

Lourdes Secondary School Standards & Quality Report Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school

Lourdes Secondary is a six-year Roman Catholic comprehensive school which covers the communities of Cardonald, Govan, Corkerhill, Penilee, Hillington, Pollok and Crookston. As part of the Lourdes Learning Community, the school has seven associated Primary Schools: Our Lady of Lourdes Primary School, Our Lady of the Rosary Primary School, St George's Primary School, St Saviour's Primary School, St Monica's Primary School, St Constantine's Primary School and St Marnock's Primary School. The school roll is currently 1515.

Based on the 2025-26 Equity Profile dataset:

Based on the 2020-21 Equity Forms dataset.

 Pupils in SIMD Decile 1 and 2 <table><tr><td>Your school</td><td>58.1%</td></tr><tr><td>Glasgow (Secondary)</td><td>57.1%</td></tr><tr><td>National (Secondary)</td><td>21.6%</td></tr></table>	Your school	58.1%	Glasgow (Secondary)	57.1%	National (Secondary)	21.6%	 Pupils registered for free school meals <table><tr><td>Your school</td><td>31.1%</td></tr><tr><td>Glasgow (Secondary)</td><td>36.7%</td></tr><tr><td>National (Secondary)</td><td>18.2%</td></tr></table>	Your school	31.1%	Glasgow (Secondary)	36.7%	National (Secondary)	18.2%	 Attendance <table><tr><td>Your school</td><td>89.0%</td></tr><tr><td>Glasgow (Secondary)</td><td>86.8%</td></tr><tr><td>National</td><td>Not Available</td></tr></table>	Your school	89.0%	Glasgow (Secondary)	86.8%	National	Not Available
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 Exclusions Incidents per 1000 pupils <table><tr><td>Your school</td><td>26.4</td></tr><tr><td>Glasgow (Secondary)</td><td>15.4</td></tr><tr><td>National</td><td>Not Available</td></tr></table>	Your school	26.4	Glasgow (Secondary)	15.4	National	Not Available	 Pupils who are looked after <table><tr><td>Your school</td><td>1.5%</td></tr><tr><td>Glasgow (Secondary)</td><td>1.7%</td></tr><tr><td>National</td><td>Not Available</td></tr></table>	Your school	1.5%	Glasgow (Secondary)	1.7%	National	Not Available	 English as an Additional Language <table><tr><td>Your school</td><td>27.5%</td></tr><tr><td>Glasgow (Secondary)</td><td>27.5%</td></tr><tr><td>National (Secondary)</td><td>7.6%</td></tr></table>	Your school	27.5%	Glasgow (Secondary)	27.5%	National (Secondary)	7.6%
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Our achievements and improvements 2025 – 2026

Key developments (Leadership of Change) (QI 1.3)

Refreshed Vision, Values and Aims created with all stakeholders and launched for the start of session 2025/26. The language of our school values of Faith, Respect and Ambition have been used to inform our School Improvement Plan and long-term planning around our Mission 2030 goals. These aims have been shared across the school community.

Staff have engaged in a range of professional learning opportunities to increase knowledge, understanding and partnership in areas linked to our School Improvement Plan, with a focus this session on Nurturing Positive Relationships, Learning and Teaching and improving the independent study skills of pupils.

Developments in Learning, Teaching and Assessment (QI 2.3)

All staff engaged in professional learning to develop an agreed, consistent standard for learning and teaching across the school. Through discussion with stakeholders, the school created and launched its revised Learning, Teaching and Assessment strategy in session 2025/26. This revised strategy promotes the "Our Lourdes Lesson" model as the expected lesson standard across the school.

Staff collegiate time has been devoted to discussing aspects of learning and teaching in line with the School Improvement Plan and our revised Vision, Values and Aims. The school value of Ambition has inspired discussion around the enhancement of pupils' ability to study independently. This has led to the creation of the school's revised Home Learning Strategy which has a particular emphasis on homework within the Broad General Education and successful engagement with parents as part of our "Study Skills Evening" for Senior Phase Pupils.

Our approach to self-evaluation witnessed regular opportunities for colleagues to engage in lesson observations and collaborative discussion. Self-evaluation activities focused on the implementation of whole-school approaches to positive relationships and the implementation of the "Our Lourdes Lesson" lesson standard. In almost all lessons, the expected lesson standard is fully embedded, with teachers utilising a range of strategies to support pupils in their learning.

Revisions to Tracking and Monitoring in the Senior Phase sought to provide pupils and parents with clearer and more accurate information in relation to pupil progress at various stages of the school year. Revisions to how "progress" and "attitude to learning" are tracked and recorded has enabled senior staff and pastoral staff to identify and support pupils appropriately in understanding specifically what they need to do to make improved progress in their learning and achieve their highest possible results.

Progress in promoting Wellbeing, Equality and Inclusion (QI 3.1)

We have utilised Pupil Equity Funding (PEF) to identify and support pupils in a variety of ways. Our Principal Teacher of Literacy has delivered targeted literacy interventions to S1 pupils who had been identified as requiring support in reading. As a result of these interventions, almost all pupils targeted for intervention have improved their reading age, aiding their ability to access and engage with the curriculum.

Whole-school collegiate time has been used to focus on the importance of classroom routines and expectations in providing a safe and consistent learning environment for all learners.

Our coordinated and planned approach to Nurture has continued to support pupils and families across our school community. The establishment of the SOLAS Base has offered targeted support to pupils in need of additional support in their transition to secondary school and who would be at risk of non-attendance at school.

The Pupil Support Team have worked closely with families to support improvements in attendance across the school. The Pupil Support Team have worked with partners and services both inside and outside of school to support sustained improvements in attendance.

The introduction of the Positive Pathways Curriculum has sought to enhance attendance and attainment in S3/4 through targeted interventions for support and bespoke curricular planning for learners. Continued partnership working with our local college partners, Skills Development Scotland, Rangers Football Club and organisations such as Tigers has enabled us to provide an appropriate curriculum and a range of opportunities which will support pupils into a positive destination.

Progress in children's learning/Raising Attainment and Recognising Achievement (QI 3.2):

- In line with national expectations, most young people in S3 achieve Third Level in both Literacy and Numeracy.
- In S4, most young people achieve National 5 Literacy, and the majority achieve National 5 in Numeracy; almost all young people achieve at least National 4 in Literacy and most achieve at least National 4 in Numeracy.
- In S5, almost all young people have achieved National 5 in Literacy, and most have achieved National 5 in Numeracy
- In S6, most young people have achieved National 5 in Literacy and Numeracy.

Wider Achievement

Pupils across the school continue to participate in a wide range of opportunities which allow them to develop and share their gifts and talents.

The school has achieved its Silver Rights Respecting School Award and is in the process of working towards Gold accreditation.

We have an increasing number of pupils participating in Kings Trust qualifications and in the Duke of Edinburgh Award.

Our Performing Arts Faculty continues to provide a variety of opportunities for pupils to discover and share their talents in the arts. Our annual Orchestral Play Day once again brought musicians from across our learning community together to play as part of an orchestra while our annual Christmas Concert was once again a showcase of the talent of our pupils across the school.

The Drama Department staged a successful production of the musical “Footloose” which not only featured a cast of performers from all year groups, but was also supported by a range of pupils behind the scenes working backstage, in lighting, sound and production.

Our P.E. Department has once again supported pupils at a range of events across the city, including athletics, football and basketball.

We continue to support S6 pupils in their participation in the Caritas Awards and the resulting volunteering and charitable activities helping support the needs of our wider school community. The second annual “Toy Collection” drive saw S6 pupils partner with local charities to collect new and nearly new toys for donation in the lead up to Christmas in an effort to support local families with the increasing expense of Christmas. This commitment to local causes is further evidenced through the work of the Chaplaincy team in their two annual collections for the local foodbank.

National Qualifications:

These figures apply only to those qualifications resulted in the SQA exam diet and do not include National Progression Awards, Group Awards, or other qualifications at Level 5/6.

In session 2025/26 (pre-appeal)

In S4, 47% of pupils achieved 5+ National 5 level qualifications, while 67% achieved 3+ National 5 level qualifications.

In S5, 14% of pupils achieved 5+ Higher awards, 35% of pupils achieved 3+ Higher awards and 59% of pupils achieved 1+ Higher award.

In S6, 27% of pupils achieved at least one Advanced Higher level award.

Attendance and Exclusion data

Overall attendance figures for Lourdes Secondary is 89%. This is above the average for Glasgow Secondary schools.

Exclusion figures for Lourdes Secondary are 26.4 exclusions for every 1000 pupils. This is above the figure for Glasgow.

Our improvement plan priorities 2026 – 2027

We have a number of key priorities for the year ahead covering themes including:

- Raising Attainment
- Curriculum Development
- Nurturing Positive Relationships
- Enhancing the Catholic Ethos of the School
- Learning, Teaching and Assessment

Our planning is clearly linked to our school Aims that:

All pupils will:

- Demonstrate **values** inspired by the teachings of Jesus Christ
- Develop the **resilience**, **skills** and **character** to thrive in an ever-changing world
- Achieve their **strongest qualifications** providing a pathway to **future success**

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Very Good

Learning Teaching and Assessment (QI 2.3)

Very Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Very Good

Raising Attainment and Achievement (QI 3.2)

Very Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@lourdes-sec.glasgow.sch.uk

Our telephone number is: 0141 582 0180

Our school address is:

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Cardonald

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Further information is also available on our school website:

[Lourdes Secondary School](#)