

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 Craigmarnock. Approximately 76% of our pupils reside in SIMD 1-3.

In session 2022/23 we had 542 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

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

Choose an item

NIF Driver

Assessment of children's progress

Performance information

HGIOS/ELC QIs

1.1 Self-evaluation for self-improvement

1.1 Self-evaluation for self-improvement

UNCRC

Article 28: (Right to education):

Choose an item.

Outcome:

- Pupils will have a greater awareness of their level through an increased staff confidence in making Teacher Professional Judgements at 3rd and 4th Level through moderation with colleagues across the cluster and local authority.
- By the end of S3, 92% of pupils will have achieved Level 3 or above for Listening and Talking.
- By the end of S3, 90% of pupils will have achieved Level 3 or above for Writing.
- By the end of S3, 90% of pupils will have achieved Level 3 or above for Numeracy.
- Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Literacy from 84% to 90% by the end of S3.
- Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Numeracy from 82.2% to 85% by the end of S3.
- Close the Gap in those achieving Level 3 or above in Reading by the end of S3 by 5% (currently 8.4%)
- Increased attainment for all learners in Literacy and Numeracy at SCQF level 4 and 5.
- Increase the number of pupils attaining Literacy and Numeracy at SCQF Level 5 in S4 from 65% to 70%

Progress and impact of outcomes for learners:

BGE

In session 2023/24;

- 91% of pupils have achieved 3rd level or better for Listening & Talking
- 94.4% of pupils have achieved 3rd level or better for Reading & Writing
- 89.9 % of pupils have achieved 3rd level or better in Numeracy
- When comparing pupils who reside in SIMD 1+2 with those who reside in SIMD 3-10, gaps have narrowed across two aspects of 3rd level literacy (L&T and R). In Reading, the gap decreased to 1.6% (from 6%)
- Across all aspects of Literacy, over 90% of pupils from SIMD 1+2 achieved 3rd level or above

The number of pupils achieving 4th level or better increased across all aspects of Literacy

- 60.6% of pupils have achieved 4th level for Listening & Talking
- 67% of pupils have achieved 4th level for Reading
- 58.5% of pupils have achieved 4th level for Writing

The number of pupils achieving 4th level in Numeracy has stayed in line with last session (59.6% and 60.2%)

Senior phase Leavers

The school has maintained high levels of performance in literacy at Scottish Credit and Qualifications Framework (SCQF) level 5 or better from with an average of 93.1% achieving success at this level between 2018/19 and 2021/22. In 2022-23 this dipped to 87.5%.

75.93% of school leavers from 2018-19 to 2020-21 achieved SCQF level 6, in line with or higher than the VC.

Performance at this level declined in 2021/22, with 63.89% achieving this level. This was significantly much lower than the Virtual Comparator (VC). This is the result of young people being presented for Communication and Literature. Senior leaders indicate that this qualification, although meets the needs of its learners, did not contribute to SCQF level 6. Performance improved to 77.78% in 2022-23.

In 2021-22 92.86% of young people leaving school who have additional support needs gained level 5 Literacy or better. This dropped to 77.78% in 2022-23.

92.86% Leavers with ASN gained Level 5 Numeracy or better in 2021-22 and in 2022-23 this dropped to 77.78%.

Performance in numeracy is strong at SCQF level 5 or better with an average of 93.1% achieving success at this level between 2018/19 and 2022/23. This has been significantly higher or much higher than the VC. There is a notable difference between the success young people have in achieving numeracy through units when compared to the percentage who achieve this through a course award. 44.4% of leavers in 2022-23 achieved SCQF level 6 in numeracy, higher than the VC.

92.86% Leavers with ASN gained Level 5 Numeracy or better in 2021-22 and in 2022-23 this dropped to 77.78%.

Senior leaders have ensured that almost all young people, 97.22%, leave school with a positive profile, having achieved a SCQF level 4 or higher qualification in literacy and numeracy.

Cohorts (literacy)

At S4, there has been an improvement in performance at SCQF level 5 or better in the latest year 2022/23 with almost all achieving this level. At S5 based on the S4 roll, there is less consistent performance at SCQF level 6 although performance remains in line with the VC. At S6 based on the S4 roll, performance at SCQF level 6 has shown a slight decline since 2020/21 although remains in line with the VC.

Cohorts (numeracy)

At S4 and by S5 based on the S4 roll, performance at SCQF level 5 or better remains in line with the VC over the last five years from 2018/19 to 2022/23. There is a notable difference between the success young people have in achieving numeracy through units when compared to the percentage who achieve this through a course award. By S5 and by S6 based on the S4 roll performance at SCQF level 6 shows a steady improvement over the five-year period and remains in line with the VC.

English and Mathematics

There is a significantly high number of entries for both National 4 Mathematics and Higher Application of Mathematics compared to the national average. Attainment at Higher Mathematics was significantly lower than the national average 2021/22 between and 2022/23.

Next steps

- We will focus on raising attainment in Literacy and Numeracy at level 3 and level 4. When analysing the attainment gap between SIMD 1-2 and SIMD 3-10 at **level 3 there is a gap of:**
- 9.2% in Listening and Talking
- 6% gap in Numeracy
- **At level 4 the gap increases:**
- 17.1% in Listening & Talking
- 16.3% in Reading
- 10.9% in Reading
- 14% in numeracy
- In the Senior Phase we will focus on ensuring young people are coursed appropriately to improve performance and earlier interventions in place.
- In S4 5@ level 5 we had a dip this year to 32.69% from 39.53% in 2023 and it is lower than LA average.
- Improvement this year in S5 3@level 6 34.88% from 24.49% so we will look to maintain or improve on this.
- In S5 5@level 6 lower than LA average at 11.63%
- In S4 we achieved 60.6% level 4 qualifications and will focus on ensuring that every young person is gaining a minimum of 5 qualifications.
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Establishment priority 2

NIF Priority

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

Choose an item

NIF Driver

Assessment of children's progress

Performance information

HGIOS/ELC QIs

2.3 Learning, teaching and assessment

2.2 Curriculum

UNCRC

Article 2 (Non-discrimination):

Article 28: (Right to education):

Outcome:

- We will increase the school attendance from 88.96% May 2024 to 90% over the course of the year through targeted interventions for groups of learners.
- We will reduce the number of exclusions from 60 openings to 40 openings or less. Our Targeted Support offer should impact positively on exclusion rates.
- We will aim to increase the number of pupils in S5 attaining 1+ at Level 6 from 52.33% to 60% in line with authority average.
- We will aim to maintain/ increase the number of pupils in S5 attaining 3+ at Level 6 from 34.88%
- We will aim to close the gap in the number of S4 pupils attaining 5+ at level 5 from 21.2% to 15%
- Staff will be trained in Co-Operative Learning which will increase pupil engagement in lessons and support our drive to raise attainment.
- Pupils attain and achieve their potential through interventions strategies employed by our integrated support system, particularly for those most at risk of disengaging in school.

PEF used to support closing the gap:

- Depute Head Teacher (Equity) - £22,450
- Wellbeing Support Officer - £12,000
- Planned Opportunities for Wider Achievement – £10,000
- Targeted Supported Study - £11,000
- CLPL including Cooperative Learning to support improvement in Learning and Teaching - £8000

Progress and impact of outcomes for learners:

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

- Attendance levels are generally in line with the national average.
- Exclusions continue to be lower than the national average.
- The appointment of key additional staffing, such as the depute head teacher and wellbeing support officer, are improving young people's outcomes. For example, there is clear evidence of improved attendance for a few young people with very low rates of attendance. In addition, there are improvements in attainment for selected attainment measures for those young people in SIMD deciles 1 and 2.
- School data indicates that the attainment gap between young people in quintile 1 and other quintiles shows inconsistency over time for the achievement of CfE third level. There is a clear reduction in the gap at CfE fourth level
- In almost all classes, young people benefit from positive and respectful relationships with staff and each other. There is a calm, orderly and purposeful learning environment in the school which supports young people well to participate in their learning. Young people appreciate the support they receive from teachers and other staff. They value the support offered to them through the extensive range of study support programmes and wider learning activities beyond the timetabled school day
- In the majority of lessons, young people benefit from a range of teaching and learning approaches including opportunities to work collaboratively or independently. This helps young people to be more engaged and active as they take responsibility for their learning.
- Staff adopt a nurturing approach to resolving issues of disruptive behaviour. Professional learning on 'trauma informed practice' is resulting in fewer immediate referrals of young people directly to senior

leaders. There has been a significant reduction in exclusions in the latest academic session 2023-24. Young people who have been excluded speak positively of the support they receive from the school to help manage and regulate their emotions. As a result, there are rarely any repeated exclusions for the same young person

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Next steps

- More effective earlier interventions to be in place for young people with low rates of attendance, which might include appropriate referrals to partner agencies
- An important next step for most teachers is to ensure that all lessons are suitably differentiated to meet the needs of all learners. This includes those learners who would benefit from greater challenge.

Establishment priority 3

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

Parental engagement

Teacher professionalism

HGIOS/ELC QIs

2.4 Personalised support

2.5 Family learning

UNCRC

Article 3 (Best interests of the child):

Article 5 (Parental guidance):

Outcome:

- By the end of the year, our learners will feel more confident in tackling the challenges of life beyond school and will be able to articulate how to access supports they may require through a focused Personal and Social Education programme.
- By the end of the year, our staff will become confident in how to manage instances of dysregulation in learners and how they can change their practice to ensure an inclusive, welcoming and nurturing learning environment that helps all learners to engage and achieve success. This will be demonstrated through a decrease in the number of referrals and reduction in exclusions. The GMWP tool (Glasgow City Council) will be utilised to measure learners' wellbeing at the start of the year as a baseline and end of the year to measure impact.
- By the end of the year, our departments will be confident in their responsibility for linking the wellbeing indicators in their practice and how they contribute to the Responsibility of All organisers within their curriculum. Our learners will be able to articulate this through their learner conversations and focus groups.
- By the end of the year, we will have established a family learning programme with a focus on those most impacted by the barriers of poverty. This will be measured by the number of families who engage and the impact on their children's attainment and engagement will be monitored through school tracking periods

PEF used to support closing the gap:

Pupil Support Nurture/Wellbeing Base – £3000

Retreat and Intervention Programme - £5000

Family Learning and Engagement - £3000

Breakfast Club - £2000

Set Up Strategy (Cost of the School Day) - £12,000

Pupil Voice to support those at risk and impacted by poverty - £2000

Progress and impact of outcomes for learners:

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

- The wellbeing of young people is supported by positive, caring and nurturing relationships across the school community. Positive relationships have been enhanced by the recently developed 'Nurturing Relationships for Success' policy. SIF findings indicate that young people feel ownership of this policy, having been involved in its creation alongside parents and staff. Most young people feel that staff and their peers treat them fairly and with respect. Almost all young people feel that staff help them to be responsible for their own behaviour. Young people welcome approaches taken by the school to recognise and celebrate positive behaviour, and efforts for greater consistency in addressing behaviour across the school. Young people feel that their successes are increasingly recognised and celebrated.
- Staff and young people are at an early stage of developing a shared understanding of the language of wellbeing and the wellbeing indicators. Young people from S3 to S6 have a limited understanding of wellbeing indicators and their progress against these
- The Personal and Social Education (PSE) programme does not include clear and progressive learning across the BGE and is not on offer in the senior phase. As a result, young people are not building on their prior learning well and there are gaps in their learning. Young people are unable to articulate how they are progressing with wellbeing or how to take steps to improve their outcomes. Young people in the senior phase would welcome greater input to support them with choices after school.

- Our Family Learning Programme is delivering planned engagement activities and events with parents. This will help to engage more parents to support learning at home. This year, the Family Learning School Improvement group organised two events for parents. One was for universal support and was for parents of those in S1/2. This focused on literacy, numeracy and HWB. A range of our partners including Barnardos and Action for Children were present at this evening event and were able to outline and discuss the supports they can offer. This event was supported by approx. 30 families who were vocal in their appreciation of the approach the school used to engage them. Our partner agencies also reported an increase in the number of referrals because of the evening. The second event was targeted and involved parents being invited into the school to cook with their child. Only one parent attended this event and while they were appreciative, in order for this to be viable more parents would need to attend.
- The school is further developing their approach to tracking and monitoring the needs of young people with Additional support needs (ASN).

Next steps

- Create a system to develop, assess, track and monitor the wellbeing of all learners. A whole-school approach to the use of wellbeing indicators has the potential to help staff to monitor all young people's wellbeing and evidence wellbeing outcomes.
- further developing their approach to tracking and monitoring the needs of young people with Additional support needs (ASN). Support plans should contain appropriately specific and measurable targets to ensure young people are receiving the right level of support at the right time
- ensure that all care experienced young people are considered for a coordinated support plan.
- Review how they record incidents of alleged bullying to reflect national guidance better.
- Develop a whole-school approach to the delivery of universal support entitlements through strengthening the role of first-line guidance as part of registration.
- Embed PSE inserts for the Senior Phase

Establishment priority 4

NIF Priority

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

Choose an item

NIF Driver

School Improvement

Performance information

HGIOS/ELC QIs

3.3 Increasing creativity and employability

2.6 Transitions

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

- Initial Leaver Destination Data 97.98% were in a positive destination in 2022-23. We aim to maintain this in the follow up report.
- Through observations and pupil feedback, our young people will become confident in identifying the skills they are learning and how they link into the world of work and career pathways. This will help to focus all young people within the BGE in selecting pathways that prepare them for the career pathways they want to study.
- Staff will be confident in articulating the Career Education Standard and where it links to their curriculum.
- Targeted groups of young people will be identified and supported through strong partnerships with external agencies and providers to make a successful transition into a positive and sustained destination. The number of young people being NEET will decrease and attendance will improve through strong partnership working.

PEF used to support closing the gap:

Columba 1400 Leadership Academy CEYP £666

Columba 1400 Leadership Academy Partnership £750

Career Ready Mentoring Programme £850

Partnerships and alternative pathways - £1600

Progress and impact of outcomes for learners:

Progress and impact of outcomes for learners

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

- Almost all young people, 91% move onto a positive destination. This is significantly lower than the VC in session 2021/22. In 2022/23, senior leaders presented evidence from SDS that indicates an increase in the percentage of positive destinations, 97.98%.
- Young people are increasing their confidence in identifying career routes and making their options as they progress through the school.
- Staff are developing their awareness of the Career Education Standard and linking what is being learned to careers using the school 'holding screen' at the start of each lesson.
- The targeted provision in the school, The Hub, is effective in supporting a few young people who have barriers to learning. Although this department are at early stages of demonstrating impact, SIF findings show that young people feel well supported, valued by staff and have a strong sense of belonging. They feel that The Hub is a safe haven where they can go for support. 80% pupils attained N4 English, which has contributed to these pupils achieving a positive destination, through Targeted Support.
- 100% of pupils attending Targeted Support full time, on a blended timetable or supplementing their college allocation; attained a minimum of N3 English or Maths.
- Young people have been involved in the Career Ready Mentoring Programme which has developed their skills and confidence.
- All young people in S1-3 are accessing the partnership with GEN+ which is helping them to reflect on the metaskills that they have developed and how they articulate into the world of work.

Next steps

- Develop a DYW Strategy for the school which builds upon the foundations laid.
- Develop a Skills Framework which articulates with metaskills and links to the world of work.

Establishment priority 5

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

Choose an item

NIF Driver

School leadership

Parental engagement

HGIOS/ELC QIs

1.3 Leadership of change

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 6 (Survival and development):

Article 42 (Knowledge of rights):

Outcome:

- Everyone in our community will be able to articulate confidently the school's vision, values and aims and model these through daily interactions.
- Our young people will have a wide range of opportunities to develop and hone their leadership skills supported by staff.
- Everyone in our community feels supported and included. Instances of bullying will be recorded appropriately.
- Everyone in our community can articulate the UNCRC and it features at the centre of all we do as a school community.
- Everyone in our community will develop their awareness of each of the protected characteristics through a UNCRC approach.

PEF used to support closing the gap:

N/A

Progress and impact of outcomes for learners

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

- The vision for the school is captured by the motto 'Strive for Success.' This vision signals high expectations and aspirations for all young people promoting a collective sense of purpose and common goals for all staff and young people across the school. The vision is underpinned by a strong set of co-created values (fairness, ambition, inclusion, trust and honesty) which are displayed prominently across the school. These values align well with the school's focus on gospel values. Together, the vision and values play an important role.
- Young people appreciate and value the individual support and care they receive from their guidance staff. Most young people feel that there are members of staff who know them well and to whom they can go to with any concerns
- Senior young people in leadership positions such as head boy and girl and their deputies contribute to the positive ethos of the school. There is a strong pupil council with two representatives from every class. They effect change and improvement by meeting regularly to discuss issues which impact on them and the classes they represent. Their successes include a range of approaches to support their peers with mitigating against costs of the school day. This includes the provision of stationery and personal items for young people to access free of charge. This was recognised as good practice in the SIF.
- Staff understand that the basis for pupil participation is enshrined in the articles of the United Nations Convention on the Rights of the Child (UNCRC). The inclusiveness of St Stephen's comes from the values of the school, its climate and ethos and the SLT's relentless pursuit of ensuring that all young people are valued. As a result, almost all young people feel a sense of belonging and included in the school.
- The school has achieved it's Silver Rights Respecting School Award.
- The ethos of anti-bullying is embedded in day-to-day practices. There is a respectful, equitable and inclusive culture and ethos where respect and promoting positive relationships and behaviour are evident. As a result, incidents of bullying are very low. Incidents of bullying are analysed and appropriate responses, including input from partner agencies, are put in place. Most young people feel that bullying is dealt with effectively by guidance staff.

Next steps

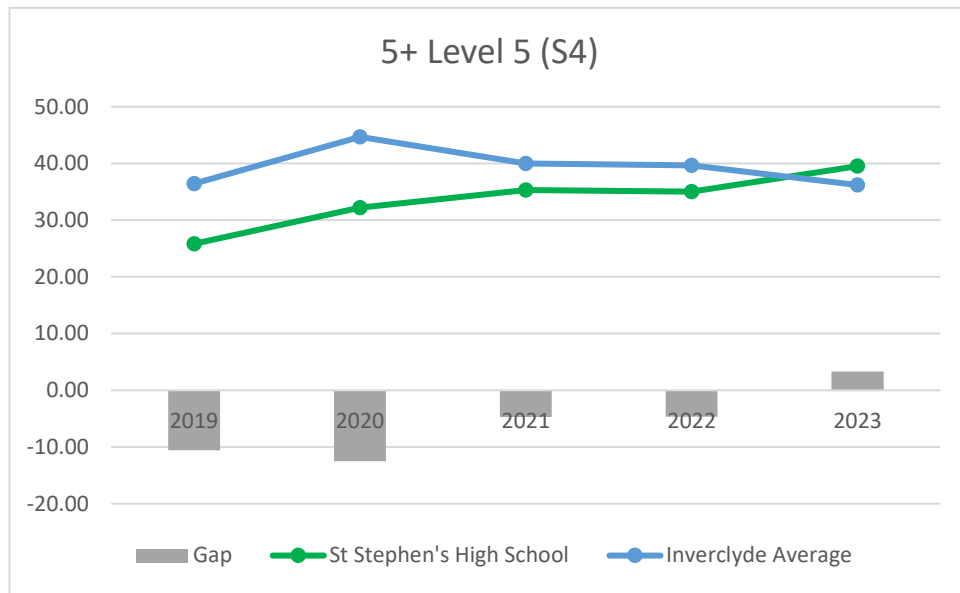
- Work towards achieving a gold rights respecting schools award
- Continue to embed the vision, values and aims across the life of the school.

Data

Key Strengths:

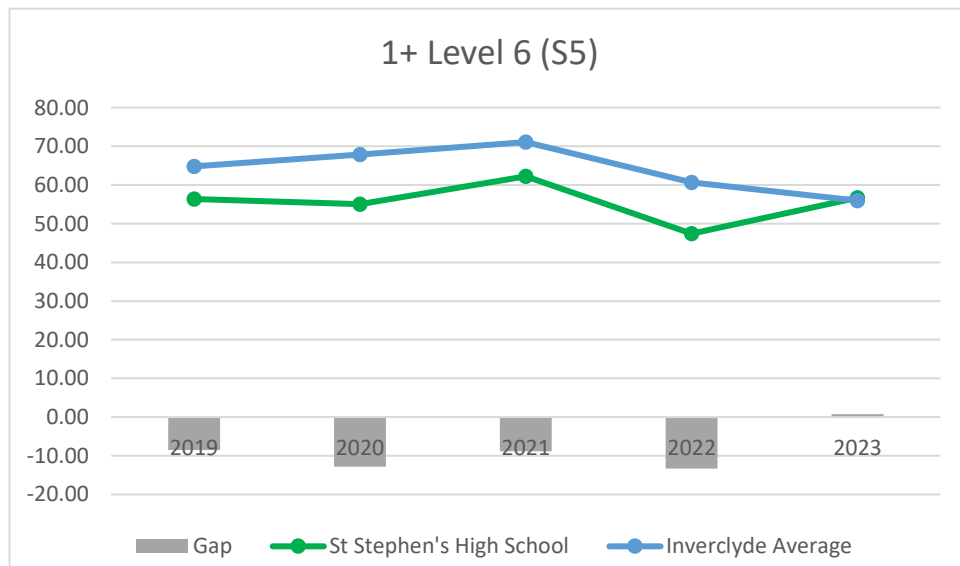
- Results in S4 continue to be a strength of the school. Last session, 39.5% of S4 cohort achieved 5+ at Level 5. This has been an increasing trend that we are determined to maintain.

		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:

- The vision, values and aims of the school is embedded and prevalent across the school.
- The school has a strong sense of community in a nurturing and inclusive learning environment.
- Staff feel empowered to lead improvement and feel valued within the school and in particular their curricular area.
- The school improvement plan of 'Strive to 25' provides clarity of vision what the school is aiming to achieve for their young people and is shared across the school community.
- Pupil leadership Structures being used as a mechanism to promote pupil voice across the school with young people feeling that their voice is listened to, heard and acted upon.

Key Priorities:

- Create greater consistency in Departmental Improvement Planning.
- Develop a DYW Strategy linking to national policy of Local Market Information, Work Placement and Career Education Standards.

2.3 Learning, teaching and assessment

Choose an item.

Key Strengths:

- Young people benefit from positive and respectful relationships with staff and each other. There is a calm, orderly and purposeful learning environment in the school which supports young people well to participate in their learning. Young people appreciate the support they receive from teachers and other staff and value the support offered to them.
- Most young people are confident in talking about their learning experiences and what they feel helps them to learn. Teachers support young people to develop their confidence through learning collaboratively, presenting their learning to their peers and group-based activities.
- In almost all lessons, teachers' explanations and instructions are clear and the purpose of learning is shared with young people.
- In the majority of lessons, young people benefit from a range of teaching and learning approaches including opportunities to work collaboratively or independently.
- All teachers engage in well-planned moderation activities in both the BGE and the senior phase. This includes frequent and extensive work with subject colleagues in their joint campus.
- Teachers monitor and track the progress of young people well.
- Teachers have developed the St Stephen's High School Learning and Teaching Policy. The "Preparing for Success" component is having a positive impact. In almost all lessons, regular routines for learning such as starters and processes for collaborative working are a consistent feature of teachers' practice. This is working well across the school

Key Priorities:

- Share effective use of tracking and monitoring in departments of best practice widely across the school to support planning.
- Develop approaches to feedback for learners, particularly within the BGE in relation to progress within their learning.
- Continue to utilise the partnership with the Coop Learning Consultancy to develop staff's approach to learning and teaching, identifying best practice and sharing this widely across the school.
- Continue to embed the Learning and Teaching Policy to ensure that there is greater consistency of experience across the school and that learning and teaching has pace and challenge.
- Develop approaches to differentiation within the school, particularly with a focus on responsive planning.

3.1 Ensuring wellbeing, equity and inclusion

Satisfactory

Key Strengths:

- The wellbeing of young people is supported by positive, caring and nurturing relationships across the school community.
- Almost all young people feel that staff help them to be responsible for their own behaviour. Young people welcome approaches taken by the school to recognise and celebrate positive behaviour, and efforts for greater consistency in addressing behaviour across the school.
- The inclusiveness of St Stephen's comes from the values of the school, its climate and ethos and ensuring that all young people are valued. As a result, almost all young people feel a sense of belonging and included in the school. The SLT seeks and values the views of young people. This contributes to an inclusive school environment.
- The Mentors in Violence Prevention programme gives learners in the Senior Phase the opportunity to act as positive, credible role models to younger people, delivering lessons within the BGE.
- Young people appreciate and value the individual support and care they receive from their guidance staff. Most young people feel that there are members of staff who know them well and to whom they can go to with any concerns.
- The Hub, is effective in supporting a few young people who have barriers to learning and a safe haven where they can go for support.
- Staff adopt a nurturing approach to resolving issues of disruptive behaviour. Professional learning on 'trauma informed practice' is resulting in fewer immediate referrals of young people directly to senior leaders.
- The ethos of anti-bullying is embedded in day-to-day practices. There is a respectful, equitable and inclusive culture and ethos where respect and promoting positive relationships and behaviour are evident. As a result, incidents of bullying are very low.
- Young people who are care-experienced are supported well by the Guidance team. Young people speak positively about their experiences of school.
- Staff understand that the basis for pupil participation is enshrined in the articles of the United Nations Convention on the Rights of the Child (UNCRC). The inclusiveness of St Stephen's comes from the values of the school, its climate and ethos ensures that all young people are valued.
- Young people feel that their successes are increasingly recognised and celebrated.

Key Priorities:

- Develop a whole-school approach to the use of wellbeing indicators has the potential to help staff to monitor all young people's wellbeing and evidence wellbeing outcomes.
- Review the scope, content and delivery of PSE within the BGE and Senior Phase.
- Develop a whole-school approach to the delivery of universal support entitlements through strengthening the role of first-line guidance as part of registration.

- Ensure that support plans contain appropriately specific and measurable targets to ensure young people are receiving the right level of support at the right time. Senior leaders recognise the need to evaluate these plans more rigorously and robustly to ensure that young people are overtaking their personal targets.
- Principal Teachers of Guidance (PTGs) should review how they record incidents of alleged bullying to reflect national guidance better.
- build on their 'Care Experienced tracker' to allow for a more strategic overview of outcomes for care experienced young people. A next step for senior leaders is to ensure that all care experienced young people are considered for a coordinated support plan.
- The Equality and Inclusion Group should now provide a strategic approach to ensuring that all staff consistently promote equality and celebrate diversity across the school. Programmes and courses could better reflect the lived experiences and the distinctiveness of all the school's young people

3.2 Raising attainment and achievement/Securing children's progress

GOOD

Choose an item.

Key Strengths:

- Most young people achieved CfE third level or better in numeracy by the end of S3. The school has maintained these performance levels over the last few years, 2019/20 to 2022/23..
- The majority of young people achieved CfE fourth level in literacy and numeracy by the end of S3
- The school has maintained high levels of performance in literacy at Scottish Credit and Qualifications Framework (SCQF) level 5 or better from 2017/18 to 2021/22. The majority of young people leaving school in the five-year period up to 2020/21 achieved SCQF level 6, in line with the VC. Performance at this level declined in 2021/22, with a minority achieving this level. This was significantly much lower than the Virtual Comparator (VC). This is the result of young people being presented for Communication and Literature.
- Most young people leaving school who have additional support needs achieved SCQF level 5 or better in literacy between 2020/21 and 2021/22.
- Performance in numeracy is strong at SCQF level 5 or better with most young people leaving school achieving success at this level between 2018/19 and 2021/22. This has been significantly higher or much higher than the VC.
- Young people with additional support needs achieve well in numeracy.
- At S4, there has been an improvement in performance at SCQF level 5 or better in the latest year 2022/23.
- At S4 and by S5 based on the S4 roll, performance at SCQF level 5 or better remains in line with the VC over the last five years from 2018/19 to 2022/23
- At S4, the minority of young people achieve five or more awards at SCQF level 5C or better. Over the last five years, there has been an overall improvement in the percentage of young people attaining 3 or more courses to 6 or more courses at SCQF level 5C and 5A or better. Performance across these measures have been in line with the VC.
- There are fewer change of levels and withdrawals from courses as a result of greater levels of accountability and more young people being coursed appropriately.
- The school community celebrates young people's successes in and out of school through, for example, assemblies, social media and newsletters. The school website has a helpful online form for anyone to submit details of young people's achievements. As a result, most young people feel that their successes are valued.
- Staff take an active interest in the activities of young people both in school and out. Young people benefit from taking part in a range of after-school and lunchtime clubs that are matched very well to their interests.
- Young people regularly demonstrate the skills and knowledge gained through these activities when working across subjects and in their daily interactions with others. Young people are confident and empowered to approach staff to request new activities to meet their interests and aspirations.

Key Priorities:

- Continue to ensure accurate and robust tracking of data within the BGE to ensure accurate judgements around achievement of 3rd and 4th Level.
- Increase the number of young people who achieve numeracy through the completion of the course award as opposed to a unit.
- Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Literacy.
- Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Numeracy.
- Close the Gap in those achieving Level 3 or above in Reading by the end of S3.
- Increased attainment for all learners in Literacy and Numeracy at SCQF level 4 and 5.
- Increase the number of pupils attaining Literacy and Numeracy at SCQF Level 5 in S4
- We will aim to increase the number of pupils in S5 attaining 1+ at Level 6 in line with authority average.
- We will aim to increase the number of pupils in S5 attaining 3+ at Level 6.

Other quality indicators evaluated from 3 year plan:

2.7 Partnerships 2.2 Curriculum

Key Strengths:

- Parents value the regular communication from the school. This includes a headteacher newsletter and social media updates. Parents appreciate the helpful merit emails which let them know when a young person has done well at school.
- The school is at an early stage of delivering planned engagement activities and events with parents. This will help to engage more parents to support learning at home.
- The Parent Council is beginning to re-establish its purpose following a period of change. It has established a positive relationship with the school leadership team which ensures that members are regularly consulted on proposed changes. For example, the Parent Council contributed to the refresh of the vision, values and aims and the school improvement plan. families.
- Several curriculum areas display informative notice boards in corridors highlighting career opportunities and pathways linked to their subjects. Vocational pathways are extended in S4 to S6 to include a range of appropriate options to suit individual learner needs.
- The senior phase offers young people clear progression pathways for most curricular areas and subjects.
- Young people do not yet receive their entitlement to experience the full range of experience and outcomes at third curriculum level by the end of S3.
- Curriculum for Excellence levels are shared from primary to secondary for literacy and numeracy. These are used well to support progression in literacy and numeracy as young people move from P7 to S1.
- Young people are building on their prior learning through the emerging helpful work in the cluster science, technology, engineering and mathematics (STEM) event and through achieving the Discovery Crest Award in P7 and S1.
- The school's partnership with CLD has offered targeted support for learners most at risk of disengaging and disruption in the community.

Key Priorities:

- The school will continue to work with CLD to increase the range of vocational pathways that are currently on offer.
- Implement provision for Senior Phase PSE within the curriculum.
- Review the pathways within the Senior Phase through the expansion of curricular offer within the SCQF programme.
- Continue to develop our approach to family engagement.

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.
- The school launched the Pupil Leadership Council which is our vehicle for pupil voice across the school.
- Our S1 and S2 football teams secured a place in the final of the Scottish Cup for their year group.
- Our S1 football team won the 7 a side Inverclyde football tournament.
- Two of our young people are participating in the finals of the Teen Tech Award in London.
- The school achieved the Silver Rights Respecting School Accreditation.
- A cohort of our young people undertook the Columba 1400 Leadership Academy.
- 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.
- The school held it's first Music Concert which was an excellent celebration of musical talent within the school.
- One of our learners won the Rotary Young Artist of the Year Award.
- 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 school launched the Family Learning programme which was well received and attended by parents and carers.
- Pupils have once again been able to participate in school trips to supplement and enhance their learning experiences (i.e. Munich, 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 completed the first Aid Award.
- All Senior pupils received the Level 6 First Aid at Work Award.
- 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 large number of our S6 were trained as MVP Ambassadors who led inputs as part of our PSE Curriculum.