

Context of the Establishment:

Our 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 2022-2023, the roll was 693 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, college or university 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.

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 due to engage with HMIE for an inspection during week commencing 23rd March 2020, however this was postponed due to school closure as a result of the Covid-19 pandemic. Further information can be found in our school handbook which is available on our school website at <http://st-columbashigh.inverclyde.sch.uk/>

Our Vision:

We nurture every young person's God-given talents within a climate of love and kindness.

Our Aim:

To offer rich learning experiences which enable young people to be successful and use their gifts and talents to serve others.

Establishment priority 1: Raising Attainment

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Performance information
Parental engagement

HGIOS QIs

1.1 Self-evaluation for self-improvement
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
3.2 Securing Children's Progress
2.5 Family learning

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:

Attendance

To increase the average attendance of all pupils from 89.2% to 90.2% by June 2023

BGE

To increase the attendance of S2 pupils living in SIMD1/2 from 89.2% to over 91% by June 2023

To increase the attendance of S3 pupils living in SIMD1/2 from 83.8% to over 85% by June 2023

Senior Phase

To increase the attendance of S4 pupils living in SIMD1/2 from 82.2% to over 85% by June 2023

To increase the attendance of S5 pupils living in SIMD1/2 from 89.9% to over 91% by June 2023

To increase the attendance of S6 pupils living in SIMD1/2 from 87.9% to over 89% by June 2023

Attainment

BGE

The percentage of pupils in S3 achieving Level 3 Literacy will be above 95% by June 2023

The percentage of pupils in S3 achieving Level 3 Numeracy will be above 95% by June 2023

The percentage of pupils in S3 achieving Level 4 Literacy will be above 70% by June 2023

The percentage of pupils in S3 achieving Level 4 Numeracy will be above 70% by June 2023

Senior Phase

The percentage of pupils in S4 achieving National 5 English will be above 65% by August 2023

The percentage of pupils in S4 achieving National 5 Mathematics will be above 45% by August 2023

The percentage of pupils in S4 achieving 5+ National 5 awards will be above 42% by August 2023

The percentage of pupils in S5 achieving 5+ Highers will be above 21% by August 2023

The percentage of pupils in S5 achieving 3+ Highers will be above 41% by August 2023

The percentage of pupils in S5 achieving 1+ Highers will be above 65% by August 2023

The percentage of pupils in S6 achieving 1+ Advanced Higher will be above 23% by August 2023

The percentage of pupils at the end of S6 achieving 5+ Highers will be above 35% by August 2023

The percentage of pupils at the end of S6 achieving 1+ Highers will be above 75% by August 2023

PEF used to support raising attainment:

- DHT Excellence & Equity - £6850 – Strategic leadership and management of Wellbeing Officer and PT Pedagogy
- PT Guidance - £3380 – back-fill for Acting DHT
- Wellbeing Officer – £10,800 - Liaising with partner agencies, families and guidance staff to improve attendance for all and identified individuals.
- PT Pedagogy - £9,400 – Identify staff CLPL needs in relation to L,T & A and establish a high quality CLPL programme to enhance pedagogical practice.
- S1 Starter Pack - £3,000 – resources identified by pupils and families to support P7 to S1 transition.

- Senior Phase Study Materials - £3,000 – resources identified by pupils and families to support preparations for SQA examinations.

Progress and impact of outcomes for learners:

Attendance

Attendance Dashboard used to identify pupils/families who require support with attending school. Our Wellbeing Officer worked in collaboration with our Guidance Team to implement a range of intervention for identified families. Partner agencies also supported identified families to improve attendance.

Our ambitious targets for S2/3/5 cohorts were not met this session, however, we observed significant improvements in some targeted young people and families in these year groups.

As a result of the interventions implemented, our targets for S4 and S6 cohorts were exceeded (the target for S4 was exceeded by 11.3% and S6 by 2.8%). This has resulted in improved attainment for those targeted, as they would have been unlikely to achieve National Qualifications with a low attendance rate.

As a result of our targeted support, we also observe improvement in attendance for Care Experienced Young People this session.

We observe a slight decrease in whole school attendance to 88.26% this session. This is 0.86% lower than session 2022-23.

Attainment

- The Broad General Education (BGE) Dashboard was used to identify pupils who are not making expected progress. As a result of this, support was targeted on those pupils in need of intervention. These supports were subject to rigorous review and adapted according to evidence of impact. Interim BGE tracking meetings took place in March 2023. Subsequently, a group of pupils were identified for targeted interventions to improve literacy and numeracy. This has resulted in improvements in literacy at levels 3 and 4, with both targets exceeded, however we have yet to observe improvements in numeracy.
- As a result of our rigorous and robust tracking and monitoring of pupil progress in the Senior Phase, those pupils not 'on track' have been highlighted as requiring early intervention. In addition, post-prelim target groups were identified and a mentoring programme was established. Subject-specific interventions were also implemented. Estimate data, gathered in March 2023, evidences a significant improvement for a number of young people in S4, S5 and S6. Our ambitious targets for senior phase cohorts were not met this session, however, we observed significant improvements and individual successes in some targeted young people. In the 2023 examinations, 36% of S4 achieved five or more National 5 awards (A-C); 17% of S5 achieved 5 Highers; and 20% of S6 achieved 1 or more Advanced Highers this session. A contributing factor which resulted in initial targets not being met in S5 was 12.3% of S4 cohort left in S5. They all secured positive destinations, but would have contributed positively to the 1+ higher in S5.
- We are committed to looking outwards and have engaged with other schools regarding approaches to tracking and monitoring attendance, attainment and achievement. This led to a deeper understanding of a range of interventions which have demonstrated impact in other settings.

Next steps:

To set ambitious and achievable attendance targets for all pupils and for specific cohorts of pupils.

To set ambitious and achievable targets for attainment and achievement in both BGE and Senior Phase. This will include targets for specific cohorts of pupils.

Establishment priority 2: Closing the Attainment Gap

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

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NIF Driver

Parental engagement

Assessment of children's progress

HGIOS QIs

1.5 Management of resources to promote equity

3.2 Securing Children's Progress

3.2 Raising attainment and achievement

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 31 (Leisure, play and culture):

Article 28: (Right to education):

Outcome:

To narrow the expected progress gap in S2 Writing by 5% (from 12.3%-7.3%) by June 2023

To narrow the expected progress gap in S3 Writing by 4% (from 7.8%-3.8%) by June 2023

To narrow the expected progress gap in S3 Numeracy by 7% (from 16.2%-9.2%) by June 2023

To narrow the gap in S3 by 10% in both Writing and Numeracy at level 4 by June 2023

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 40% by August 2023

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 10% by August 2023

The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 25% by August 2023

The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 65% by August 2023

Analysis of the BGE dashboard level 3 data highlighted the widest gaps exist in writing and numeracy. Our focus, therefore will be to narrow the gaps in the following cohorts:

New S2	On track to achieve Level 3		Level 3 GAP
	SIMD 1-2	SIMD 3-10	
Literacy - Writing	75.0%	87.3 %	12.3%
New S3	On track to achieve Level 3		Level 3 GAP
	SIMD 1-2	SIMD 3-10	
Literacy - Writing	72.7%	80.5%	7.8%
Numeracy	54.5%	70.7%	16.2%

Analysis of the BGE dashboard level 4 data highlighted the widest gaps exist in writing and numeracy.

PEF used to support closing the gap:

DHT Excellence & Equity - £6850 – Strategic leadership and management of PT Inclusion and Engagement
PT Inclusion and Engagement - £3,500 - to identify a targeted group of S2/3 pupils and implement appropriate interventions to improve engagement levels.

Recovery Teacher - £11,250 – literacy, numeracy and HWB support for identified pupils who are not making expected progress.

The Shielling Project - £4,000 – Outdoor Learning residential for identified pupils. Focus on Learning for Sustainability including literacy and HWB.

Admin Support – 7 hours - £560

Progress and impact on outcomes for learners:

BGE

Poverty related attainment gap at Level 3 has reduced across all aspects of literacy for S3 (Listening & Talking narrowed by 1.8% / Reading narrowed by 2.9% / Writing narrowed by 0.9%). Numeracy ACCEL gap narrowed in comparison to the tracking data for S3 at the beginning of S3.

Our target for S3 Numeracy was exceeded, however we did not meet our target for S2/3 Writing. This could be attributed to low attendance for some of targeted group.

Senior Phase

Whilst our ambitious targets for those pupils living in SIMD 1-2 were not met for S4 and S5, we observed a narrowing of the poverty-related attainment gap in S5 for 3+ and 1+ Highers. For 3+ Highers, the gap narrowed by 8% and for 5+ Highers, the gap narrowed by 12%.

Next steps:

Reduce the poverty-related attainment gap in numeracy at level 3 and 4 across the BGE.

Reduce the poverty-related attainment gap in writing across the BGE.

Set ambitious and achievable targets for S4 pupils living in SIMD 1 and 2 for 1+, 3+ and 5+ level 5 qualifications.

Set ambitious and achievable targets for S5 pupils living in SIMD 1 and 2 for 1+, 3+ and 5+ level 6 qualifications.

Establishment priority 3: Health & Wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Assessment of children's progress
Parental engagement

HGIOS QIs

3.1 Ensuring wellbeing, equality and inclusion
3.2 Securing Children's Progress

UNCRC

Article 12 (Respect for the views of the child):
Article 28: (Right to education):

Outcome:

By April 2023, all pupils' evaluations will demonstrate an enhanced awareness of how to successfully manage their own mental wellbeing through a range of self-management strategies and external supports. Most pupils will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.

By June 2023, the number of S6 pupils engaging in the Caritas Award will increase by 5%.

By June 2023, pupil feedback from equalities questionnaire demonstrates an enhanced awareness of the identified protected characteristics leading to a reduction in bullying and equalities incidents recorded on SEEMIS by 10%.

PEF used to support health and wellbeing:

0.4FTE (Nurture) - £20,000 - Identify and implement appropriate interventions for a targeted group of pupils who require additional support around aspects of their wellbeing. Systematically track and monitor impact of interventions on a 6 weekly basis and adapt as appropriate.

0.4 FTE (HWB) - £20,000 - Implement a programme of support for developing healthier lifestyles with an identified group of pupils. Re-establish Breakfast Club. Arrange a series of parental workshops to support healthy lifestyles.

Progress and impact of outcomes for learners:

Increased opportunities for all pupils to engage in Health and Wellbeing inputs around mental wellbeing. The majority of young people commented positively on the impact of the mental health inserts offered this session and have made some very good suggestions for future inserts. This data was informed by PSHE progress questionnaires, GMWP where almost all targeted pupils who have been impacted by poverty reported an increase in their scores for feeling healthy and safe from October 2022 to May 2023. Of the pupils impacted by poverty, who experienced enhanced nurture support, almost all reported an improvement in confidence and sense of belonging.

We observed that the percentage of S6 pupils achieving the Caritas award has risen by 13%. This has resulted in a wider range of pupils gaining valuable skills including: organising, communication and teamwork. These experiences resulted in increased confidence and self-esteem through the opportunity to volunteer in faith-based and community-related events.

There has been a 50% reduction in bullying and equalities incidents recorded on SEEMIS which were related to identified protected characteristics.

Next steps:

- Develop our approaches to an Inclusive Curriculum and Building Racial Literacy.
- Continue to develop our approach to raising awareness of protected characteristics and ensuring all pupils understand the importance of treating every individual with dignity and respect.
- Develop our approaches to outdoor learning experiences.

- Establish a universal approach to tracking wellbeing of all pupils. Implement universal and targeted support as required.
- Establish a universal approach to tracking wider achievement of all pupils. Implement universal and targeted support as required.

Establishment priority 4: Developing the Young Workforce

NIF Priority

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

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NIF Driver

Assessment of children's progress
Performance information

HGIOS QIs

2.6 Transitions
2.7 Partnerships
3.3 Increasing creativity and employability

UNCRC

Choose an item.

Article 28: (Right to education):

Outcome:

<i>SIMD Quintile</i>	<i>% Leavers in positive destinations S4/5/6</i>	<i>SIMD1-2 Vs 3-10 Gap = 1.85%</i>
1	95.12	SIMD 1-2 95.12% SIMD 3-10 96.97%
2	100	
3	92.86	
4	95	
5	100	

School leavers in sustained positive destinations will increase by 2% above 3 year average (95.2%) by February 2023.

Gap in SLDR from SIMD 1-2 and SIMD 3-10 will narrow by 1% by February 2023.

PEF used to support sustained positive destinations:

DYW Coordinator 0.4FTE - £1,000 (top-up) – supporting all tasks identified below.

Apprenticeship Levy - £382.75

Progress and impact of outcomes for learners:

- School leavers in sustained positive destinations increased to 96.06% by February 2023, although our target for narrowing the gap was not met. This cohort did have a larger than usual number of pupils living in SIMD1-2 and so the number of those young people in SIMD1-2 securing positive destinations, has increased significantly on previous sessions (51 compared with 41 last session).
- 100% of school leavers entitled to free school meals secured a sustained positive destination. This is 22.8% of all school leavers.
- The Developing Young Workforce Coordinator further developed working relationships with partner agencies to secure appropriate and supportive alternative learning pathways for a number of pupils disengaged from school. Almost all pupils were successful in completing their placements and were accredited where appropriate.

Next steps:

- Continue to increase the percentage of leavers securing sustained positive destinations.

- Narrow the poverty-related attainment gap between SIMD1-2 v 3-10 for school leavers' destinations.

Additional PEF Spend – Cost of the School day

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS QIs

3.1 Ensuring wellbeing, equality and inclusion
3.2 Securing Children's Progress

UNCRC

Article 3 (Best interests of the child):
Choose an item.

Spend: *Cost of the school day*

Removing the barriers to the cost of the school day remains a priority for us.

The decision was taken to fund some transition resources and wellbeing activities, including the eco-garden.

Progress and impact

- All pupils in P7 have been issued with a range of resources to support their transition to secondary school (1000). This included items such as a water bottle, PE bag, stationery and a scientific calculator. As a result, pupils and parents reported a sense of feeling supported and ready to make the transition to S1. This has been attended by 30-40 pupils each day.
- Through the views of Senior Phase Learner Council, study packs were provided to all pupils in S4, S5 and S5 to ensure equity of access to required materials including a wide range of stationery and study resources (£3000)
- Breakfast Club has been established following a successful pilot programme and runs twice a week. This has resulted targeted pupils maintaining above 90% attendance at school and a 50% reduction in late coming. Pupils also benefited from developing breakfast menus and recipes. We have also observed improved relationships between the young people and staff who attend and there has been an increase in the number of boys attending the club who selected Practical Cookery.
- Continued investment in school garden has promoted awareness of sustainability and healthier lifestyle choices as well as providing opportunities for family learning and community outreach and partnerships.

Next Steps:

PEF Stakeholders' Group to consider how we can use additional PEF spend to reduce the cost of the school day for identified families.

1.3 Leadership of change	Very Good
<p>Key Strengths:</p> <p>Vision Values and Aims (<i>Feedback from HMIE May 2023</i>):</p> <ul style="list-style-type: none"> ➤ The school has an ideal and we are succeeding in living up to it ➤ Unifying factor across the school – evident through learning and teaching and in interactions across the school ➤ Mutual respect clear between young people and staff ➤ Real optimism from everyone <p>Strategic planning for continuous improvement:</p> <ul style="list-style-type: none"> ➤ We make well-informed judgements about our key priorities and consider timing and pace of change. ➤ Change is driven by improving learning outcomes for all young people. ➤ We protect time for professional dialogue, collegiate learning and self-evaluation so that all stakeholders can contribute to plans for continuous improvement. <p>Implementing improvement and change:</p> <ul style="list-style-type: none"> ➤ We support leadership capacity at all levels to improve learning outcomes for all young people ➤ We take account of our self-evaluation findings to inform continuous improvement and systematically monitor the impact of change on outcomes for all young people. <p>Key Priorities:</p> <p>Vision Values and Aims:</p> <ul style="list-style-type: none"> ➤ Seek views of pupils, staff, parents and partners on what difference our values are making to the life and ethos of the school. <p>Strategic Planning for continuous improvement:</p> <ul style="list-style-type: none"> ➤ Establish a PEF Stakeholders Group to plan and monitor impact of PEF interventions. ➤ Ensure that we systematically communicate with all stakeholders the outcome of our self-evaluation activities and how this informs our plans for continuous improvement. <p>Implementing improvement and change:</p> <ul style="list-style-type: none"> ➤ Establish Young Leaders of Learning focus group to enhance participation in continuous school improvement. This will include participation in school improvement working groups. ➤ 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
<p>Key Strengths:</p> <p>Learning and engagement:</p> <ul style="list-style-type: none"> ➤ The school values and our shared expectations of 'Ready, Respectful, Safe', encourage a very positive and caring ethos. ➤ Teachers use praise effectively to build the self-esteem and confidence of young people ➤ Most learners' experiences are appropriately challenging and enjoyable well matched to their needs and interests ➤ Most learners are motivated to learn and actively participate in their learning <p>Quality of teaching:</p> <ul style="list-style-type: none"> ➤ In most lessons, teachers' explanations and instructions are clear. ➤ Teachers use the 'St Columba's Lesson' very well to structure lessons around the themes of beginning, middle and end. This includes starter activities to focus learners and recap prior learning. Furthermore, teachers share the intended purpose of learning and engage learners in a reflective activity and the end of each lesson. ➤ Teachers use questioning well in most lessons to check for understanding and plan for next steps in learning 	

- Meta-skills are referenced in almost all lessons
- Most young people actively engage in group work activities which enable peer support and peer assessment opportunities

Effective use of assessment:

- In the BGE, most teachers use a range of assessment approaches effectively to assess and support the progress of learners.
- The reliability and validity of assessments in the BGE have been strengthened through well-planned moderation activities within departments.
- In the senior phase, almost all staff are confident when making their assessment judgements in the senior phase.
- Most young people have indicated that regular feedback from teachers helps them to improve their learning

Planning, tracking and monitoring:

- Teachers across all curriculum areas are incorporating meta-skills in their learning, teaching and assessment planning.
- The 'S3 Skills for the Future' option, offers young people the opportunity to develop meta-skills and these courses also offer progression into the senior phase.
- At all levels, we effectively track and monitor the progress of all young people in the senior phase. All staff are supported and challenged to analyse tracking data and identify targeted interventions for learners who are not making expected progress.

Key Priorities:

Learning and engagement:

- Revisit 'Ready, Respectful, Safe' and fully embed the St Columba's Learning, Teaching and Assessment Strategy in collaboration with our Young Leaders of Learning

Quality of teaching:

- Focus on checking for understanding, differentiation and enhanced learner conversations with a focus on meta-skills

Effective use of assessment:

- Moderation should be further developed within the BGE at school, local authority, and national level across all curriculum areas. This is critical to improving progression in learning from P7 to S1 and BGE to senior phase.

Planning, tracking and monitoring:

- Involve stakeholders including (Gen + Ambassadors) in developing a strategy which would result in pupils being able to articulate their own skills development and a mechanism for tracking skills progression.
- Through on-going tracking and monitoring activities, the impact of interventions should be reviewed and revised as appropriate at all levels

3.1 Ensuring wellbeing, equality and inclusion

Very Good

Key Strengths:

Wellbeing

- Relationships across the school community are positive and supportive, founded on a climate of mutual respect and a strong sense of community.
- Almost all young people feel that they have someone in the school they can speak to if they are upset or concerned about something.
- Most young people feel that they are treated fairly and with respect by staff and pupils.

- Staff are aware of who the Care Experienced Young People (CEYP) are and are committed to the Promise Scotland, enabling these young people to grow up loved, safe and respected.

Fulfilment of statutory duties

- All staff are aware of their statutory duties and are kept up to date with legislation and current trends impacting young people.

Inclusion and equality

- Almost all learners are included and most are engaged and involved in the life of the school.
- We understand, value and celebrate diversity and challenge discrimination. In our school, protected characteristics are not barriers to participation and achievement.
- We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are care experienced and those with additional support needs.

Key Priorities:

Wellbeing

- Develop our approaches to outdoor learning experiences.
- Establish a universal approach to tracking wellbeing of all pupils. Implement universal and targeted support as required.
- Identify specific pupils who are not engaged in wider achievement opportunities. Implement bespoke opportunities and support as required.

Fulfilment of statutory duties

- Continue to ensure that all staff are aware of their statutory duties and are kept up to date with legislation and current trends impacting young people.

Inclusion and equality

- Develop our approaches to an Inclusive Curriculum and Building Racial Literacy.
- Continue to develop our approach to raising awareness of protected characteristics and ensuring all pupils understand the importance of treating every individual with dignity and respect.

3.2 Raising attainment and achievement/Securing children's progress

Very Good

Key Strengths:

Attainment in literacy and numeracy

- We have increased our focus in recent years on targeting those pupils without Literacy or Numeracy qualifications.
- Last session, all pupils achieved a literacy qualification and we identified in August those who have yet to achieve a numeracy qualification.

Literacy

- The trend over the past 5 years demonstrates that level 3/4/5 attainment continues to be greater than both our Virtual Comparator (VC) and the National data.
- In session 2022, the performance in Literacy at Level 3 is much greater than VC.

Numeracy

- The 5 year trend for level 3/4/5 attainment continues to be greater than both our VC and the National data.
- In session 2022, the performance in Numeracy at Levels 3 & 4 is much greater than VC.

Literacy & Numeracy

Level 4 & 5 attainment continues to be greater than VC, Inverclyde and National data.

In session 2022, a significant increase is observed compared to data from the previous four years.

Attainment over time

- Level 3 & 4 attainment in S4 continues to be greater than our VC for 1+ through to 7+ awards.
- Level 5 attainment is greater than VC for 1+ through to 5+ awards.
- Level 4, 5 & 6 attainment in S5 continues to be greater than both our VC for 1+ through to 5+ awards.
- At SCQF levels 4 & 5, the number of candidates achieving 6+ and 7+ awards have increased significantly over the past two years.
- Level 5 & 6 attainment in S6 continues to be greater than both our VC for 1+ through to 5+ awards.
- The percentage of candidates achieving 1+ Level 7 in S6 continues to increase each year.

Overall quality of learners' achievements

- We continue to increase our Senior Phase curricular offering to ensure accreditation in a wide range of courses on the SCQF Framework and recently achieved Silver status as an SCQF Ambassador school

Equity for all learners

S5 (National 6's)							
Decile	Pupils	1+	3+	5+	%1+	%3+	%5+
SIMD 1-2	42	13	8	3	31.0%	19.0%	7.1%
SIMD 3-10	72	45	34	16	62.5%	47.2%	22.2%
GAP					31.5%	28.2% (8% narrower than 2022)	15.1% (12% narrower than 2022)
All Pupils	114	59	43	19	51.8%	37.7%	16.7%

This session, we observed a narrowing of the poverty-related attainment gap in S5 for 3+ and 1+ Highers. We continue to focus on narrowing the poverty-related attainment gap through a range of targeted interventions in the Senior phase. These interventions build upon the work carried out in the BGE through Pupil Equity Funding.

TPJ - % achieving Level 3						
Year	SIMD	No. of Pupils	Listening & Talking	Reading	Writing	Numeracy
2022-2023	1-2	46	95.5%	90.0%	90.9%	84.1%
	3-10	82	98.8%	97.5%	98.8%	96.3%
	All	128	97.6%	95.3%	96.1%	92.1%
GAP			3.3%	7.5%	7.9%	12.2%

This session, we observed a narrowing of the poverty-related attainment gap in all aspects of Literacy.

Key Priorities:

Attainment in literacy and numeracy

- To ensure all young people gain a qualification in literacy and numeracy by the time they leave school.

Attainment over time

- To relentlessly focus on ensuring all candidates achieve a full course award at the highest possible level in English/Literacy and a targeted approach towards increasing the number of candidates achieving N5 Numeracy in addition to N4 Maths.
- To set aspirational and achievable targets for 1+, 3+, 5+ level 5 qualifications in S4 and 1+,3+, 5+ level 6 qualifications in S5.
- To ensure rigorous and robust tracking and monitoring of progress in the senior phase including raising attainment focus groups. Departments will identify key interventions for specific cohorts of pupils.

Overall quality of learners' achievements

- To further embed meta-skills in our learning, teaching and assessment cycle across all curricular areas.
- To develop a coherent approach to tracking skills development and progression for all young people.
- To further develop our approaches to tracking and celebrating wider achievement.

Equity for all learners

- To identify specific cohorts of young people who are not making expected progress and/or not engaging in wider achievement opportunities.
- To implement strategies and interventions which will improve attainment and achievement outcomes for identified cohorts of young people.

Other quality indicators evaluated from 3 year plan:

2.2 Curriculum

Choose an item.

Key Strengths:

Rationale and design

- Curriculum rationale is underpinned by our values and aspirational vision for our school. It is clear and understood by all stakeholders.
- Our curriculum rationale is informed by national priorities (including the 7 design principles) in addition to local needs and we work together as a school community to deliver an ambitious curriculum for all.

Development of the curriculum

- Our curriculum is regularly reviewed and refreshed with all stakeholders, taking into account the articulation between BGE and Senior Phase, the development of meta-skills, new SCQF courses, and the local labour market.

Learning Pathways

- Our curriculum offers a range of flexible learning pathways which ensure we are meeting the needs and aspirations of all learners.

Skills for life, learning and work

- We are beginning to develop a more coherent approach to embedding meta-skills in our curriculum planning within the BGE.

Key Priorities:

Rationale and design

- Revisit all design principles with middle leaders and consider appropriate focus for session 2023-24

Development of the curriculum

- Evaluate the impact of our curriculum offer with key stakeholders' by analysing attainment and achievement data, and through learning observations as per self-evaluation calendar.

Learning Pathways

- Evaluate the impact of our flexible curriculum offer with key stakeholders', by analysing attainment and achievement data, and through learning observations as per self-evaluation calendar.

Skills for life, learning and work

- Evaluate the impact of our approaches to embedding meta-skills across the curriculum with key stakeholders' by analysing achievement data, and through learning observations as per self-evaluation calendar.

Key Achievements of the Establishment

Opportunity to celebrate activities, awards, events, partnerships

- Vision Schools award – level 1
- RHS School Gardening Award
- Reading Schools (Gold Award)
- SCQF Ambassadors (Bronze and Silver Award)
- Digital Schools Award
- Rights Respecting School Award (Gold)
- 44 S6 pupils achieved the Pope Benedict XVI Caritas Award

