetings LfS Policy LfS Planning Digital Strategy group Minutes LfS Group Minutes
Developing planning & policy to create coherent whole school and learning community approach to Learning for Sustainability	Planning Meetings Planned Learning Departmental 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 Meetings Collegiate 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	