St Columba's High School

Standards and Quality 2025-26

Context of the Establishment

Our Establishment

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 2024-2025, 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	HGIOS/ELC QIs
Improvements in attainment, particularly in literacy and numeracy Choose an item NIF Driver Assessment of children's progress Parental engagement Performance information	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.2 Raising attainment and achievement 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 90.4% to over 91% by June 2025

To increase the attendance of S3 pupils from 87.8% to over 89% by June 2025
To increase the attendance of S4 pupils from 86.2% to over 88% by June 2025
To increase the attendance of S5 pupils from 88.8% to over 90% by June 2025

To increase the attendance of pupils living in SIMD1/2 from 85.2% to over 87% by June 2025

Attainment

BGE –

The percentage of pupils in S3 achieving Level 3 Writing will be above 93% by June 2025
The percentage of pupils in S3 achieving Level 3 Numeracy will be above 96% by June 2025

The percentage of pupils in S3 achieving Level 4 Writing will be above 75% by June 2025
The percentage of pupils in S3 achieving Level 4 Numeracy will be above 63% by June 2025

Senior Phase -

The percentage of pupils in S4 achieving 5+ National 5 awards will be above 45% by August 2025

The percentage of pupils in S5 achieving 5+ Highers will be above 20% by August 2025
The percentage of pupils in S5 achieving 3+ Highers will be above 40% by August 2025
The percentage of pupils in S5 achieving 1+ Highers will be above 60% by August 2025

The percentage of pupils in S6 achieving 1+ Advanced Higher will be above 20% by August 2025,

The percentage of pupils in S4 achieving Level a 5 numeracy award will be above 60% by August 2025

The percentage of leavers gaining a qualification in literacy and numeracy will be 100% by August 2025

Each department will have specific targets set for the percentage of young people in National 5 and Higher classes who will achieve A/B passes in addition to targets for A-C pass.

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

PEF used to support closing the gap:
• DHT Excellence & Equity - £7,969 – Strategic leadership and management of Wellbeing Officer
• PT Literacy & Numeracy - £4,213
• PT Inclusion - £4,213
• 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.
• Starter Pack - £1200 – resources identified by pupils and families to support P7 to S1 transition.
• Senior Phase Supported Study - £12,000 – support identified by pupils and families to enhance preparations for SQA examinations.

Progress and impact of outcomes for learners:

Attendance

We have an unwavering commitment to improving attendance for all young people, implemented through targeted interventions for specific cohorts and for identified families across the cluster. Our approach includes proactive phone calls, home visits, and collaborative meetings with families to foster engagement and support.

The 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.

Although we did not meet our ambitious whole school attendance target, we did observe an increase of 0.2% in attendance this session.

Whilst our attendance targets for S4 and S5 were not met, the attendance of both cohorts did increase and our attendance target for S3 was exceeded.

As a result of our targeted support, we observed an increase in attendance of young people living in SIMD1-2 areas (85.2%→86.5%) and the majority of our Care Experienced Young People have either maintained high levels of attendance or improved their attendance this session.

Attainment – BGE

We have identified and executed additional interventions for pupils not making expected progress in the Broad General Education (BGE), encompassing tracking of curricular areas beyond literacy and numeracy. Our BGE attainment was discussed at a whole Staff Collegiate in December 2024 with a focus on progression pathways in each subject and, subsequently, BGE attainment meetings for all Principal Teachers were held. The BGE Dashboard was updated after each tracking period and was circulated to all staff to enable further data analysis and identify targeted interventions.

As a result of our increased focus on the BGE, support was targeted towards those pupils in need of intervention with a focus on literacy and numeracy. These supports were subject to rigorous review and adapted according to evidence of impact.

Our literacy targets for writing, at both levels 3 and 4, were achieved this session. Whilst our level 3 numeracy target was narrowly missed, our level 4 target was exceeded by 3.2%.

Almost all young people in S3 achieved level 3 in both literacy and numeracy (95%) with the majority achieving level 4 in both literacy and numeracy (65%).

Attainment – Senior Phase

This academic year, we have significantly enhanced our raising attainment strategy in the Senior Phase, incorporating mentorship, targeted tutorials, immersion periods, homework club and additional parents' evenings to further support our young people's success.

In our commitment to fostering an environment of high expectations, we diligently set aspirational, yet realistic target grades for our young people. Continuous tracking of learners towards 5+, 3+, and 1+ qualifications aligns with whole school targets to optimise outcomes. Raising attainment meetings in the Senior Phase have ensured particular focus on improving the quality of passes across all curriculum areas in addition to implementing early interventions for those young people not 'on track'.

Our interventions for young people with low attendance are tailored to enhance attainment, complemented by purposeful learner conversations. We prioritise high-quality learning, teaching, and assessment through robust task planning and efficient online resource accessibility via TEAMs. Furthermore, regular homework is issued, and feedback tracked to ensure consistency across classes. Communication with parents is proactive, ensuring concerns are addressed promptly.

As a result of our raising attainment strategy, we observed an increase in attainment for S4 and S5 across all measures. In S6, we did not meet our target and this continues to be an area of focus for us in session 2025-26.

Our commitment to engaging with other schools has enhanced our strategies for tracking and monitoring attendance, attainment, and achievement, fostering a culture of continuous improvement. The introduction of our Skills for the Future classes in S3 has been highly successful, receiving positive feedback from staff and pupils. These classes enable learners to articulate their developing skills and identify areas for further growth, thus supporting informed choices regarding their curriculum pathways in the senior phase.

The strategic expansion of our senior phase curriculum to include a broader range of courses at Levels 5 and 6 continues to add value for students who may not achieve National 5s or Highers in certain subjects, ensuring equitable opportunities for success.

Our 'St Columba's Lesson' structure, is now fully embedded, promoting a unified approach to lesson planning that consistently delivers high-quality experiences. This model facilitates effective engagement with tasks across diverse learning contexts while developing a common language of learning among staff and students.

We are committed to further enhancing our Learning, Teaching, and Assessment approaches as per our School Inspection Findings report from May 2024. This includes the integration of Digital Pedagogy, particularly AI; tailored differentiation; pupil-led learning; and the effective use of Pupil Support Assistants. A whole school overview of learning, teaching, and assessment visits have been completed, with findings shared to promote professional dialogue and growth. These findings are used to inform the planning of our CLPL programme.

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.
- Enhance approaches to Learning, Teaching and Assessment focusing on AI, Checking for Understanding to inform next steps in learning, effective use of PSAs, and differentiation.
- To develop a BGE Roadmap online resource to enhance parental engagement.
- To pilot a Project-Based Learning approach in S1.
- To enhance the curricular offer in the Senior Phase to include a range of additional courses during college and study periods.

Establishment priority 2 – Closing the Attainment Gap

NIF Priority	HGIOS/ELC QIs
Closing the attainment gap between the most and least disadvantaged children and young people	1.5 Management of resources to promote equity
Choose an item	3.2 Raising attainment and achievement
NIF Driver	3.2 Raising attainment and achievement
Parental engagement	3.1 Ensuring wellbeing, equality and inclusion
Assessment of children's progress	
	UNCRC
	Article 31 (Leisure, play and culture):
	Article 28: (Right to education):

Outcome:

BGE:
To narrow the gap in S3 Level 3 Writing by 8% (from 16% - 8%) by June 2025
To narrow the gap in S3 Level 4 Writing by 9% (from 34% - 25%) by June 2025
To narrow the gap in S3 Level 4 Reading by 9% (from 34% - 25%) by June 2025

To narrow the gap in S3 Level 3 Numeracy by 10% (from 27% - 17%) by June 2025
To narrow the gap in S3 Level 4 Numeracy by 2% (from 10% - 8%) by June 2025

Senior Phase:
The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 20% by August 2025
The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ National 5 awards will be above 40% by August 2025
The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ National 5 awards will be above 80% by August 2025

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 8% by August 2025
The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 40% by August 2025
The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 75% by August 2025

PEF used to support closing the gap:

- DHT Excellence & Equity - £7969 – Strategic leadership and management of PT Literacy and Numeracy and PT Wider Achievement
- PT Wider Achievement- £4213 – to identify individuals who are most impacted by poverty and not participating in any wider achievement opportunities. Thereafter, identify with pupils and families areas of interest and planned activities to re-engage in wider achievement.
- PT Literacy and Numeracy- £4213- to identify pupils not making expected progress and implement appropriate interventions to improve literacy & numeracy levels.

Progress and impact of outcomes for learners:

BGE

In our ongoing commitment to enhancing educational outcomes, our literacy targets were specifically aimed at reducing the poverty-related attainment gap in writing and reading within S3. Our PT Literacy and Numeracy has effectively led and coordinated interventions that have resulted in improved outcomes for young people. We are pleased to report that the Level 3 target in writing was exceeded, resulting in a reduction of the gap to 5.5%. However, it is important to note that the Level 4 gap in writing has remained unchanged from the previous session, indicating an area requiring further focus and targeted intervention.

Despite not achieving our stated target for narrowing the Level 4 reading gap, we have observed a positive trend towards a narrowing of this gap. In numeracy, although our Level 4 target was not met, we succeeded in exceeding our Level 3 target, reducing the gap to 13.9%. These findings underscore the necessity of tailored strategies and sustained efforts to continue closing the attainment gap and enhancing literacy and numeracy outcomes for all students. Additionally, our Literacy and Numeracy family learning event demonstrates our commitment to fostering educational engagement within our community.

Attendance: The data demonstrates a clear and positive impact of the targeted interventions on pupil attendance. The Be-Inn Unity programme has been particularly effective, with 83% of pupils maintaining or improving their overall attendance, suggesting sustained engagement and consistency. The Boxing intervention shows a notable improvement in attendance specifically on Thursdays, with 88% of participants recording attendance rates equal to or higher than their overall average, highlighting the programme's motivational effect on intervention days. Furthermore, the Beacon intervention has led to meaningful progress, with 73% of pupils improving their overall attendance compared to 2023/24, and an average increase of 2.09%, indicating a measurable and broad-based improvement. Collectively, these statistics reflect the success of the interventions in promoting regular attendance and re-engaging pupils who may have previously struggled with consistent school participation.

Skills development: Across all interventions, pupils developed a range of valuable personal and interpersonal skills that contribute positively to their overall development. Confidence emerged as a consistently strengthened attribute, particularly through the Boxing, Beacon, and Be-Inn Unity interventions. Communication skills were notably enhanced, especially within the Be-Inn Unity and Rig Arts programmes, reflecting growth in self-expression and collaboration. Motivation and engagement were also key areas of improvement, with pupils in multiple interventions reporting increased drive and a greater willingness to attend and participate in school. In addition, the development of resilience, self-esteem, and determination was evident, particularly in the Boxing intervention. Creative and technical skills flourished within the Beacon and Rig Arts sessions, where pupils also reported feeling supported and encouraged to explore their talents. These outcomes collectively suggest that the interventions have

had a strong, positive impact on pupils' personal growth, equipping them with essential skills for both academic success and wider life contexts.

We will continue to involve key stakeholders, including PEF-entitled students, in identifying resources and systematically monitor the impact of all interventions on a six-weekly basis to ensure effectiveness and inform future strategies.

Senior Phase
While our ambitious targets for those pupils living in SIMD 1-2 were not met for S5 achieving 5+/3+/1+ H awards, we did observe an increase of 4% upon last session in the 5+ H category.
We exceeded our target for 5+ (26%) and 3+ (47%) N5 awards in S4 but didn't achieve the 1+ target (71%).

Next steps

Reduce the poverty-related attainment gap in **numeracy and literacy at level 4** by the end of S3.
Reduce the poverty-related attainment gap in **numeracy at level 3** by the end of S3.

Current S1 data: (based on SIMD1-2 V 3-10 'behind expectations')
- 8.2% gap in numeracy
- 5.9% gap in reading
- 2.6% gap in writing
- 4.8% gap in listening & talking

Current S2 data: (based on SIMD1-2 V 3-10 'behind expectations')
- 18% gap in numeracy
- 8.8% gap in reading
- 15.7% gap in writing
- 13.5% gap in listening & talking

Establishment priority 3 – Health and 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/ELC 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 2025, BGE and Senior phase pupil feedback from equalities questionnaire demonstrates an enhanced understanding of the identified protected characteristics maintaining the 25% reduction in bullying and equalities incidents recorded on SEEMIS since 2023-24. Almost all pupils will be able to

identify all protected characteristics from a list and be able to articulate their understanding of these protected characteristics through group discussion and PSE learning journals.

By April 2025, almost all BGE and Senior Phase pupils will have engaged in new learning experiences around Racial Equality. Feedback sought from pupils will identify opportunities for further learning opportunities.

By October 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 2025, all BGE and Senior Phase pupils will have completed a follow up GMWP which will measure the impact of planned interventions. Most pupils will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.

By October 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 2025, 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. 75% will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.

By May 2025, 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 2025, almost all BGE and Senior Phase pupils will have taken up opportunities across all four contexts for learning during session 2024-25.

By May 2025, all BGE and Senior Phase pupils will have engaged in a series of assembly inputs and PSE lessons in understanding trauma.

By April 2025 the majority of BGE pupils will have engaged in at least one outdoor learning experience. Pupil evaluations will show that they have improved their engagement and understanding in a specific learning outcome through this opportunity.

PEF used to support closing the gap:

- 0.2 FTE Health and Wellbeing Teacher - £7,454.25 (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 - £7,454.25 (to work with pupil support to identify pupils in S1/2/3 who would benefit from nurture and to lead nurture groups)
- Be-Inn-Unity - £9,000 (Supporting mental wellbeing and achievement through mentoring)
- Rhys McColl Boxing - £8,000 (Supporting wellbeing and leadership of identified group of pupils)

Progress and impact of outcomes for learners:

Protected Characteristics & Equalities
Baseline pupil questionnaires show improved understanding of protected characteristics. SEEMiS data evidences a sustained 25% reduction in equalities-related incidents since 2023–24. PSE discussions and journals confirm pupils can increasingly articulate their understanding.

Racial Equality
Staff CLPL using WOSDEC anti-racism resources has supported delivery of new learning experiences. Early pupil feedback highlights increased awareness of racial equality and identifies areas for further exploration.

Whole-School HWB (GMWP/Inverclyde)
The first HWB questionnaire has established baseline wellbeing data. Concerns around safety have been addressed through targeted interventions. The new Inverclyde HWB questionnaire, piloted in Senior Phase, is providing broader SHANARRI-informed data, while the GMWP continues to track targeted groups.

Poverty-Related Wellbeing
Pupils impacted by poverty completed the initial GMWP. Analysis has informed interventions such as nurture, study support, and starter packs. Early feedback shows improved engagement and confidence, with positive responses to wellbeing supports.

Rhys McColl Boxing Programme
Targeted pupils, particularly those impacted by poverty, report feeling healthier, safer, and more confident. Evaluations evidence positive impact on resilience, fitness, and sense of belonging.

Wider Achievement & Contexts for Learning
Tracking data shows most pupils are now engaging across the four contexts of learning, supported by new partnerships and clubs. Participation rates have increased for both BGE and Senior Phase learners.

Trauma-Informed Practice
All new teaching staff have completed trauma training, and pupil support staff are progressing through advanced training. Pupils have engaged in assemblies and PSE lessons on trauma, with pupil-led contributions evidencing stronger understanding and voice.

Outdoor Learning
An audit confirms the majority of BGE pupils have accessed outdoor learning, including Maths treasure hunts and Modern Languages projects. Evaluations show increased engagement and improved understanding of specific learning outcomes.

Next steps
- Implement tracking and monitoring system that captures progression within PSE.
- Plan and implement CLPL sessions for those who are delivering PSE content which sits out with their subject specialism.
- Revisit wellbeing indicators with all staff and pupils to ensure that all members of the school community have a consistent understanding of the language and terminology.
- Utilise the 'Be Well' data to measure the wellbeing indicators, allowing for the identification of whole school improvement priorities to respond to emerging trends.

- Increase partnerships to promote and support diversity within the school community, aiming to further develop an inclusive curriculum to celebrate the heritage of all.
- Further develop our approaches to outdoor learning experiences.
- Enhance our universal approach to tracking wellbeing of pupils in the Senior Phase. Implement universal and targeted support as required.
- Further develop 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 - NIF Driver Assessment of children's progress Performance information	HGIOS/ELC QIs 2.6 Transitions 2.7 Partnerships 3.3 Increasing creativity and employability UNCRC *Article 28: (Right to education):*

Outcome:

School leavers in sustained positive destinations, will increase by 1% to 100% by February 2025.
School leavers from SIMD 1-2, in sustained positive destinations, will be maintained at 100% by February 2025.
School leavers in receipt of FSM, in sustained positive destinations, will be maintained at 100% by February 2025.

Progress and impact of outcomes for learners:

This session, we observed a slight dip in school leavers achieving positive and sustained destinations and did not meet our ambitious targets of 100% for all leavers, including those living in SIMD1-2 and those in receipt of free school meals. However, almost all young people, including those in key equity groups, moved into positive destinations after leaving St. Columba's High School.

We continue to engage with partner agencies to source and secure alternative educational pathways for pupils disengaged from learning, fostering an environment where each student feels valued. Working with the local authority and partner agencies allows us to create tailored pathways that address specific challenges faced by young people.

Support for young people in securing meaningful work placements remains a priority, as building relationships with employers facilitates real-life experience and enhances employability. Our Developing the Young Workforce (DYW) Coordinator plays a pivotal role in this.

We continually expand the range of courses for young people in the senior phase, providing a several opportunities for accreditation through leadership roles and wider achievement activities. In September

2024 we achieved Gold SCQF Ambassador status which reflects our dedication to high educational standards and the Scottish Credit and Qualifications Framework.

In addition, we have engaged with training to deliver the 'Powering Futures' programme to allow this initiative to be added to our senior phase curriculum.

Next steps

- Increase the percentage of leavers securing sustained positive destinations.
- Further reduce the poverty-related attainment gap between SIMD 1-2 v 3-10 for school leavers' destinations.
- Use staff feedback to inform our approaches to the Careers Education Standard including skills development.
- Further develop our approaches to work experience and seek accreditation.
- Plan and implement DYW/SDS input for S1 and S2.

Additional PEF Spend – Cost of the School Day

NIF Priority	HGIOS QIs
Closing the attainment gap between the most and least disadvantaged children and young people	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:
Removing the barriers to the cost of the school day remains a priority for us.
This includes: subsidising school trips for identified young people, school uniform bank, cut-cost caddy.

Progress and impact of outcomes for learners:
A group of PEF-entitled young people are now active participants in the Learner Council, which enables their voice to shape how we reduce the cost of the school day.
Our PEF-entitled pupils have also led Poverty Awareness assemblies in September 2024. This has led to a deeper understanding of the challenges faced by our young people most impacted by poverty.

PEF-entitled young people have been instrumental in the launch of our Cut-cost caddy.
In our ongoing commitment to addressing the 'Cost of the School Day', we successfully established a Learner Council sub-group that spearheaded several initiatives launched during Challenge Poverty Week. Among these were the provision of a trolley stocked with essential toiletries, snacks, and stationery, alongside the Creative Industries' innovative 'pre-loved clothes swap shop'. These interventions have resulted in young people feeling included, valued and respected.

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. This group should include parents.

Data
We feel that we have commented on our data outcomes under each of the NIF Priorities. More than happy to revisit this section if required.

National Improvement Framework Quality Indicators

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, S2 and S3.

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 develop our use of AI (including approaches to differentiation), further enhance our CfU strategies to inform next steps in learning, revisit the effective use of PSAs.

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 (key strengths identified during QI 3.1 Deep Dive May 2025)
> ➤ The school values of faith, ambition, inclusion and perseverance are evident across the whole school community.
> ➤ Relationships between staff, pupils, families and partners are excellent and support the highly inclusive nature of the school, ensuring positive outcomes for almost all young people.
> ➤ Almost all pupils are supported well in their learning and feel safe in school. The calm and welcoming ethos within classrooms and in the wider school creates a safe and nurturing learning environment.
> ➤ There is a clear and well-structured strategic approach to wellbeing, based on data from a variety of sources. This strategy is clearly understood by all and is highly effective in supporting pupils.
> ➤ Pupil voice is a key strength of the school in driving forward meaningful change. This is gathered from varied sources including pupil working groups, leadership opportunities, surveys and is evident within an adaptive curriculum.
> ➤ Universal and enhanced transitions from associated primary schools are highly valued by staff, partners, pupils and families.
> ➤ There is extensive sharing of knowledge between schools. The flexibility of St Columba's to support families and new pupils has ensured that all learners identify as part of the secondary school before arriving.

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 2023/24, 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.
- ➢ Almost all young people leave school with Level 4 literacy and numeracy or above. In session 2023-24 all young people left school with Level 4 literacy or above.
- ➢ Over the last five years, most young people left school with Scottish Credit and Qualifications (SCQF) level 5 or better in literacy.
- ➢ Over the last five years, 2019/20 to 2023/24, most young people left school with SCQF level 5 or better in literacy and numeracy.

Attainment over time

➤ By the end of S3, almost all young people are achieving third CfE level or better in almost all curriculum areas out with 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.

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, most young people have generally achieved one or more awards at SCQF level 6C.

➤ By S6, based on the S4 roll, most 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 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, Gold SCQF Ambassador 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 continue to develop 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 S4 learners in SIMD 1 and 2 has been significantly greater than the VC for the last three years.

➤ In 2023/24, 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 2023/24 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, almost all leavers in SIMD deciles 1 and 2, almost all those in receipt of free school meals, and almost all with an additional support need moved onto a positive destination in 2023/24.

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 indictors 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 2025-26
- ➢ Engage with the work of the local authority curriculum group and embrace opportunities to look outwards.
- ➢ Develop a BGE Roadmap online resource to enhance parental engagement.
- ➢ Engage in the local authority pilot of Project-Based Learning approaches in S1.

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

- Vision Schools award – level 1
- RHS School Gardening Award
- Reading Schools (Gold Award)
- Gold SCQF Ambassador Award
- Digital Schools Award
- Rights Respecting School Award (Gold)
- 32 x S6 pupils achieved the Pope Benedict XVI Caritas Award