

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 2023-2024, the roll was 667 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.

Following a short model HMIE Inspection in March 2024, the school approach to Learning, Teaching and Assessment and Raising Attainment and Achievement were validated as Very Good.

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 88.26% to over 90% by June 2024

To increase the attendance of pupils living in SIMD1/2 from 87% to over 88% by June 2024

To increase the attendance of S2 pupils living in SIMD1/2 from 84% to over 85% by June 2024

To increase the attendance of S4 pupils living in SIMD1/2 from 82% to over 83% by June 2024

Attainment

BGE

Focus on Improving Writing and Numeracy in S2 and S3 cohorts at levels 3 and 4.

The percentage of pupils in S2 on track to achieve Level 3 Writing will be above 90% by June 2024

The percentage of pupils in S2 on track to achieve Level 3 Numeracy will be above 90% by June 2024

The percentage of pupils in S2 on track to achieve Level 4 Writing will be above 65% by June 2024

The percentage of pupils in S2 on track to achieve Level 4 Numeracy will be above 55% by June 2024

The percentage of pupils in S3 achieving Level 3 Writing will be above 96% by June 2024

The percentage of pupils in S3 achieving Level 3 Numeracy will be above 92% by June 2024

The percentage of pupils in S3 achieving Level 4 Writing will be above 72% by June 2024

The percentage of pupils in S3 achieving Level 4 Numeracy will be above 58% by June 2024

The percentage of pupils in S3 achieving Level 3 Literacy & Numeracy will be above 92% by June 2024

The percentage of pupils in S3 achieving Level 4 Literacy & Numeracy will be above 59% by June 2024

Senior Phase

The percentage of pupils in S4 achieving 5+ National 5 awards will be above 48% by August 2024

The percentage of pupils in S5 achieving 5+ Highers will be above 18% by August 2024

The percentage of pupils in S5 achieving 3+ Highers will be above 38% by August 2024

The percentage of pupils in S5 achieving 1+ Highers will be above 62% by August 2024

The percentage of pupils in S6 achieving 1+ Advanced Higher will be above 23% by August 2024

The percentage of leavers gaining a qualification in literacy and numeracy will be 100% by August 2024

Learning, Teaching & Assessment

Enhanced focus on high quality learning and teaching will lead to improved pupil experience and attainment outcomes. PT LTA to lead further development of SCHS Learning, Teaching and Assessment Strategy including approaches to checking for understanding to support planning for next steps in learning, differentiation, metacognition and the development of meta-skills.

PEF used to support raising attainment:

- DHT Excellence & Equity - £7,969 – Strategic leadership and management of Wellbeing Officer and PT Learning, Teaching and Assessment
- PT Guidance - £6,671 – back-fill for Acting DHT
- Wellbeing Officer – £15,121 - Liaising with partner agencies, families and guidance staff to improve attendance for all and identified individuals.
- PT Learning, Teaching and Assessment (LTA) - £6,671– Lead staff CLPL, approaches to checking for understanding to support planning for next steps in learning, differentiation and the development of meta-skills.
- S1 Starter Pack - £1000 – resources identified by pupils and families to support P7 to S1 transition.
- Senior Phase Supported Study and Residential Study Trip - £18,000 – support identified by pupils and families to enhance preparations for SQA examinations.

Progress and impact of outcomes for learners:

Attendance

Attendance Dashboard was 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 interventions for identified families. Partner agencies also supported identified families to improve attendance.

Our ambitious target for whole school attendance was exceeded this session with an increase of 2.4%. Whilst we observe a slight decrease in SIMD1-2 attendance this session (85.2%), we observed significant improvements for some identified young people and families in these year groups.

As a result of our targeted support, the majority of our Care Experienced Young People have either maintained high levels of attendance or improved their attendance this session.

Attainment

- The Broad General Education (BGE) Dashboard was used to identify pupils who are not making expected progress. As a result, support was targeted towards those pupils in need of intervention. These supports were subject to rigorous review and adapted according to evidence of impact. A whole staff collegiate focussed on BGE Target Setting and use of the BGE Dashboard in September 2023. Subsequently, Interim BGE tracking meetings took place in November 2023. Thereafter, a group of pupils were identified for targeted interventions to improve literacy and numeracy.
- Our ambitious targets in S2 were not met this session, although some individual young people have made significant progress. 88% of S2 are on track to achieve Level 3 writing by the end of S3 with 85% on track to achieve level 3 numeracy. 33% of S2 are on track to achieve level 4 writing and 43% on track for level 4 numeracy.
- This has resulted in significant improvements in numeracy at levels 3 and 4 by the end of S3, with both targets exceeded (Level 3 = 96% / Level 4 = 63%). In literacy, the level 3 writing target was not met (92%), however the level 4 writing target was exceeded (74%). Almost all young people in S3 achieved level 3 in both literacy and numeracy (94%) with the majority achieving level 4 (63%). We exceeded both our level 3 and 4 targets this session.

- As a result of our rigorous and robust tracking and monitoring of pupil progress in the Senior Phase, those pupils not 'on track' were highlighted as requiring early intervention. An early 'cause for concern' tracking period was introduced and mentors assigned to each target pupil. An early 'cause for concern' parents' evening was also introduced and the parents of those pupils 'not on track' were invited into school to discuss progress in December, ahead of prelims and February parents' evening. In addition, post-prelim target groups were identified and this was discussed with pupils and parents. Furthermore, a range of subject-specific interventions were implemented. Estimate data, gathered in March 2024, 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 2024 examinations, 38% of S4 achieved five or more National 5 awards (A-C); 12% of S5 achieved 5 Highers; and 18% of S6 achieved 1 or more Advanced Highers this session.

- Our commitment to looking outwards and engaging with other schools has resulted in improved approaches to tracking and monitoring attendance, attainment and achievement.
- The introduction of our Skills for the Future classes in S3 has been very successful, with positive feedback from both staff and pupils. S3 pupils are able to articulate the skills they are developing, those they need to further develop. In addition, our skills for the future courses are enabling young people to confidently choose appropriate curriculum pathways in the senior phase.
- The expansion of the senior phase curriculum to include a wider range of courses at level 5 and 6 continues to add value to those young people who may not achieve National 5s or Highers in a particular subject.
- The 'St Columba's lesson' model is fully embedded across the school. All staff have developed this very strong approach to planning consistently high-quality experiences for young people. This includes a common structure for lessons, checking for understanding, and how different tasks and activities aim to meet the needs of all learners. This consistency helps young people to quickly and effectively engage with tasks and learning in different lessons and contexts. It has also helped to develop a common language of learning among staff and young people. Teachers' planning, both in the short term and longer term, is highly effective.

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.
- Improve the quality of passes in the senior phase. This will include targets for specific cohorts of pupils and individuals.
- To further enhance our approaches to Learning, Teaching and Assessment as outlined in our HMle School Inspection Findings report May 2024.

Establishment priority 2: Closing the Attainment Gap

<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people -</p> <p><u>NIF Driver</u> Parental engagement Assessment of children's progress</p>	<p><u>HGIOS QIs</u> 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</p> <p><u>UNCRC</u> Article 31 (Leisure, play and culture): <i>Article 28: (Right to education):</i></p>
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Outcome:

BGE:

To narrow the expected progress gap in S2 Level 3 Writing by 3% (from 10.7%-7.7%) by June 2024

To narrow the expected progress gap in S2 Level 3 Numeracy by 3% (from 11.9%-8.9%) by June 2024

To narrow the expected progress gap in S3 Level 3 Writing by 5% (from 19.3%-14.3%) by June 2024

To narrow the expected progress gap in S3 Level 4 Numeracy by 6% (from 16.9%-10.9%) by June 2024

Senior Phase:

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 22% by August 2024

The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ National 5 awards will be above 25% by August 2024

The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ National 5 awards will be above 28% by August 2024

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 8% by August 2024

The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 20% by August 2024

The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 55% by August 2024

PEF used to support closing the gap:

- DHT Excellence & Equity - £7969 – Strategic leadership and management of PT Literacy and Numeracy
- PT Learning, Teaching and Assessment (LTA) - £6,671– Lead staff CLPL, approaches to checking for understanding to support planning for next steps in learning, differentiation and the development of meta-skills. They will also work collaboratively with others to plan and implement a series of family learning workshops.
- PT Literacy/Numeracy- £4213- to identify a targeted group of S2/3 pupils and implement appropriate interventions to improve literacy & numeracy levels.
- PT Inclusion- £2106 – to use data to identify pupils who require interventions and work with staff to remove barriers to learning and maximise engagement and progress in learning. They will also develop awareness and understanding of the principles of the inclusive classroom.
- Columba 1400 - £4000 – To support and challenge an identified cohort on pupils in the new S4 around their mindset and aspirations to attain and achieve best possible outcomes.

Progress and impact on outcomes for learners:

BGE

Our targets for S3 Numeracy and Literacy have been achieved. In S2, the gap in writing was 19.3% and now, in S3, the gap has been reduced to 15.9%. In S2, the gap in numeracy was 16.9% and now, in S3, the gap has been reduced to 12.7%.

Our ambition to narrow the S2 expected progress gap has not been achieved and is currently 24.5% in writing and 28.3% in numeracy. This remains a priority going forward.

The poverty related attainment gap at levels 3 and 4 has reduced in Numeracy. Almost young people who live in SIMD 1-2 achieved level 3 in numeracy with the majority achieving level 4.

Senior Phase

While our ambitious targets for those pupils living in SIMD 1-2 were not met for S4 achieving 5+ N5 awards (17%), we exceeded our target for 3+ (40%) and 1+ (83%) N5 awards in S4.

In S5, our targets for those pupils living in SIMD 1-2 were not met for 5+ H awards (0%), we exceeded our target for 3+ (41%) and 1+ (77%) H awards.

For the second year running, we observe a narrowing of the poverty-related attainment gap in S5 for 3+ (13%) and 1+ Highers (4% gap).

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 at levels 3 and 4 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 2024, BGE and Senior phase pupil feedback from equalities questionnaire demonstrates an enhanced awareness of the identified protected characteristics maintaining the 50% reduction in bullying and equalities incidents recorded on SEEMIS since 2021-22. Most pupils will be able to identify all protected characteristics from a list.

By May 2024, all BGE and Senior Phase pupils will have completed the GMWP which will inform appropriate interventions to support the wellbeing of groups and individuals. By April 2024, all BGE and Senior Phase pupils will have completed a follow up GMWP which will measure the impact of planned interventions. 75% will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.

By May 2024, pupils impacted by poverty in BGE and Senior Phase will have completed the GMWP which will inform appropriate interventions to support the wellbeing of groups and individuals. By April 2024, pupils impacted by poverty in BGE and Senior Phase pupils will have completed a follow up GMWP which will measure the impact of planned interventions. 50% will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.

By May 2024, almost all targeted pupils including those impacted by poverty will report that they feel healthier and safer in school, as a result of interventions from Rhys McColl Boxing Programme.

By May 2024, almost all targeted pupils including those impacted by poverty, will demonstrate increased confidence in discussing their mental health as a result of interventions from Man-On Inverclyde

By May 2024, almost all BGE and Senior Phase pupils will have taken up opportunities across all four contexts for learning during session 2023-24.

PEF used to support health and wellbeing:

- 0.2 FTE Health and Wellbeing Liaison officer - £5,000. (to promote health & wellbeing through PSE inserts, 1-1 support focusing on minimising risk-taking behaviour)
- 0.4 FTE Health and Wellbeing Teacher - £14,908 (to identify a targeted group of S2/3 pupils and implement appropriate interventions to improve wellbeing; to make continuous improvements to PSE courses in line with national, local policy and stakeholder views)
- 0.2 FTE Nurture - £6,967 (to work with pupil support to identify pupils in S1/2/3 who would benefit from nurture and to lead nurture groups)
- Rhys McColl Boxing - £6,000 (Supporting wellbeing and leadership of identified group of pupils)

Progress and impact of outcomes for learners:

There have been further 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 been involved in planning a whole school overview. This data was informed by PSHE progress questionnaires. Of the pupils impacted by poverty, who experienced

enhanced nurture support, almost all reported an improvement in confidence and sense of belonging via the GMWP.

The percentage of S6 pupils achieving the Caritas award has risen by 15%. 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 25% reduction in bullying and equalities incidents recorded on SEEMiS which were related to identified protected characteristics.

Most young people in the senior phase (89%) and the BGE (86%) are recorded as participating in one or more wider achievement activities across the four contexts e.g. drama club; school shows; boxing club

As a result of their participation in these activities, young people are gaining in confidence and improving their leadership, team-working and communication skills. They support the inclusive ethos of the school by being Mentors in Violence Protection; anti-bullying ambassadors, the Learner Council and members of the Rights Respecting School steering group. These activities provide young people with a genuine voice in school improvement.

Next steps:

- Develop our approaches to an Inclusive Curriculum and Building Racial Literacy.
- Further develop our approaches to outdoor learning experiences.
- Establish a universal approach to tracking wellbeing of pupils in the Senior Phase. Implement universal and targeted support as required.
- Use our universal approach to tracking wider achievement of all pupils to track skills progression and identify pupils who are not participating in wider achievement activities. 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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HGIOS QIs
2.6 Transitions
2.7 Partnerships
3.3 Increasing creativity and employability

NIF Driver
Assessment of children's progress
Performance information

UNCRC
Choose an item.
Article 28: (Right to education):

Outcome:

School leavers in sustained positive destinations, will increase by 1% to 97% by February 2024. 99%

School leavers from SIMD 1-2, in sustained positive destinations, will increase by 2% to 95% by February 2024. 100%

PEF used to support sustained positive destinations:

DYW Coordinator 0.5FTE - £3,300– supporting all tasks identified below

Progress and impact of outcomes for learners:

- School leavers in sustained positive destinations increased to 99.3% by February 2024. As a result of the school's very strong and targeted focus on equity, all leavers in SIMD deciles 1 and 2, all those in receipt of free school meals, and all those with an additional support need moved onto a positive destination in 2022/23.
- The Developing Young Workforce Coordinator further developed working relationships with partner agencies to secure appropriate and supportive alternative learning pathways for number of pupils disengaged from school. Almost all pupils were successful in completing their placements and were accredited where appropriate.

Next steps:

- Maintain the percentage of leavers securing sustained positive destinations.
- Maintain the poverty-related attainment gap between SIMD 1-2 v 3-10 for school leavers' destinations.
- Revisit Careers Education Standard including skills development
- Refresh our approaches to work experience and seek accreditation
- Plan and implement DYW input in BGE

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 Starter Pack to support their transition to secondary school (£1000). This included items such as ties and scientific calculators. As a result, pupils and parents reported a sense of feeling supported and ready to make the transition to S1.
- Through the views of Senior Phase Learner Council, we re-introduced a residential study weekend for S4 and S5. To ensure equity of access to required materials we made a wide range of stationery and study resources freely available to the senior phase. (£18000)
- Breakfast Club has been established following a successful pilot programme and runs twice a week. As a result, targeted pupils maintained above 90% attendance at school and a 50% reduction in late coming. Pupils also benefited from developing breakfast menus and recipes.

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

Key Strengths:**Vision Values and Aims** (*Feedback from HMIE May 2023*):

- 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

Strategic planning for continuous improvement:

- 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.

Implementing improvement and change:

- We build 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.

Key Priorities:**Vision Values and Aims:**

- Seek views of pupils, staff, parents and partners on what difference our values are making to the life and ethos of the school.

Strategic Planning for continuous improvement:

- 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.

Implementing improvement and change:

- 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

Very Good

Key Strengths:**Learning and engagement:**

- Our school ethos is characterised by very positive relationships that reflect both the gospel values and the school's values of faith, ambition, inclusion, and perseverance.
- In almost all lessons there is a calm and supportive learning environment where young people are eager to learn.
- Almost all young people are well behaved, courteous and are proud of their school.

Quality of teaching:

- The 'St Columba's lesson' model is fully embedded across the school.
- All teachers use this model to support highly effective planning of learning, teaching and assessment. This includes a common structure for lessons, checking for understanding, and how different tasks and activities aim to meet the needs of all learners.
- Almost all teachers share effectively the purpose of learning and describe how young people can be successful.
- In almost all lessons, young people experience learning at an appropriate pace
- Almost all teachers make effective use of questioning to check for understanding, and to encourage deeper thinking from young people.

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
- Teachers carefully plan approaches to feedback so that young people are supported strongly and consistently on their transition from BGE to the senior phase.

Planning, tracking and monitoring:

- Teachers' planning, both in the short term and longer term, is highly effective.
- Almost all teachers plan learning very effectively to include a range of formative assessment strategies such as exit passes, digital surveys, "show me" boards and peer assessment.
- 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 & Teaching

Learning and engagement:

- Continue to promote and encourage 'Ready, Respectful, Safe' and review the St Columba's Learning, Teaching and Assessment Strategy in collaboration with our Young Leaders of Learning.
- Review and enhance our use of mobile phones expectations in order to maximise pupil engagement. This includes a pilot of 'no mobile phones in school' for new S1.

Quality of teaching:

- Increase opportunities for young people to contribute to success criteria.
- Further enhance our approaches to incorporate meta-skills into learning experiences to help make connections between learning and skills development.
- Provide further opportunities for pupils to lead their own learning.
- Further enhance our use of digital technology, including the use of AI to support differentiation and higher order thinking skills.

Effective use of assessment:

- Continue to engage in BGE moderation activities 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:

- Further develop our BGE planning across all curriculum areas using our SCHS planning template and incorporating meta-skills
- Continue to use tracking and monitoring effectively to adapt lesson planning to greater levels of challenge for some and consolidation of learning for others.

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.
- Almost all 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 plan appropriate interventions to support attendance, attainment and achievement. Staff 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

- Further develop our approaches to outdoor learning experiences.
- Establish a universal approach to tracking wellbeing of pupils in the Senior Phase. Implement universal and targeted 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.
- Use our universal approach to tracking wider achievement of all pupils to track skills progression and identify pupils who are not participating in wider achievement activities. Implement universal and targeted support as required.

3.2 Raising attainment and achievement/Securing children's progress

Very Good

Key Strengths:

Attainment in literacy and numeracy

- Very strong curricular transition between St Columba's High School and its cluster primaries is allowing teachers to set appropriate expectations and standards from S1. Teachers regularly work with cluster primary colleagues to ensure improved outcomes for young people.
- In 2022/23, almost all young people achieved Curriculum for Excellence (CfE) third level or better in literacy and third level or better in numeracy by the end of S3. These high standards have been maintained over time. The majority of young people achieved CfE fourth level in literacy and fourth level in numeracy by the end of S3.
- As young people move through the senior phase, particularly by S5 and S6, they have been consistently sustaining very high standards in literacy over the last five years. By S6, most young people achieved SCQF level 6 or better in literacy.

- Over the last five years, most young people left school with Scottish Credit and Qualifications (SCQF) level 5 or better in literacy. Performance at SCQF level 6 is very strong, being significantly higher than the VC in the last three years.
- Over the last five years, 2018/19 to 2022/23, the majority of young people left school with SCQF level 5 or better in numeracy. For a few years, most young people achieved this level.

Attainment over time

- By the end of S3, almost all young people are achieving third CfE level or better in almost all curriculum areas outwith literacy and English and numeracy and mathematics. By the end of S3, the majority of young people are achieving fourth CfE level or better in most curriculum areas beyond literacy and English and numeracy and mathematics.
- The lowest attaining 20% and middle attaining 60% of young people are attaining very well and consistently over time at S4, by S5 and by S6. The complementary tariff scores for these young people is generally significantly higher than the VC.

Breadth and depth

- Teachers present young people for a wide range of SCQF qualifications and there is a relentless focus on ensuring that young people achieve full course awards, where appropriate.
- Young people across the senior phase have generally sustained a level of attainment in line with or above the VC.
- By S5, based on the S4 roll, the majority of young people have achieved one or more awards at SCQF level 6C. This has been significantly higher than VC for four of the last five years
- By S6, based on the S4 roll, the majority of young people have achieved one or more awards at SCQF level 6C. This has been significantly higher or much higher than VC for each of the last five years. Performance in three or more or five or more courses at SCQF level 6C has been broadly in line VC or significantly higher over the last five years. Throughout these five years, attainment has been in line with VC or significantly higher.

Overall quality of learners' achievement

- Almost all young people benefit from one, or more, wider achievement activities run by school staff. The number of young people involved has risen over time and it is an important strength in the school's provision of high-quality experiences for young people. Staff run these activities for all year groups, which successfully supports the development of young people's confidence, aspiration and skills for life and work.
- Teachers track young people's involvement in wider achievement activities across the BGE and senior phase. This allows staff to support and encourage all young people to become involved in these clubs, groups and activities.
- A minority of young people develop their leadership skills through wider work in the school. Young people also gain further accreditation through this leadership work, for example with Saltire Awards, the Caritas Award and SQA leadership qualifications. Young people's involvement in these leadership opportunities continues to rise and those involved further develop their skills in organisation, leadership and independence
- The school has also had notable success in a range of partnerships that support young people's achievement and skills development. This has included Gold Rights Respecting Schools, Digital Schools Award, Silver SCQF Ambassador School and accreditation as a Mentors in Violence (MVP) school. Staff are innovative in the wide range of course offered within the curriculum that develop skills and knowledge for young people. This has resulted in an increasing group of young people benefiting from further SCQF accreditation.
- Teachers have developed an innovative approach to 'skills for the future'. As part of this, all learners in S3 choose a selection of bespoke skills-based courses which are focused on developing the skills required in the future workplace. Young people are confident in talking about general and specific skills they are developing across the wider curricular offer.
- Staff recognise and celebrate the achievements of young people regularly and very effectively. Most young people feel they can discuss their achievements from beyond the school with school staff. Parents and carers also regularly inform the school of their child's notable achievements. The recording and celebrating of young people's achievements is embedded very well in the culture of the school.

Equity for all learners

- School staff are fully committed to ensuring equity for all. This permeates the work of school staff at all levels.
- Attendance has generally been in line with the national average. The school tracks attendance by SIMD, showing a positive pattern of reducing the gap between SIMD deciles 1 and 2 and SIMD deciles 3 to 10 over the last five years.
- Targeted interventions have had a positive impact on improving the attendance of selected young people.
- The school's exclusion rate has been below the national average for the last three years where national comparisons are available.
- Approaches to eliminating the cost of the school day and knowledge among staff of learners' backgrounds are key drivers to ensure there are no barriers to young people's engagement across the school.
- Senior and middle leaders have established a strategic and successful focus to improve literacy, numeracy and health and wellbeing outcomes for those young people in SIMD deciles 1 and 2. This has been part of the use of the school's Pupil Equity Funding (PEF).
- Teachers closely track the progress of identified groups of young people and ensure interventions are timely, targeted, measurable and sustainable. As a result of this focus, level 4 and level 5 attainment in literacy and numeracy for learners in SIMD 1 and 2 has been significantly greater than the VC for the last three years.
- In 2022/23, using complementary tariff scores, the school has performed significantly higher than VC for its largest cohort of learners - those who live in SIMD decile 1. Generally, across the last five years, leavers who live in each SIMD decile have either performed in line with the VC or significantly higher than the VC.
- Almost all young people have moved onto a positive destination in 2022/23 and for each of the previous four years. Young people are supported well to these destinations and young people benefit from a culture of high expectations. A proportion of young people greater than the national average stay on at school until the end of S6 to benefit from the staff's support.
- As a result of the school's very strong and targeted focus on equity, all leavers in SIMD deciles 1 and 2, all those in receipt of free school meals, and all those with an additional support need moved onto a positive destination in 2022/23.

Key Priorities:

Attainment in literacy and numeracy

- Continue to build upon well-planned and collaborative transitions to further improve outcomes for young people.
- To ensure all young people gain a qualification in literacy and numeracy by the time they leave school.
- To continue to explore how to further improve young people's attainment in SCQF level 6 in numeracy.

Attainment over time

- Continue to explore ways in which the range of qualifications can be expanded to allow greater opportunities for targeted groups of young people to achieve at a higher level.
- Continue to focus on improving the quality of passes for young people, particularly in S4, to help further improve outcomes for the highest attaining 20% of young people.

Overall quality of learners' achievements

- Further develop a coherent approach to tracking the skills that young people develop within their wider achievement involvement. This will allow young people to understand better how their skills can be applied and developed in different contexts.

Equity for all learners

- To identify young people in key equity groups 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 young people in key equity groups.

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 2024-25
- Engage with the work of the local authority curriculum group and embrace opportunities to look outwards.

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)
- 35 x S6 pupils achieved the Pope Benedict XVI Caritas Award

