



**LOURDES SECONDARY SCHOOL**  
**STANDARDS AND QUALITY REPORT 2024-25**

# WELCOME



Dear Parent/Carer,

Our commitment to our pupils continues to be that: We will love, teach and take care of you as your parents and carers do

This commitment is central to our work as a school and is demonstrated in a range of ways. It can be seen most clearly in our approach to; developing the Catholic faith across our school community; our commitment to having high standards and expectations within our school; and in our continued focus on improving both academic and personal outcomes for all of our pupils.

We continue to deliver high-quality education and care for our pupils and we are incredibly proud of the wide-ranging achievements of all of our pupils. Working in partnership with parents and carers is crucial to our success and we maintain our commitment to close collaboration with parents and carers as we work together towards shared goals for our pupils.

We have made strong progress in the last year and I hope that you enjoy reading about our highlights in the pages ahead.

Thank you for all you continue to do to support the work of our school.

Best Wishes,

Paul Monaghan  
Headteacher



# CONTEXT OF THE SCHOOL



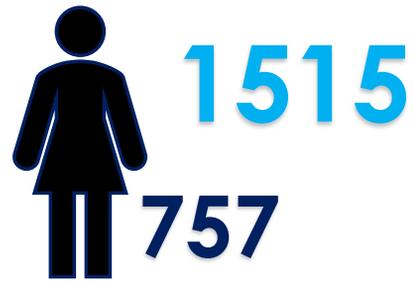
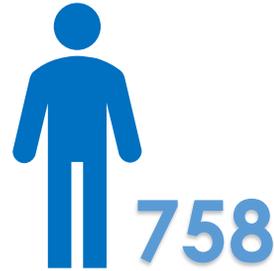
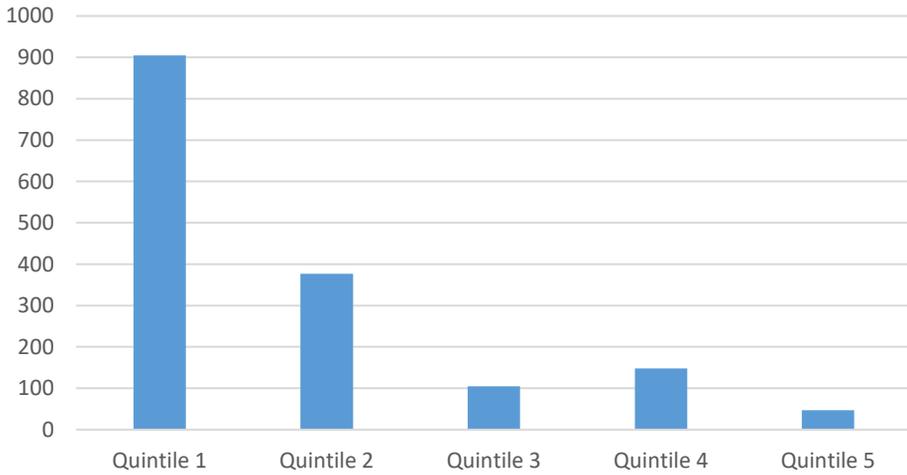
The Senior Leadership Team consists of the Head Teacher and five Depute Head Teachers. The school currently has 11 Faculty Heads/Principal Teachers of Curriculum. The Pupil Support Team includes six Principal Teachers of Pastoral Care, 5 Pupil Equity Funded (PEF) Principal Teachers, a Principal Teacher of Developing the Young Workforce, Support for Learning staff, English as an Additional Language teacher, Learning Zone Principal Teacher and staff and a team of partners from across our school community and from across Glasgow.

The school roll is currently 1515 pupils, with approximately 58% of our young people from Quintile 1. We have a strong track record of meeting our learners needs and this is reflected in a strong pattern of continuous improvements in outcomes for all.



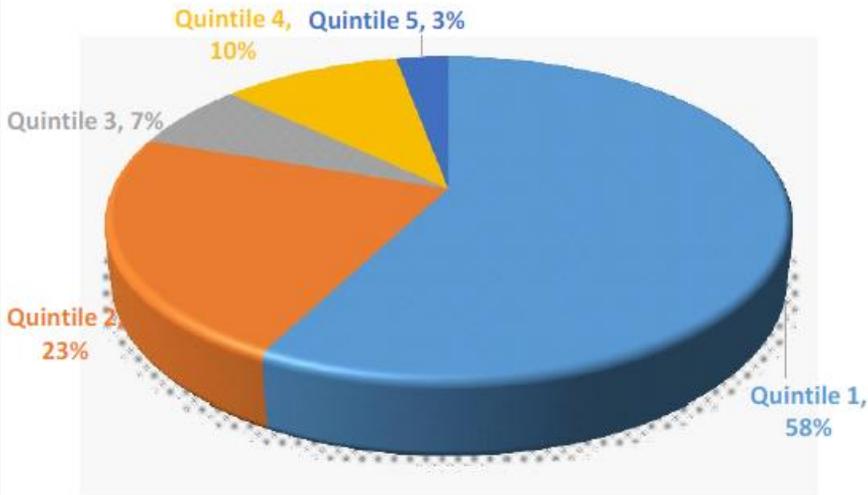


### PUPIL NUMBERS BY SIMD



70

Care Experienced



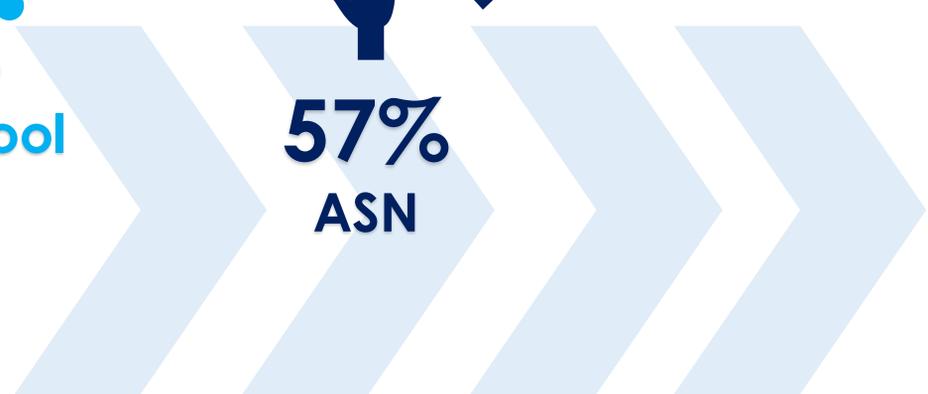
35%

Free School Meals



57%

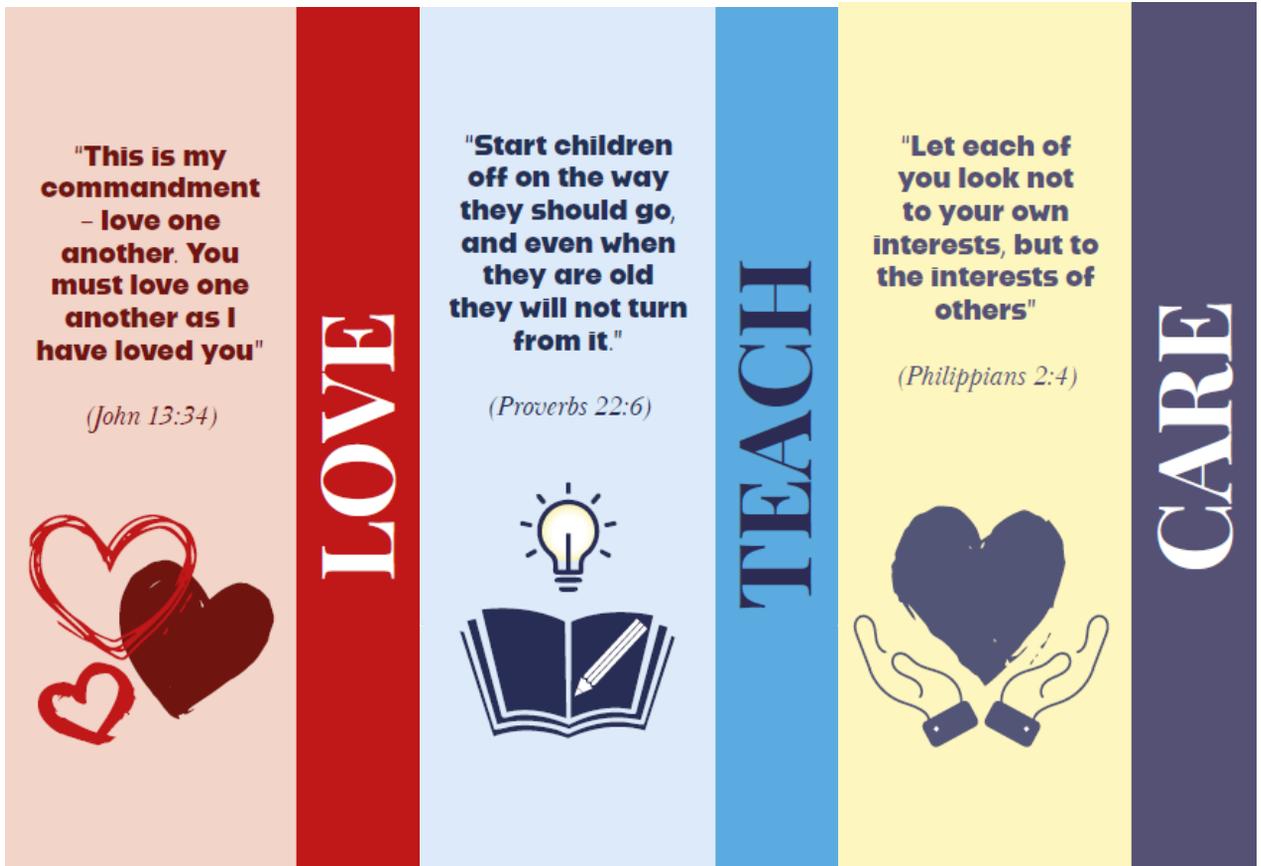
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# VISION, VALUES AND AIMS



“We will love, teach and take care of you as your parents and carers do,”



In 2025, we undertook a comprehensive consultation on our school's Vision, Values and Aims.

Our longstanding commitment to love, teach and take care of our pupils remains in place and is at the core of our school's vision.



# VISION, VALUES AND AIMS



At Lourdes Secondary, we value:



Our long-term ambitions for school improvement are formed against these core values and form part of our Mission 2030 five year school improvement plan across the school.



# CURRICULUM, LEARNING, TEACHING AND ASSESSMENT



An inspection team from Education Scotland visited our school in October 2022 to work with us in looking at various aspects of our work.

The inspection team confirmed that Lourdes Secondary is a very good school: a school in which all pupils are supported to achieve their very best in order to enable them to attain their individual goals and ambitions.

A letter from Education Scotland outlining their findings as well as a copy of their Summarised Inspection Findings can be found by following the link below:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=3554>

## 2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring





### 3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- The gospel values and school aims of 'to love, teach and take care' at Lourdes Secondary School underpin the very strong ethos for learning. As a result, there are positive relationships between young people, and young people and staff. These are an important strength of this school community. Young people appreciate staff supporting their learning outwith lessons. They value opportunities such as lunchtime drop-ins and supported study to review aspects of learning. In the pre-inspection questionnaire, almost all young people feel that they are encouraged by staff to do the best they can.



Education  
Scotland  
Foghlam Alba



# LEARNING AND TEACHING

## @ LOURDES SECONDARY

### Quality of teaching

- There is a strong culture of teacher agency; all staff are encouraged to employ innovative research-based pedagogy with their lessons which enhance pupil engagement.
- As a school we have a commitment to supporting Professional Learning and investing in staffing to enhance the quality of teaching. Professional Learning periods, PT PEFs and high quality collegiate activities have focused in developing knowledge of research led pedagogy.
- Staff, at all levels, are highly skilled in supporting pupils by planning interventions and adapting practice to support positive learning experiences and outcomes for all learners.
- Staff are skilled in using highly effective feedback, which moves learning forward, to support pupils to progress in their learning.



### Learning and Engagement

- Across our school, pupils are highly motivated and our observations show high levels of engagement within lessons. Learning experiences are varied, build on prior learning and ensure appropriate pace and challenge for learners. Pupils are active participants who are aware of the purpose of their learning through BGE key skills. This ensures positive progression in the Senior Phase. Pupils are observed to be confident learners who are offered a wide range of extra-curricular opportunities beyond the classroom and in our wider school community. This gives them an opportunity to demonstrate their skills, attributes and knowledge.

# LEARNING AND TEACHING

## @ LOURDES SECONDARY



### Effective use of Assessment

- Across all departments, assessment features within planned learning and is clearly explained to pupils, highlighting how to move learning forward.
- Departments are supported to develop a variety of assessment approaches appropriate for their context. Key skills and progression ladders in the BGE feature in all departmental approaches to assessment within the BGE and support a high level of cohesion within the Senior Phase.

### Planning, Tracking and Monitoring

We utilise a wide range of planning systems to ensure our curriculum meets the needs of learners.

- We track the progress of all pupils and have the data available for staff, pupils and parents to facilitate dialogue relating to learning
- Data relating to EAL, CE and SIMD is available to staff to assist in planning learning experiences and to plan interventions to ensure positive outcomes for all learners



# RESULTS 2025



Lourdes Secondary School has a proud record of supporting learners to achieve the highest levels of attainment. This is reflected in the results of the 2025 diet of SQA examinations.

S4			
Year	5+ Nat 3	5+ Nat 4	5+ Nat 5
2019	91%	76%	41%
2020	92%	84%	49%
2021	88%	82%	56%
2022	88%	79%	42%
2023	90%	82%	49%
2024	90%	81%	43%
2025			39%



S5			
Year	1+ Higher	3+ Higher	5+ Higher
2019	62%	33%	16%
2020	56%	38%	19%
2021	63%	43%	23%
2022	58%	40%	23%
2023	58%	37%	18%
2024	63%	39%	19%
2025	61%	34%	14%



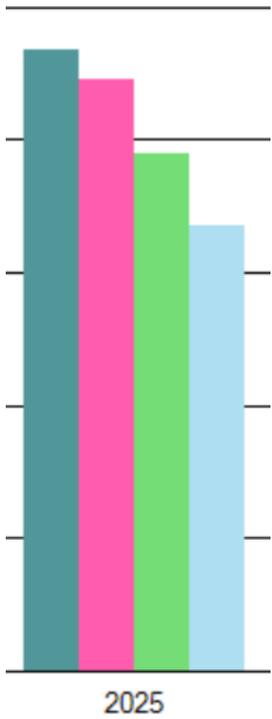


## S6

Year	1+ Adv Higher
2019	15%
2020	25%
2021	35%
2022	31%
2023	34%
2024	25%
2025	26%



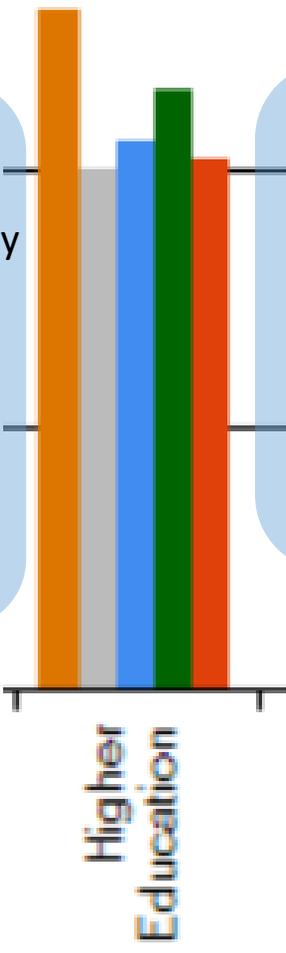
# NATIONAL BENCHMARKING



**Literacy & Numeracy**

- Lourdes Secondary is above Virtual Comparator for Literacy & Numeracy at SCQF Level 4 & 5 and continues to improve.

- Lourdes Secondary School SCQF 4
- Virtual Comparator SCQF 4
- Lourdes Secondary School SCQF 5
- Virtual Comparator SCQF 5



**LEAVERS DESTINATIONS**

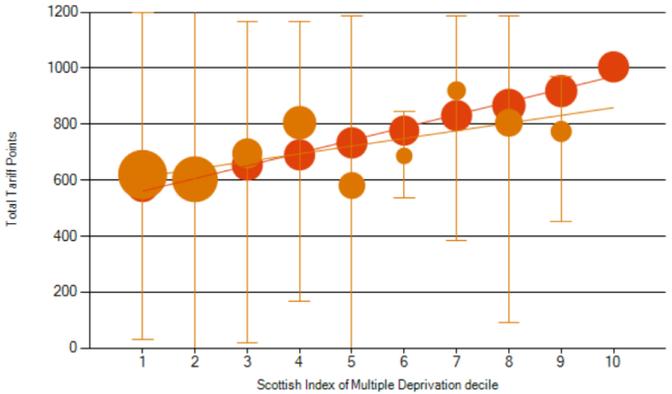
Lourdes Secondary is above all measures for Higher Education leaver destinations, this is a key area of strength in securing sustained positive destinations for our young people.

- Lourdes Secondary School
- Virtual Comparator
- Glasgow City
- The West Partnership
- The National Establishment

The selected year is 2024/25

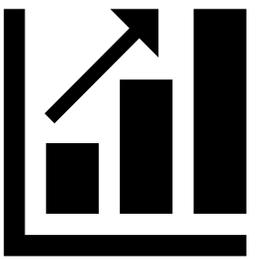
Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



**Attainment vs Deprivation**

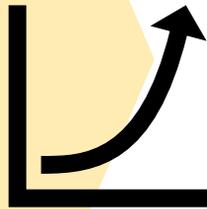
- Lourdes Secondary is above national trends in most SIMD bands
- The majority of Lourdes pupils reside in deciles 1-5, in which Lourdes significantly outperforms the national average.



# LEARNING AND TEACHING SPOTLIGHT: STAFF CLPL

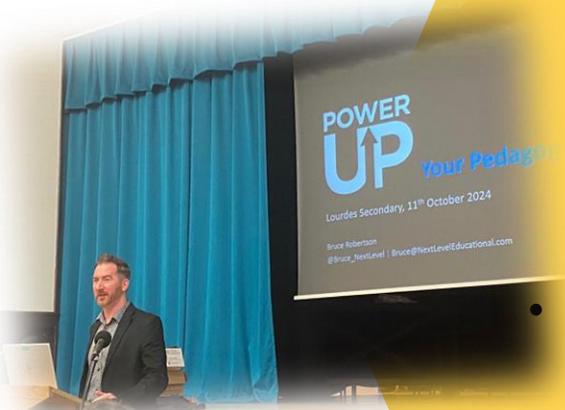
## LEARNING, TEACHING AND ASSESSMENT CLPL

- Throughout the session, staff across the school engaged in a range of opportunities to develop their knowledge of a range of approaches and strategies in the classroom.
- Whole School Collegiate time focussed on classroom routines and expectations, linking the importance of positive classroom relationships with consistent routines and expectations in class.
- In term 1 there was a focus on the management of mobile phones in classrooms and requests to use the toilet during lessons.
- In term 2 the focus moved to the management of the start and end of lessons.



## BRUCE ROBERTSON: INSET INPUT

- In session 2024/5, Bruce Robertson delivered a powerful and thought provoking CLPL input to all teaching staff around the key components of effective learning, teaching and assessment.
- This input combined a mix of scientific and researched based approaches to pedagogy and encouraged staff to evaluate how these could most effectively be applied within the classroom.



# LEARNING AND TEACHING SPOTLIGHT: STAFF CLPL

## PLANNING FOR SESSION 2025/6

- Building on the work from session 2024/5, in session 2025/6, we plan to focus on the development of the independent study skills of pupils by improving our approach to home learning and providing additional opportunities for private study.
- In line with our aims to provide pupils with the best qualifications possible and our value of AMBITION, pupils will be supported to work hard and reach the targets that have been set for them.



## SESSION 2025/6 PROGRAMME

- Whole school approach on the importance of independent Study Skills.
- Supporting Parents and Carers in gaining an understanding of the importance of Study Skills and the role that they can play in supporting their child.
- Departmental review of Homework policy, ready for the introduction of a clear, whole school approach for session 2026/7.



# PUPIL EQUITY FUND SPOTLIGHT:

# LITERACY

## PT Literacy Actions for 2024-5

### Whole-school

- To continue to work with departments to develop L&T of content through research-rooted literacy practice.
- To progress Lourdes Tier-3 Vocabulary Dictionary.
- Training S6 Reading buddies

### Learning Community

- To continue to liaise with primaries; transition, identifying struggling readers, BGE moderation.

### Systematic Synthetic Phonics

- To continue collaboration with Sfl dept



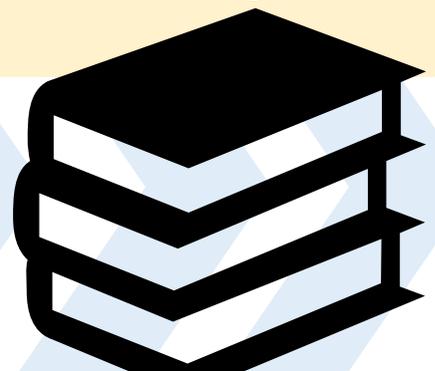
## PT Literacy Priorities for 2025-26

### Whole-school:

- Progress with development of Tier-3 dictionary pilot
- Delivery of CPD on effective literacy strategies
- Build capacity within the school for SSP (Systematic Synthetic Phonics) intervention with S1 intervention class.
- Training S6 Reading buddies

### Primary

- Delivery and design of transition lessons; modelling our reading, writing and vocabulary strategies.
- Continued visits to all primaries to gather reading assessment data.

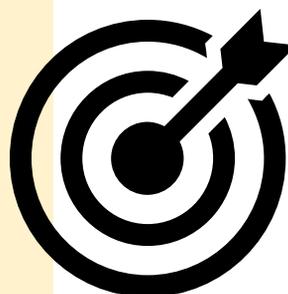


# PUPIL EQUITY FUND SPOTLIGHT: SCIENCE



## PT Science Actions for 2024-25

- S2 BGE Course Development
- Review of S1 BGE course development
- Development of assessments for the new S2 BGE course
- Self-evaluation/review and impact of new teaching strategies.
- Continuing with iPad/Digital strategies eg. How to use iPads effectively in our Science lessons.



## PT Science Priorities for 2025-26

- Deliver new S2 course to learners in June/August 2024.
- S3 courses updated and adjusted to allow progression and challenge for learners. This is due to new topics being delivered in the S1 and S2 courses.
- To continue with the development of assessments for the new BGE course in S2.
- To continue with the development of skills assessment in S1-S3 – use N5 Assignment and the N4 AVU to help drive this.
- To follow timeline for new BGE course including when to assess to ensure consistency across department.



The S6 Young STEM Leaders worked very hard throughout the year to organise a range of exciting STEM activities and promote STEM to their peers. This enabled them to develop a wealth of important skills that will help them in their future careers.



Activities included:

- S1 STEM Day – S1 pupils had the opportunity to try fun and engaging science activities, ran by the S6 pupils across a full day
- Primary visits – S6 pupils visited local primary schools and delivered exciting science sessions for the primary classes to try science experiments
- Science club
- Supported study sessions for senior pupils
- Volunteering in BGE classes to help with both practical and theory
- Helping out the science department at the 'Welcome to Lourdes' evening



**RESPECT:**

# RIGHTS RESPECTING SCHOOL

UNICEF is a global charity which protects and supports children. A Rights Respecting School is a place where we can all feel confident with ourselves and it encourages us to use our voice. It helps to build confidence and raise awareness of what's right and wrong.

We are working towards becoming a Rights Respecting School (RRSA).

The Award recognises a school's achievement in putting the United

Nations Convention on the Rights of the Child into practice within the school and beyond. There are three stages to the Rights Respecting Schools Award. Bronze, Silver & Gold.

In Session 2024/5, we achieved our Silver Award and are now beginning the process of working towards the Gold Award.

As a school, we want to recognise and celebrate this.



**RESPECT:**

# BLACK HISTORY MONTH



In October we celebrated BHM under the theme of Standing Firm in Power and Pride through:

- PSE Content ▪ Curricular Content
- Displays
- Lunchtime Activities
- Assemblies and pupil led morning announcements
- Social Media across all platforms by our working group



 Equality Act 2010	 Age	 Disability	 Gender Reassignment	 Race
 Religion or Belief	 Sex (Gender)	 Sexual Orientation	 Pregnancy & Maternity	 Marriage & Civil Partnership

## CULTUREFEST 2025

- In May 2025, S1 and S2 pupils participated in Lourdes Secondary School's first ever Culture Fest.
- Devised and organised by the Social Subjects Faculty, the event sought to celebrate the broad and varied cultural heritage of our school community.
- Guided by our incredible senior pupils, S1 and S1 crossed continents of cultures and had their passports stamped as they engaged in the food, music and culture of a range of countries across the globe.
- This event was an enormous success and an excellent reflection of the vibrant culture of our school community.
- The success of the event was highlighted by our local MSP Humza Yousaf in the Scottish Parliament.



# SENIOR PUPIL LEADERSHIP TEAM

## SENIOR PUPIL LEADERSHIP TEAM

For session 2024/5 for the first time in 6 years, Lourdes Secondary School elected S6 pupils to the roles of Head Boy and Head Girl.

- The selection process involved a competitive application, interview and election process, with staff and pupils across the school being able to vote.
- In the first year, the SPLT effectively established teams of Prefects and worked alongside various departments across the school.
- The leadership of the SPLT supported initiatives such as the Toy Collection and Culturefest.
- Moving forward, we look to build the capacity of senior pupils in supporting younger students and developing Pupil Voice.



# RESPECT SPOTLIGHT: CULTUREFEST 2025





Inspired and strengthened by Gospel values, the Chaplaincy team aim to ensure that the spiritual needs of all pupils are met, and strengthened, and that all pupils are given the opportunity to develop their abilities and God given talents.

## Advent at Lourdes

We celebrated our Advent Season by following the weekly themes of Hope, Love, Joy and Peace to lead our reflections and activities. For each school day we had planned opportunities for pupils to engage with faithful reflections and prayer.

During Advent we:

- Created videos with our Youth Chaplaincy Team reflecting on the Sunday Gospels
- Prayed together during our Prayer Breakfast
- Held our bi-annual Foodbank Friday fundraiser.
- Created a personalised Lourdes “Jesse” Christmas Tree
- Worshipped through music and the singing of Advent hymns.





## Lent at Lourdes

Our Lenten season marked our journey of Praying, Fasting and Almsgiving as we prepared our community for the celebration of Easter.

During Lent we:

- Had an opportunity for all to attend the Sacrament of Confession
- Celebrated Holy Mass each week.
- Reflected on the life of Jesus through the FireCloud music ministry
- SCIAF visited our school and held assemblies with all year groups. They highlighted work they undertake to alleviate poverty in less economically developed countries.
- Held “Change Challenge” and organised an appeal for the Morocco Earthquake crisis.
- In addition, we organised our second Foodbank Friday fundraiser of the year



# CHAPLAINCY



## Chaplaincy Priorities 2025-26

- Continue to develop opportunities to celebrate Holy Mass as a community of faith
- Continue to develop liturgical awareness of pupils through Whole School faith celebrations, with a focus on Advent & Lent campaigns
- Continue to work with the Youth Chaplaincy Team to plan events
- Develop the staff Chaplaincy Group
- Develop a Lourdes Secondary hymn book
- Further develop the S6 Caritas Programme
- S6 pupils complete their reflections and volunteering to achieve and receive their Caritas Award



# TOY COLLECTION



The S6 pupil leadership team developed their own initiative in session 2024/5 to collect and distribute new and pre loved toys to the local community in the lead up to Christmas. They worked alongside local charities including Make do and Grow.

## Toy Collection

In order to ensure that the Toy Collection was a success, Senior Pupils:

- Formed links with local charities, primaries and parishes.
- Created a clear and consistent branding to advertise and promote the toy collection.
- Spoke at all year group assemblies and to all staff at a staff meeting.
- Collected toys and distributed alongside Make do and Grow.



## SPOTLIGHT:

# LIFE AT LOURDES



Lourdes Secondary School is an active and vibrant community. Pupils have the opportunity to engage in a wide range of opportunities both inside and beyond the classroom.

These experiences help to equip pupils with a variety of opportunities to develop their God Given gifts and talents and make a positive contribution to the wider school community.



## DRAMA



# SPOTLIGHT: LIFE AT LOURDES



**DRAMA**



# SPOTLIGHT: LIFE AT LOURDES



**MUSIC**



# SPOTLIGHT: LIFE AT LOURDES



**SPORT**



# SPOTLIGHT: LIFE AT LOURDES



**DUKE OF  
EDINBURGH**



# SPOTLIGHT: LIFE AT LOURDES



## S6 EVENTS



