

Context of the Establishment:

Our Establishment

St Stephen's High School is a denominational school which serves Port Glasgow, Kilmacolm and some parts of the East End of Greenock. The school is situated on a shared campus with Port Glasgow High School and Craigmarloch. Approximately 83% of our pupils reside in SIMD 1-3.

In session 2022/23 we had 583 pupils, 44 FTE teachers including a Head Teacher, three Depute Head Teachers (one PEF), 18 Principal Teachers and a range of support and clerical staff. Our school Chaplain is Father Matthew Carlin and we have close links with all of our local parishes, our cluster primary schools and the Education Teams at Inverclyde Council and Paisley Diocese. We also work closely with our Parent Council and our many partners in the local community and beyond to ensure we contribute positively to society.

St Stephen's High School exists so that learning can take place in a Catholic environment and forms a community in which daily life is directed by Gospel values and where individuals have the right to be recognised and accepted. Our refreshed values reflect the Gospel values and underpin our work.

Our Vision

Together, as a community of faith and learning, we strive for success for our families, community and world.

Our Aim

To provide high quality learning experiences in a loving, ambitious, inclusive and nurturing environment where everyone can achieve their potential.

Our Values

In addition to our core value of Faith, at St Stephen's High School we value:

Fairness

Ambition

Inclusion

Trust

Honesty

Establishment priority 1: Improvements in Attainment particularly in literacy and numeracy and Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education
Improvements in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

School Improvement

School leadership
Performance information
Assessment of children's progress

HGIOS/ELC QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment

UNCRC

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

Outcome:

- S3 outcomes in Numeracy improved by 5% and close the gap by 2% by June 2023.
- BGE focus on Writing, led by Literacy Steering Group, to ensure BGE achievement of a level improves in SIMD 1-2 by 6% and reduces the gap by 2% by June 2023.
- By tracking senior phase option choices and revisiting the campus senior phase alignment agreement with PGHS SLT, we aim to improve 1+ Higher by at least 10% and 5+ by at least 5% by August 2023.
- Rigorous tracking of senior phase pupils throughout the year led to the S4 cohort achieving the best results in recent years. Aim to maintain these results.

PEF used to support closing the gap:

- PEF spend including staffing costs for Acting DHT, backfill, PT Equity, 0.4 FTE Recovery Teacher, Equity Support Worker and a PSA was £79,620. This has had a positive impact on outcomes for learners as it has allowed us to identify and put early interventions in place for those who were potentially not going to achieve. The HUB has continued to provide a more specialised and bespoke programme for some of our learners. This has included small group sessions and at times, 1-1 work to support attainment in literacy and numeracy.
- The school has also spent £7,015 PEF on school uniform in a bid to ensure all learners have a school tie and blazer.

Progress and impact of outcomes for learners:

- In SIMD 1&2 63 pupils have achieved third level numeracy. This is an increase on the 43 pupils that achieved this in 2022.
- This year, the S3 cohort was considerably larger than last year, but significantly more pupils in SIMD 1&2 have achieved 3rd level writing (65 compared to 46). The gap is broadly in line with last year.
- In S4 the number of young people achieving 5+ at level 5 increased by over 4%.
- Number of young people in S5 achieving 1+ at level 6 increased by 13%
- The Senior Leadership and Guidance Teams carefully tracked senior phase options choices to ensure progression, suitability and attainment. After the prelim diet, parents/carers of all pupils in the senior phase were invited in to discuss grades and target set in in preparation for the exams in April/May.
- Having revisited the campus alignment, we have maximised attainment by ensuring pupils follow appropriate pathways. A number of pupils in S6 have accessed Advanced

Higher and Higher classes through the senior phase alignment with Port Glasgow High School. This was mainly to accommodate those doing Advanced Higher Maths, Higher Chemistry and Higher Sociology and National 5 Physics.

Next steps:

- The appointment of a Primary teacher will be utilised to target those identified as part of the P7 transition process as being below the appropriate level(s) in literacy and numeracy. This teacher will also provide support in classes and take small groups of pupils who require extra support in literacy and numeracy.
- The NQT Maths will allow the department to have an extra class timetabled for larger year groups to maximise attainment. In addition, early identification of those leaving school will allow English and Maths departments to target pupils to ensure learners have (at least) Level 5 Literacy and Numeracy at exit point.
- The cluster group will continue to work on accurate identification of levels through moderation which will increase confidence in teacher professional judgements.
- A new process to rigorously track and monitor all learners to maximise attainment will be launched in August. This will allow middle leaders to identify those not on track, communicate with parents and put appropriate strategies in place.
- An amount of the PEF budget for 23/24 will be spent on our 'Set Up for Success' to support the cost of the school day with pupils accessing uniform, toiletries, food and stationary.
- There will be a renewed focus on attendance with the Equity Support Worker post being reappointed. This will help to improve attendance back in line with the figure of 92.3% in 2020/21.

Establishment priority 2: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

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NIF Driver

Assessment of children's progress

Parental engagement

HGIOS/ELC QIs

2.4 Personalised support

2.7 Partnerships

UNCRC

Article 3 (Best interests of the child):

Article 12 (Respect for the views of the child):

Outcome:

- Creation of a whole school Health and Wellbeing Steering Group, led by S6 pupils and the PT Equity, will produce a HWB Charter by December 2022, to ensure pupil voice is embedded in our support offer.
- PEF attendance support to remove barriers, particularly around HWB, will enable an identified group of learners to improve their attendance at school and in classes.

PEF used to support closing the gap:

- A number of identified pupils have been supported by the PEF Equity Support Worker in a bid to remove barriers to attendance. This involved rigorous tracking of attendance at key points throughout the day. The PEF Equity Support Worker was in regular contact with families through daily phone calls as well as home visits. This personalised communication has built relationships and in some instances removed barriers to come to school.

Progress and impact of outcomes for learners:

- The school made some steps towards the production of a Health and Wellbeing Charter through identifying staff who would take this forward within the school.
- The school have worked closely with the virtual HT to support the attendance of CEYP. This year, this has had some success, but there is still a body of work to be done with parents in terms of breaking the culture of condoned absence that exists in the school. Within this, the school has explored reasons for absences and have identified family support as a key area for next session.
- Young people identified as having significant barriers to their learning were supported to access supports via the ASN Forum where appropriate alongside targeted work through the school's Hub. This enabled young people to access work and act as a bridge between home and the school, supporting them to attend school as identified through Team Around the Child Meetings.

Next steps:

- Through the appointment of a PT Targeted Support and working with our partner agencies, those experiencing high levels of anxiety and concerns around mental health will have bespoke action plans created and shared with all stakeholders (including the learner voice) to allow them to access the curriculum in a more relevant, meaningful way.
- The school will seek to become a Bronze UNCRC school in 2023/24. The Childrens' Rights will be a key part of a new learning and teaching template so that they are fully integrated into each lesson across the school and all learners are aware of them.
- The school will develop our approach to Wellbeing, Equalities and Inclusion by creating a strategy that builds upon some of the work initiated throughout the session.
- The BGE PSE programme will be further embedded to ensure all learners are provided with relevant and current information to allow them to make informed decisions (the programme includes work on the protected characteristics, the dangers of substance misuse etc).

- Provision will be made for PSE inserts across the Senior Phase to ensure all pupils are informed on issues that are relevant and have been identified as needing addressed.

Establishment priority 3: Improvement in skills and sustained, positive school-leaver destinations for all young people

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

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NIF Driver

Assessment of children's progress
School Improvement

HGIOS/ELC QIs

2.6 Transitions

3.3 Increasing creativity and employability

UNCRC

Article 29 (Goals of education):

Article 42 (*Knowledge of rights*):

Outcome:

- By October 2022, staff, pupils and parents will be clear about the remits and responsibilities of the extended DYW team.
- All senior phase learners who are following a more vocational pathway will have an individual plan, monitored and reviewed by the PT DYW to ensure they enter a positive destination in August 2023.
- Further accreditation will be on offer to the learners in the Skills Academy which takes cognisance of their preferences and vocational pathways.

PEF used to support closing the gap:

- Staffing from the Hub provision - £60,836.
- Bespoke Work Placement Programme £4,830

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

- All learners supported by HUB staff were tracked and monitored to maximise attainment and achievement.
- Within the HUB, 11 pupils achieved a Literacy course award at SCQF Level 3 or above (3 at Level 3 and 8 at Level 4). In addition, 7 pupils gained a Literacy Unit at SCQF Level 5
- Within the HUB, 13 pupils achieved a Numeracy course award at SCQF Level 2 or above (1 at Level 2, 1 at Level 3 and 11 at Level 4). In addition, 4 pupils gained a Numeracy Unit at SCQF Level 5.
- Out with Literacy and Numeracy qualifications, targeted support within the HUB resulted in an additional 25 qualifications (course awards) being achieved by pupils across a range of curricular areas.
- Almost all learners following a hybrid model of academic and vocational subjects, and as part of the Skills Academy were able choose subjects in line with their chosen pathway. There was an increase in subjects offered in Skills Academy – Employability, DVLA.
- The DYW worker successfully negotiated with local companies to get a number of learners into work placements that were in line with their chosen career pathway (e.g, dentistry placements, and nurseries). The number of pupils accessing a work placement increased by 30% on previous session.
- Almost all young people who leave St Stephen's High School enter a positive destination (92%).

Next steps:

- Develop a Positive Destination Strategy to ensure all young people are prepared and supported to move into a positive and sustained destination.
- Pupil Support roles and responsibilities will be further streamlined to ensure clear lines of communication and the best outcomes for all learners. The school has appointed a Targeted Support Guidance as well as a Primary teacher to ensure all needs are catered for and early interventions can be put in place.
- The Pupil Support department has been geographically moved in the school so that all staff and partners working with our learners are based in the same area.

Additional PEF Spend – EG Cost of the School day

NIF Priority

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

HGIOS QIs

3.2 Securing Children's Progress
3.2 Raising attainment and achievement

UNCRC

Article 31 (Leisure, play and culture):
Article 28: (Right to education):

Spend: Cost £

- The school has invested in buying blazers, ties and PE kit from a local supplier at the cost of £7,919.
- All S1 pupils received Induction packs with essential materials to help them prepare for the school year at a cost of £608.
- The school provided a subsidised excursion for young people to celebrate success, promote wellbeing and skills development at the cost of £6,961.
- The school contributed £1,300 to the cost of the Breakfast Club.

Progress and impact of outcomes for learners:

- Supporting all families and ensuring equity and consistency in uniform with stigma being removed for our young people, particularly those most impacted by the barriers of poverty.

Next Steps:

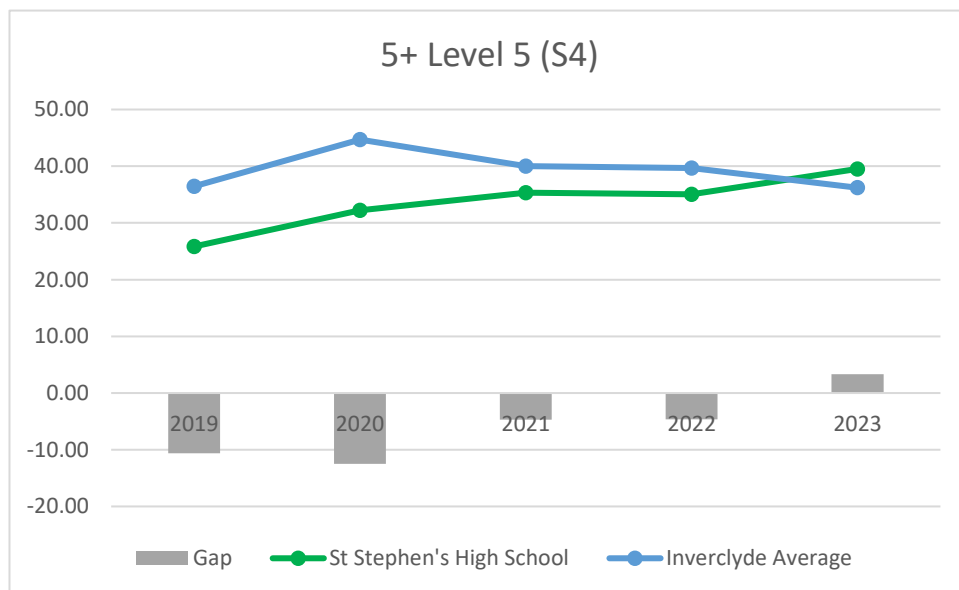
- Next year, we have established our 'Set Up for Success' Strategy to support parents and families to access essential materials, uniform, toiletries, food and stationary at any point throughout the year to remove stigma and support attendance and achievement in school.
- Ensure that families are supported and aware of the financial support that they can access to assist them with the cost of the school day, supported by our Pupil Support Team and social media campaign.

Data

Key Strengths:

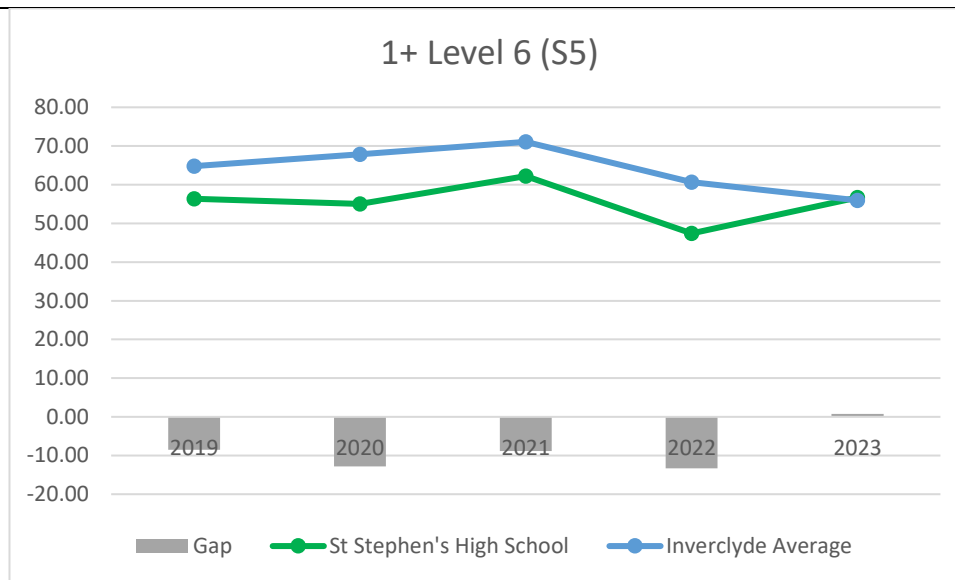
- Results in S4 continue to be a strength of the school. Last session, 39.5% of S4 cohort achieved 5+ at Level 5. This has been an increasing trend that we are determined to maintain.

	S4									
	1 @ Level 5					5 @ Level 5				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Inverclyde Council	81.6	85.6	83.8	85.2	82.7	34.1	45.9	40.9	40.6	37.2
St Stephen's High School	80.90	77.78	79.31	84.54	80.23	25.84	32.22	35.34	35.05	39.53



- After revamping our senior options form, we witnessed a significant increase in the number of pupils attaining 1 or more qualification at level 6. An increased focus on tracking and monitoring will result in this continuing to improve towards authority average

St Stephen's High School	56.32	55.06	62.22	47.41	56.70
Inverclyde Average	64.82	67.86	71.07	60.68	55.96
Gap	-8.50	-12.80	-8.85	-13.27	0.74



- In SIMD 1&2 62 pupils have achieved the third level numeracy. This is an increase on the 42 pupils that achieved this in 2022. This year, the S3 cohort was considerably larger than last year, but significantly more pupils in SIMD 1&2 have achieved 3rd level writing (65 compared to 46).

Key Priorities:

- Continue to work on number of pupils achieving 1+ at Level 6.
- Increase the number of pupils achieving 3+ at Level 6.
- Continue to focus on pupils from SIMD 1+2 achieving level 3 Literacy & Numeracy.
- Strive to ensure that all pupils have appropriate Literacy and Numeracy qualification at exit point.
- Develop opportunities for the introduction of alternative qualifications and ensure progression from Level 5 to Level 6

National Improvement Framework Quality Indicators

1.3 Leadership of change

Good

Key Strengths:

- Consultation with the school community to refresh the school's Vision, Values and Aims.
- Changes to the S3 curriculum to allow for greater personalisation and choice with a focus on progression in to the senior phase.
- There is a clear strategic direction and vision to implement new processes and drive improvement.

Key Priorities:

- Continue to embed the vision, values and aims so that the school community are familiar with these and display these by their actions.
- Implement the new Improvement Planning format and School Improvement Groups to provide opportunities for staff to lead the direction of change across the school.
- Introduction of a new quality assurance calendar to drive improvement through rigorous self-evaluation at all levels.
- Continue to build capacity and provide opportunities for a staff to develop their leadership skills.
- Establish learning trios to provide opportunity for staff to reflect on their practice and share experiences underpinned by professional learning.

- Utilise pupil voice through creation of a Pupil Leadership Council to engage young people in critical and creative thinking linked to school improvement.

2.3 Learning, teaching and assessment

Good

Key Strengths:

- Nurturing and positive relationships are evident throughout the school.
- Staff involve learners in constructing learning intentions and success criteria.
- By the end of S3, almost all young people continue to achieve Level 3 or above for Reading (90.5%)
- By the end of S3, most young people continue to achieve Level 3 or above for Numeracy (86.7%)

Key Priorities:

- All staff to participate in the Co-Operative Learning programme in August to ensure a consistency of approach to Learning & Teaching across all departments.
- Develop a Pupil Leadership Council for young people to lead on aspects of school improvement: including learning through the Young Leaders of Learning Programme.
- Refresh of the school's Learning & Teaching policy.
- Review the school's processes to moderation and assessment within the BGE to support staff in their professional judgements.
- Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Literacy from 84% to 90%.
- Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Numeracy from 82.2% to 85%.
- To make effective use of digital resources/technology to enhance Learning & Teaching.

3.1 Ensuring wellbeing, equity and inclusion

Good

Key Strengths:

- Staff have created an environment where learners are listened to and their views taken into consideration.
- Tracking and monitoring system used to promote equity for our most vulnerable pupils.
- All staff understand their role to model behaviour that promotes wellbeing for all pupils.

Key Priorities:

- Staff to undertake training to become a Trauma informed school (Sanctuary) and Nurturing Schools training.
- Review the process for tracking and monitoring wellbeing and interventions utilised to support targeted groups of learners.
- Refresh of all roles and responsibilities of the wider Pupil Support team to ensure collaboration and effective support systems in place.
- Establishing a Set Up for Success Strategy with all pupils supplied with blazer and tie to promote an ethos and culture of inclusion across the school.
- Develop a strategy to promote Wellbeing, Equalities and Inclusion across the school.
- Become a Rights Respecting School to embed the rights of young people in the heart of our practice.

3.2 Raising attainment and achievement/Securing children's progress

Good Choose an item.

Key Strengths:

- Almost all young people are successful in moving on to a sustained positive destination when leaving school.
- The majority of learners in the BGE are achieving appropriate levels of Literacy.

Key Priorities:

- Increase the number of young people achieving the expected Literacy and Numeracy levels within the BGE and Senior Phase.
- Introduction of a new Relationships policy that encapsulates the recognition and celebration of success.
- Develop staff confidence in moderation of levels to ensure accurate teacher professional judgements.
- Develop opportunities for young people to apply their learning in the wider community
- The school will improve our attendance and reduce the exclusion figures.
- We will increase the number of young people moving into a positive and sustained destination.

Other quality indicators evaluated from 3 year plan:

2.7 Partnerships 2.2 Curriculum

Key Strengths:

- Views of parents, pupils and staff were sought prior to change of S3 Curriculum. Pupils now have a greater element of personalisation and choice at the end of S2.
- Our Skills Academy has been expanded to include more qualifications and pupils have been tracked to ensure they are achieving as many appropriate qualifications as possible.
- The school has developed excellent relationships with Barnardo's and Action for Children to implement appropriate supports to improve mental health and wellbeing for pupils and families.
- School has made use of CLD support to offer a wider range of vocational qualifications.

Key Priorities:

- The school will continue to work with CLD to increase the range of vocational pathways that are currently on offer.
- Widening vocational offer in the Senior Phase Skills Academy, to allow more effective partnership working and greater focus on the development of skills for life, learning and work.
- Review our curriculum to ensure planned opportunities for wider achievement.
- Establish a family learning programme to support partnerships and attainment of our learners and families most at risk and impacted by the barriers of poverty.
- Enhance the focus on skills development by introducing Gen+ across PSE programme in the BGE
- Implementation of the revised S3 curriculum.

Key Achievements of the Establishment

- We have welcomed the many opportunities for the school to come together as a Catholic Faith community and to celebrate liturgical events together (e.g. Full programme of events during the season of Advent and Lent).
- All year groups participated in Retreat programmes that nurtured the spiritual, mental, emotional and physical wellbeing of our young people.
- Two of our young people participated in the Teen Tech programme being part of the Young Peoples Advisory Board for the programme.
- One of our young people participated in the National Manufacturing Institute of Scotland placement designing a trophy for the most sustainable product from the Higher Design and Manufacture class folios.
- A cohort of our young people undertook the Columba 1400 Leadership Academy and used their skills to support transition events within the school.
- The school organised and hosted a very successful Winter Wonderland fete in December which was well attended by pupils, staff, parents and the wider community. We plan to re-create this again in December 2023.
- The school hosted a very successful STEM Fayre which was well attended by pupils, parents and the wider community. This involved interactive workshops
- The DYW Officer and PT DYW organised and ran a successful Careers Fayre for senior phase learners.
- The English department (in collaboration with the school librarian) continue to run year group events to promote literacy for all in the BGE (e.g. the Festival of Reading)
- Pupils have once again been able to participate in school trips to supplement and enhance their learning experiences (i.e. Bannockburn, Geography field trip, Computing trip to Strathclyde University, Science trip)
- The school has started a SWAY newsletter to promote and celebrate the achievements of pupils, as well as being another vehicle to communicate the life of the school to parents and the community. This further communication has been welcomed.
- A number of pupils have represented the school in events (i.e. Young Musician of the Year, the Greenock Festival, the English and Science IDL event)
- All young people in S3 participated in Heart Start training.
- The school worked with our CLD partners for some Skills Academy pupils in the Senior Phase to allow them a more bespoke curriculum and an element of personalisation and choice (DVLA).
- We continue to have strong working relationships with Action for Children and Barnados's in order to allow personalised provision for those learners who require this level of extra support to effectively manage their health and wellbeing.
- A group of S3 young people represented the school at the Lego Mind Storms competition.
- The school has joined the Gen+ programme with 2 young people identified as Gen+ Leaders coordinating the work across the school.
- A large number of our S6 were trained as MVP Ambassadors who led inputs as part of our PSE Curriculum.