

Context of the school:

St Columba's High School is a Catholic school serving the South-west of Greenock along with Gourock and the villages of Inverkip and Wemyss Bay. We occupy a modern school campus overlooking the Firth of Clyde and have a capacity for 686 pupils. The school roll has steadily increased in recent years and in session 2018-2019, the roll was 707 pupils. Around 49% of our pupils live in SIMD 1-3. The school is very successful in securing positive outcomes for pupils' future destinations including Higher Education, Further Education, training and employment. The number of pupils who leave school to attend university, college or enter employment remains high. Vulnerable young people continue to enjoy excellent support into employment or college through very effective transition programmes and post school support planning.

Highly effective cluster partnerships with St. Andrew's, St. Joseph's and St. Ninian's Primary Schools are a key feature of successful school improvement. Families across the school community are active participants in the life of the school and are well led by the Parent Council.

The St Columba's High School vision is, 'Attainment, achievement and positive futures for all'.

St Columba's is a Catholic school, committed to the Values of the Gospel. Every member of our school community is encouraged to uphold our values which include - **Faith; Ambition; Inclusion;** and **Perseverance**. St Columba's High School is a nurturing and inclusive school committed to high levels of support, participation and achievement for all. We aim to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good. By regular prayer and worship, we foster the distinctive Catholic ethos of the school.

The school was visited by a local authority review team in March 2018 and the following key points were highlighted:

- In the short period of time the HT has been in post she, ably supported by her senior management team, has shared and established a vision for improvement and has developed leadership at all levels.
- Staff are sensitive and responsive to the wellbeing of each individual young person.
- Staff provide a wide range of opportunities to improve pupil engagement, attainment and develop their skills for learning, life and work.
- Throughout our engagement with pupils they demonstrated their pride in the school and its community.

Further information can be found in our school handbook which is available on our school website at <https://blogs.glowscotland.org.uk/in/schswwebsite/>

Our attainment:

Achievement of a Level data

Broad General Education

Our BGE data in literacy and numeracy at the end of the BGE is above the local authority, and in most cases, the national figures:

Percentage of pupils achieving Third Curriculum for Excellence level of better by the end of S3						
	School		Local Authority		National	
	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
Literacy Reading	94	92	90	93	90	90
Literacy Writing	90	91	89	91	89	89
Literacy Listening and Talking	95	92	92	94	91	91
Numeracy	85	85	82	86	88	89

In 2018, the school reports that by the end of S3 almost all young people achieved third curriculum level in all elements of literacy, listening and talking, reading, writing and most in numeracy. Staff are continuing to work on 'achievement of a level' information and on moderation to ensure the information on attainment in the BGE is reliable. The cluster of schools associated with St Columba's are involved in moderation of reading and numeracy across a number of local authorities to share and agree standards.

The school also uses standardised data from P7 to help build on prior learning and to support pupils within the BGE.

Secondary SQA data

Senior Phase Leavers

Overall, young people are attaining well in literacy and numeracy by the time of leaving school. Most young people attained literacy and numeracy at SCQF level 5 or better in the past two years. The percentage of young people attaining literacy at SCQF level 4 or better and SCQF level 5 shows an improving trend. However, performance over the 5 year period has gone from being above the virtual comparator to just below. The percentage of young people attaining numeracy at SCQF level 4 or better and 5 or better improved over the last 5 years but has varied in relation to the virtual comparator.

As they move through the Senior Phase

Literacy

Over the past 5 years, the percentage of S4 pupils attaining Level 3, Level 4 and Level 5 Literacy has been greater than our virtual comparator. (In some cases significantly greater). The overall trend during the past 5 years indicates that the percentage of S5 pupils attaining Level 3, Level 4 and Level 5 Literacy has been greater than our virtual comparator. The trend over the past 5 years indicates that the percentage of S6 pupils attaining Level 3 and Level 4 Literacy has been greater than our virtual comparator.

Numeracy

In S4 and S5, the 5 year trend for pupils attaining Level 3, Level 4 and Level 5 Numeracy has been greater than our virtual comparator. For S6, the 5 year trend for pupils attaining Level 3 and Level 5 has been greater than our virtual comparator, although we can observe a decrease in 2018.

Attainment over time

Breadth and depth

In S4, the 5 year trend demonstrates that we are performing better than our virtual comparator at all levels.

In S5, the overall trend suggests that we perform better than our virtual comparator.

By S6 we must continue to focus on all awards including SCQF levels 5 & 6. It is imperative that we track the cumulative attainment of S5 and S6 pupils to identify further opportunities for accreditation.

At SCQF level 7, we observe a significant improvement over the past 2 years and we can attribute this to a range of factors including: more effective tracking & monitoring; mentoring programme; increased supported study opportunities.

Overall quality of learner's achievement

The coordinated approach to tracking and monitoring and the use of the data walls encourage staff contributions regarding pupil engagement, strengths and preferences. A wide range of opportunities some relating to STEM and DYW were available to young people and some were targeted based on pupils interest, aptitude and ambitions.

Young people are achieving a wide range of additional skills and attributes in culture, sport, accredited youth awards, volunteering, leadership, citizenship and through an extensive range of clubs. They are becoming more resilient and confident through a variety of opportunities for leadership e.g. the BGE and Senior Phase Learner Councils, Legacy and Sports leaders, Anne Frank Ambassadors

They have opportunities for a wide range of accreditation such the Pope Benedict XVI Caritas Awards, Duke of Edinburgh awards where 83 S3 pupils achieved the bronze award, SQA French for Life and Work award and Saltire awards where all S3 were successful.

Pupils benefit from a range of lunch and after school activities including sports, music, drama, arts & crafts, and computing.

Equity for all learners

Attainment vs deprivation

The SIMD distribution is such that over a third of pupils are living in the 2 most deprived deciles and around a half in the three most deprived deciles. There are very few young people in deciles 4, 5 and 10, with just under a half living in SIMD deciles 6 to 9.

In S4/S5/S6 pupils are generally achieving higher tariff scores than pupils from similar backgrounds with the exception of pupils from SIMD 6 but due to the small number of pupils in these SIMD areas this can vary. In S5, the pattern of achievement has increased for all except SIMD 6. By S6 only pupils from SIMD areas 6, 7 and 8 have achieved higher tariff scores than the VC. Pupils from SIMD areas 1 to 5 have not performed as well as the VC.

Destinations

The trend over the past 5 years, indicates that almost all young people have entered a positive destination on leaving St Columba's High School. We note a decline in 2018 and, therefore, this is a key priority for improvement for next session.

Over the past five years, most of the S4 cohort returns to school for S5, with the majority or more returning for S6.

Review of progress for session 2018-19

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
<u>Strategies</u> <ul style="list-style-type: none"> Engage with moderation activities at cluster and departmental level. Incorporate Inverclyde's Learning and Teaching Policy into L&T practices across the school community. BGE Tracking system launched across all curricular areas following on from good practice identified in pilot 2017 – 2018. Develop a more rigorous approach to monitoring attendance and punctuality via a coordinated plan involving SLT, Pupil Support staff and Wellbeing Officer. Continue to engage with coaching and modelling officers with a particular focus on modelling lessons. Continue to take forward plans for systematic self-evaluation leading to improved outcomes for young people. <u>Progress and Impact</u> <ul style="list-style-type: none"> PT Literacy & PT Numeracy attended cluster and local authority events in November 2018 and March 2019. As a result, staff confidence has increased. Inverclyde Learning & Teaching Policy launched at Inset Day 3. Staff engaged in a collegiate activity which focussed on key aspects of the policy. Whole school focus on Literacy and Numeracy across curriculum enabled staff to engage in a range of methodologies some of which are used regularly in classes. PTs engaged in formulation of a BGE tracking template which has been updated to incorporate departmental tracking opportunities. Pupil support input at INSET Day 2 on attendance monitoring procedures has resulted in improved practice by staff on period by period registration. Attendance Interventions are monitored on a 6 weekly basis, recorded on attendance spreadsheet. Regular meetings have been established with SLT/Guidance to discuss attendance interventions across caseload. The School Wellbeing Officer has created system to monitor intervention letters by stage and date. The Attendance Forum for stage 3 attendance concerns has been established. These interventions have resulted in: increased attendance for some pupils; sharing of good practice across the pupil support team; and an improved focus on attendance monitoring. Coaching & Modelling Officer for Literacy – teaching and modelling 'Fresh start' reading programme. 	

- Coaching & Modelling Officer for Health, Wellbeing & Nurture - drop-in sessions to support staff in developing nurture, positive relationships & behaviour.
- Coaching & Modelling Officer for Numeracy – modelled lessons in some maths classes and worked in collaboration with class teachers to implement new strategies.
- HGIOS? 4 and HGIOURS parts 1 & 2 has been incorporated into new self-evaluation policy and these documents have been distributed to all teaching staff. This has impacted on the clarity of procedures and staff engagement in a range of self-evaluation strategies.
- Doors open fortnight took place in September followed by Learning Visits Round 1. Staff shared their experiences with colleagues and outlined how this would impact on their classroom practice.
- Learning visits programme provided opportunity for ‘double banking’ lessons to ensure consistent approaches and understanding of standards. Further opportunities to explore this strategy were offered to staff via the Regional Improvement Collaborative Learning Activity.
- Learning visit record adapted to improve coherence and includes section for pupil voice. Consequently, there is an increased level of engagement with all learners.
- New self-evaluation template developed to support SLT/PT Curriculum discussions around departmental self-evaluation. This had led to a greater consistency of support and challenge discussions around departmental and whole school improvement priorities.

Next Steps:

- Continue to engage with moderation activities at school, cluster, local and inter-authority levels.
- PT Literacy and PT Numeracy to lead the development of pedagogy for literacy and numeracy in collaboration with primary colleagues and CMOs.
- Plan further professional learning activities with a focus on learning and teaching and assessment including: Inverclyde’s Learning & Teaching Policy and OSIRIS.
- Further develop staff engagement with tracking and monitoring pupil progress via data analysis and learner conversations.
- Implement new self-evaluation for self-improvement policy incorporating: double-banking classroom visits followed by quality professional dialogue; pupil voice activities leading to appropriate action (HGIOURS); and planned opportunities to interrogate data and identify appropriate interventions.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School leadership

Teacher professionalism

HGIOS?4 QIs

1.3 Leadership of change

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

Strategies

- Increase opportunities for collaborative working with our primary colleagues with a particular focus on pedagogy within numeracy.
- Wellbeing Officer to engage with targeted families with a focus on improving pupil attendance.
- Continued focus on ensuring all staff are fully aware of the poverty-related attainment gaps in their own classroom and the appropriate interventions required.
- Extend the provision of Nurture for a targeted group by increasing staff input.
- Targeted support for some vulnerable pupils provided by timetabling in-class support.
- Continued focus on targeting additional wider achievement opportunities towards our most vulnerable young people.

Progress and Impact

- PT Numeracy engaged with associated primaries during National Maths Week. DHT and PT Numeracy have been working collaboratively with primary colleagues to strategically plan and implement the development of numeracy pedagogy. As a result, we have established improved partnership working which is expected to improve learning experiences for our young people.
- All staff aware of poverty-related attainment gaps for S1-S3 pupils. Subsequently, staff have identified appropriate interventions and this has led to improved attainment.
- All staff engaged in Resilience training to raise awareness of trauma and Adverse Childhood Experiences. This has resulted in an enhanced commitment to inclusion among staff.
- MVP mentors trained by DMcCahill to deliver Nurture Principles input to all pupils. Consequently, young people have gained a deeper understanding of Nurture Principles and how they can support one another.
- PT Attainment & Achievement – completed profiles with all S2/3 target PEF pupils. Pupils have developed more confidence from opportunities identified based on surveys including: Sea Cadets; Cycling Proficiency; Barista Training; College Taster Sessions.

- New website includes a form for parents/carers/pupils to inform us of wider achievements. Thus, we are able to formally recognise more of our young people's wider achievements.

Next Steps:

- Increased focus on securing expected progress for all learners, including literacy and numeracy.
- Establish a PEF steering group to identify pupils who are not making expected progress and plan and evaluate appropriate interventions.
- Pupil support team to further develop a systematic approach to tracking and monitoring pupil attendance and punctuality including: daily tasks; attendance letters; attendance forums; and team meetings.
- Continued focus on ensuring all staff are fully aware of the poverty-related attainment gaps in their own classroom and the appropriate interventions required.
- Continued focus on targeting additional wider achievement opportunities towards our most vulnerable young people.

School priority 3: Improvement in children and young people's health and wellbeing.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.5 Family learning

2.7 Partnerships

Strategies

HWB introduced for S1-3 established with input from various partners.

HWB day (whole school) reviewed and implemented, additional partners will be involved

Whole school Self Evaluation to determine gaps in Wellbeing Es & Os

Universal & Targeted Wellbeing sessions to be introduced

Whole school Pupil HWB survey to be rolled out

Pupil led Assemblies to promote HWB throughout the year

HWB Pupil Council – profile to be raised of Council work

Wider Recognition of young people's involvement in Clyde Conversations

High Five project to be fully implemented

Progress and Impact

Faculty of Health & Wellbeing have embedded mental wellbeing inserts including: Emotional Literacy; "Recharge" programme; Internet Safety; Drugs Awareness; On Edge Programme; Compassionate Inverclyde High-5; Head Space. Subsequently, pupil evaluations have highlighted the value of these inserts in terms of increased knowledge and awareness. Staff trained and confidently delivering courses.

Family Fitness Sports Night engaged some families highlighting the open-door ethos of the school.

HWB Day – very positive response from staff and pupils. A significant number of partners were involved providing sustainable, universal sessions for all BGE pupils.

Self Evaluation of HWB across the school highlighted to staff the Curricular opportunities where HWB is provided. Depts were able to provide evidence which will allow HWB team to measure impact of Es and Os being delivered across the school.

Whole School HWB survey results to be communicated to all pupils. (Pupil Council role).

Wider Recognition – team developed to include more staff and thereby raise awareness of group's work.

Senior Phase Wellbeing sessions implemented but were optional for the majority of pupils. Pupils now aware of the importance of sleep and better prepared for study skills.

High Five group (S3) – winners of Year of Young Person Community Hero Award & Group of the Year award for their work with the elderly.

Next Steps:

Chaplaincy team to plan and implement further opportunities for developing our faith including pupil and staff retreats

Senior Phase wellbeing sessions embedded in Core PE and RE

Establish a series of family learning workshops including: mental health; family fitness; financial education; social media/on-line safety

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership
Performance information

HGIOS?4 QIs

2.6 Transitions
3.3 Increasing creativity and employability
2.7 Partnerships

Strategies

Establish a Curriculum Rationale which is based upon the 7 Principles of Learning: Challenge and enjoyment; Breadth; Progression; Depth; Coherence; Relevance: Personalisation and choice.

Provide enhanced leadership opportunities for pupils in S6 providing opportunity to develop employability skills through the Senior Skills Development Programme, including Literacy and Numeracy mentors.

Pupil and staff training in the use of My WoW provision and opportunities to share information and successes in FAs via parents' information evenings and careers fayres.

Collaborate across school to establish a shared understanding of the definition of Digital Literacy.

Progress and Impact

Curriculum rationale discussed and updated following consultation with staff, pupils and parents. This has been published on the school website.

Whole staff insert on My WOW website followed by piloted pupil focus on My WOW.

BGE engaged in World of Work week.

Form on school website for parents to inform school of pupil achievements out with school

New school website is established and live

All departments have a website linked to school website.

Staff led and engaged in CPD on: Wordpress on Glow and Microsoft Forms

CMO Digital Literacy delivered staff training session in Feb insert for digital leads in departments

Staff engaged in CPD delivered by CMOs on: Yammer, Promethean software for teaching & learning and Google Classrooms.

Further information on flexible work placements and West Partnership Widening Participation opportunities provided via Curriculum Evening.

16+ Tab maintained to include: preferred route, preferred occupation, description and anticipated leaving date.

16+ Information form updated to reflect format of Seemis tab.

S5/6 Leavers provided additional detailed information on intended destinations, conditions of offers and contact details to provide follow up support.

Curricular Personal Learning Plan planning document and support information developed.

Next Steps:

To establish a mechanism to record and monitor pupil engagement in opportunities for wider achievement including STEM based activities.

Further consideration to be given to accreditation of S6 programmes to be recognised on INSIGHT Tariff.

Explore funding opportunities to improve digital provision.

To engage with Digital Future Scotland and Inverclyde's Education Digital Strategy to build capacity for Digital Literacy for all learners

Evaluate the impact of the Personal Learning Planning document and support information.

One Year delivery model Foundation Apprenticeship delivered in school for S6 pupils on Children & Young People.

To provide SCQF Leadership Course as progression into S6.

To offer accredited courses in Financial Education for Senior Phase.

Further develop S3 curriculum with a focus on: profiles, employability skills and Citizenship programme.

Improve and sustain positive school leavers' destinations.

National priority: How we are ensuring Excellence and Equity?

TJ - % achieving appropriate level

(S3 data)

Year	Criteria	Reading	Writing	L & T	Numeracy
2017/18	SIMD 1 – 2	88.4%	86.0%	88.4%	74.4%
	SIMD 3 – 10	94.6%	93.2%	94.6%	90.5%
	All	92.3%	90.6%	92.3%	84.6%
2016/17	SIMD 1 – 2	86	89	89	81
	SIMD 3 – 10	95	93	93	85
	All	93.55	89.52	95.16	85.48
2015/16	All	94.05	93.07	94.05	71.28

From 2016/17 to 2017/18, we observe a slight decline in literacy performance, compared with an overall improvement trend in numeracy. Our ambition is to continually focus on closing the gap between SIMD 1& 2 and SIMD 3-10, with a particular focus on numeracy. We will achieve this by ensuring the pupils in SIMD 1 & 2 have been identified and interventions for this cohort have been highlighted and discussed over a series of whole staff collegiate meetings and PEF team meetings. In addition, via input from PT Literacy and PT Numeracy, we aim to evidence improvement in progress through our rigorous monitoring and tracking system.

Interestingly, it is significant to note that for our current S4 cohort, the percentage achieving a PIPs score of 100 or more, is significantly lower than for all other cohorts. This is reflected in the % achieving appropriate level and the gap between SIMD 1-2 and SIMD 3-10.

Evaluation of interventions from session 2018-19

Target groups:

S2/3 pupils identified for interventions in year 1 of PEF funding continued to be targeted in year 2. S1 target group identified and interventions planned in one, or more, of the following categories: Literacy; Numeracy; Participation; Engagement and Attendance.

Other interventions include group projects with Barnardo's, Nurture, Home-Link and Community Learning & Development.

Progress monitored and tracked via interventions spreadsheet.

Professional Learning & Development:

Staff collegiate focus:

Analysing 'the gap' in the classroom

Data analysis sheets for target groups

Collection of engagement levels data using the Leuven Scale

INSET day workshops:

Literacy & Numeracy strategies across school (responsibility of all)
 Introduction and training in using 'My World of Work'
 Responsive teaching
 Resilience

Interim Teacher Professional Judgement meetings with PT English, Maths, Literacy & Numeracy. Literacy and Numeracy levels analysed per class and targets set for each pupil with a particular focus on SIMD 1 & 2 pupils.

Large number of staff (teaching and ASN) engaging with Coaching & Modelling Officers for Literacy, Numeracy, Health, Wellbeing & Nurture.

Reading age in Sept '18 (years)	Reading age in Mar '19 (years)	Increase in reading age (years)
5.1	6.8	1.7
8.3	11.3	3.0
8.5	12.1	3.6
8.5	10.7	2.2
8.7	11.3	2.6
8.8	10.8	2.0
10.6	12.1	1.5
11.1	12.6	1.5
12.5	13.1	0.6

Literacy:

Five staff trained in Fresh Start literacy programme. Two small S2 groups were timetabled for Fresh Start input during English and have worked with CMO Literacy.

Significant improvement in literacy for some pupils and all reported to be having enjoyed the programme and now feel more confident in reading. One pupil commented that, *'Now when my Dad asks me to spell a word I can help him'*. The reading ages of all pupils following the programme has increased.

There has also been an increased focus on literacy across the curriculum through a variety of projects e.g. 'Reading at Registration' initiative, lunchtime literacy/media clubs, S6 literacy leaders, Literacy challenge, author visits etc. Listening & Talking levels have improved for targeted group of S3 boys through joint project with PT Literacy, PT Attainment & Achievement and Active Schools.

Numeracy:

Small targeted maths classes created in S1,2,3. These classes are using Concrete-Visual-Abstract methods and staff are working in conjunction with CMO Numeracy on this.

All S1 pupils have been fully engaged in the Numeracy Ninja programme, which involves pupils answering 30 numeracy questions in 5 minutes without using a calculator. All SIMD1/2 pupils have increased level.

<i>Number of 'Numeracy Ninja' levels increased</i>	<i>Number of SIMD 1/2 pupils</i>
1	10
2	6
3	11
4	8
5	1
6	1

The Maths department have been trialling new weekly homework exercises for S1 and S2. The aim of the weekly homework is to improve numeracy skills. Lunchtime Numeracy club available to complete homework and ask for additional support. Targeted S3 group have all passed National 3 Numeracy and have started working on pathway to National 4. PT Numeracy working across cluster to improve transition in numeracy and identifying primary 7 pupils who would benefit from early interventions in S1.

Creativity & Employability:

Highly successful STEAM family event for BGE pupils with some targeted pupils presenting and leading workshops.

Five targeted pupils in S3 are now engaging in Personal Development classes with West College Scotland.

Seventeen S6 pupils were trained and registered as STEM Ambassadors to work with BGE classes.

Focus on careers/employability throughout the school e.g. S3-5 Careers Fayre for parents and pupil, targeted employability classes for S3, 'My World of Work' week for S1-S3.

S4 pupils previously targeted through PEF were encouraged and helped to apply for apprenticeships, college courses and jobs.

Work experience tailored to maximise impact for target pupils.

Wider Achievement:

Large number of target pupils completed Duke of Edinburgh Bronze expeditions and many are in the process of completing the Dynamic Youth Award.

One group of S3 pupils will achieve the Saltire award for volunteering.

Five pupils on course to achieve level 2 cycle safety award.

Partnerships developed with a wide range of agencies (Active Schools, West College Scotland, Sea Cadets, The Prince's Trust, Gourock Golf Club, local businesses, CLD) to widen the experiences of target pupils and to encourage them to engage beyond the school.

Groups of S2 and S3 pupils targeted for a series of different projects/activities all involving developing new skills. All pupils involved reported enjoying the

experiences on offer and all said they felt more confident and have a more positive attitude to learning as a result.

Attendance:

Decrease in truancy & increase in attendance for many pupils.

<i>Year group</i>	<i>Pupils in target group with increased attendance (%)</i>	<i>Average increase in attendance (%)</i>
S2	27	6.9
S3	54	8.1

Behaviour:

Targeted input from identified staff member (teaching staff / ASN auxiliaries).

Data analysis involving pilot group of eight S2 pupils.

The number of referrals per term and previous session compared. Significant improvements for some pupils compared with S1 data and 6/8 displayed a decrease in referrals term upon term this session.

Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

Consideration of our capacity for improvement, and of school improvement priorities for Session 2019-20 has been informed by the use of *How Good Is Our School 4*. Our processes of self-evaluation are supported using selected Quality Indicators from *HGIOS 4* to identify areas of highly effective practice (*Looking Inwards and Outwards*) as well as aspects for development (*Looking Forwards*). All stakeholders engaged in self-evaluation in order to identify the strategic direction for St. Columba's 2019-22, and the priorities for improvement 2019-20.

As a result of this process, the school has identified priorities for its strategic direction from 2019 to 2022 and evidence would suggest we have very good capacity for continuous improvement.

Looking forward, we will undertake to:

- Ensure that we best meet the needs and aspirations of our children and young people, achieve excellence and equity for all and close the poverty-related attainment gap.
- Engage with parents/carers and all partners to meet the ambitions of the curriculum and provide a coherent package of learning and support to get it right for every child and young person, resulting in positive, sustained destinations for all.
- Continue to focus on building staff capacity to deliver further sustainable improvement through planned high quality professional learning.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change	Very Good	Implement a new structure for pupil support which is underpinned by the vision, values and aims of the school. Continue to support and develop leadership capacity for all middle leaders to improve learning outcomes for all young people.
2.3 Learning, teaching and assessment	Good	Continue to develop and extend the tracking within the BGE. Osiris cohort 1 team to lead staff professional learning sessions with a focus on: pupil engagement; feedback; and challenge. Plan and implement additional accreditation for young people in BGE and Senior Phase.
3.1 Ensuring wellbeing, equity and inclusion	Good	Implement strategic plan for a coherent pupil support offering for universal and targeted support.
3.2 Raising attainment and achievement	Very Good	Ensure pupils in S6 continue to make appropriate progression in their skills for learning, life and work, through an enhanced curriculum provision. Maintain the focus on literacy and numeracy

		levels across the school including at fourth level.
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<p>Key Achievements of the school</p> <p>Pope Benedict XVI Caritas Awards – 30 of our S6 Students achieved this award. In addition, all 30 students achieved level 5 Religion, Belief and Values award.</p> <p>Duke of Edinburgh Award – All S3 pupils participate in this programme.</p> <p>SQA Personal Development Awards 8 pupils completed Level 4</p> <p>Saltire Awards – These were achieved by all S3 pupils and senior learners as a result of their participation in the Youth Philanthropy Initiative (YPI).</p> <p>Achievements in RE and Developing in Faith Large numbers of our pupils are involved in: Youth to Lourdes Pilgrimage; Diocesan Youth Events. 43 of our S3 learners enjoyed a pilgrimage to Rome.</p> <p>Achievements in Art & Design A number of pupils successfully participated in the Young Contemporaries exhibition and their art work was exhibited in the Oak Mall and RIG Arts Gallery.</p> <p>Achievements in Photography One of our senior pupils won second place in the Rotary Club's Annual Young People Photography Competition</p> <p>Achievements in English Pupils participated in the ASG Public Speaking Regional Finals and progressed to the regional finals to win overall competition. S1 and S6 pupils successfully participated in the WS Graham poetry competition and won some of the prizes.</p> <p>Achievements in Mathematics Pupils participated in the Scottish Maths Challenge, Enterprising Maths Challenge and UKMT at all levels.</p> <p>Achievements in Modern Languages Almost all S3 learners achieved this SQA accredited award for their work in Modern Languages.</p> <p>Achievements in Science Pupils took part in a range of STEM events and competitions.</p> <p>Achievements in Music Pupils engaging in public performance through participation as individuals and groups in the Inverclyde Music Festival, Inverclyde Authority Music Groups and our School Show. Pupils participating and winning, the Inverclyde Rotary Young Musicians Competition.</p> <p>Achievements in Social Subjects #Ask the Speaker – skype call with John Bercow for Higher Modern Studies pupils. Pupils Question Time with MP and MSP. Lessons from Auschwitz; Holocaust Memorial Event; and Remembrance Assemblies.</p> <p>Achievements in Health & Wellbeing Pupils competed in a number of local and national sporting events. S2 netball team were runners-up in the Scottish Netball Cup Final.</p>
