



Guidance on completing the School/Centre Improvement Report

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How good is our school? 4th edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's 'Aspire' priorities.

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than Monday 27 August 2018. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:

- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children's and young people's health and wellbeing; and*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

The 6 key drivers of improvement identified by the NIF are:

- *School leadership*
- *Teacher professionalism*
- *Parental engagement*
- *Assessment of children's progress*
- *School improvement*
- *Performance information*

North Lanarkshire's Aspire priorities are:

- *Improved economic opportunities and outcomes*
- *Supporting all children to reach their full potential*
- *Improving the health, wellbeing and care of the communities*
- *Improving relationships with the communities and the third sector*
- *Improving the council's resource base*

School/Centre Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Our Lady's High School, Cumbernauld is a Roman Catholic, comprehensive, co-educational school located to the north of Glasgow. The school roll is approximately 930, with a teaching complement of 66.7 FTE. There are 17 support staff in the school. Our HSPO was on Maternity leave last session and has now returned full time. The spiritual development of the young people is also supported by our school Chaplain and local Parish Priests.

The school's catchment area takes in large sections of Cumbernauld and areas in the north east of Glasgow City. The school's Free Meal Entitlement is currently 7.8% (August 2018).

Our SIMD breakdown is as follows :

1 / 2 – 16%
3 / 4 – 27%
5 / 6 – 20%
7 / 8 – 17%
9 / 10 – 20%

The school has pupils from a wide range of socio economic backgrounds, with some families experiencing significant challenges and others enjoying considerable affluence. Central to our work in the school is to ensure that all our pupils have equal opportunities and experiences regardless of their own family background.

Our "Vision for Excellence" focuses on excellence in teaching, relationships, supporting learners and our curriculum. This has been in place for a few years now and will be reviewed as part of our improvement work during session 2018/19. This will also tie in with our 50th anniversary which occurs this year.

SAC funding has enabled provided us with an attainment mentor to support our most vulnerable youngsters. Pupils also participated in the Arran residential weekend to support them in S4. SAC funding has also provided a wide range of resources to support learners in literacy and numeracy. Staffing provided through SAC funding last session also enabled us to introduce additional supports and interventions in literacy and numeracy. This was complemented by the PEF grant of £78000 which enabled a range of interventions to be put in place. This is detailed towards the end of this report.

Our attainment profile has improved in recent years and we continue to build on this. In August 2018, over 62% of our S4 learners attained 5 or more awards at National 5, and almost all learners in S4 attained at least 5 awards at N3 or N4. A significant amount of work is done each year to ensure learners who may miss out or who have disengaged from school do not leave without qualifications. Our performance at 5 Highers this session was disappointing and we await VC figures from Insight to enable further analysis of this. Our 1+ and 3+ Higher figures were below that of last session however an increase on 2016. Learners in S6 performed particularly well, with almost 45% attaining 5 Highers and 81% attaining at least 1 Higher.

We are aware that Learners in SIMD 1-3 attain fewer tariff points than those in SIMD 8-10, and the % of learners in SIMD 1-3 attaining Literacy and Numeracy at N5 is also lower. We continue to work on this

Staffing has been relatively stable over the last year however in some subject areas there have been challenges

in sourcing cover teachers for absent colleagues. This was particularly prevalent in our Science faculty in the first half of session 2017-18.

Our self evaluation processes have been reviewed over the last session. Responses to parental surveys are largely positive. Approx 500 parents responded to our iPad surveys at various parental events. Our Learner Conversation programme allows Learner Voice to be effectively heard, and we are refining this based on work undertaken last session.

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

School priority 1:

Learners will demonstrate increased attainment in Literacy and Numeracy through a range of targeted supports.

NIF Priority

*Improvement in attainment, particularly in literacy and numeracy;
Closing the attainment gap between the most and least disadvantaged children*

NIF Driver

*Parental engagement
Assessment of children's progress
Teacher professionalism
Performance Information*

HGIOS?4 QIs

1.2,1.5,2.3,2.4, 3.2

NLC Priority

Supporting all children to reach their full potential

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Our PEF funding combined with SAC staffing and resources has been central to our work in this area.

A Literacy and Numeracy hub was created in the school to support effective interventions in these areas. In terms of literacy, 30 PEF pupils from S1-S3 were identified as having a reading age lower than their chronological age. A range of targeted interventions were put in place including Sumdog and Rapid Plus. Read Write Inc was also used to target appropriate individuals. In numeracy, a similar targeted approach was used, again using Sumdog and other resources as they became available across the session. Evaluations indicate the engagement, motivation and reading levels of pupils increased during the literacy and numeracy intervention programmes. Access to small groups led by a subject specialist as well as access to ICT and new software programmes all had a positive impact on pupils. Progress was tracked regularly and recorded on our database.

There were clear indications of improvements in both areas across the session for the pupils involved. 82% of pupils in the Literacy groups demonstrated an increase in reading age over the programme with a minimum increase of 6 months and a maximum increase of 2 years and 9 months.

In S1 over a 6 month period there has been a mean increase in mathematical age of 7.2 months. It is important to bear in mind that some these pupils have taken 12 years to reach a mathematical age of 8 or 9. Of those pupils 52% have increased their mathematical age by 8 months or more.

In S2 over a 6 month period there has been a mean increase in mathematical age of 12.2 months. It is important to bear in mind that some these pupils have taken 13 years to reach a mathematical age of 10. Of those pupils 40% have increased their mathematical age by 16 months or more.

Professional learning activities were also provided to Maths staff to support improvements in numeracy across all

yeargroups. This is ongoing. A significant amount of work was also undertaken with our primary colleagues to support numeracy in transition, which will lead to greater consistency across the cluster for learners and improved attainment in this area.

Our Literacy and Numeracy working groups continue to develop resources for departments to ensure consistency across the school.

We have revised our transition information for P6 and P7 to spreadsheet format covering all curricular areas allowing for much more information to be shared at transition times. This will be built on in the coming session.

We have also held parental engagement events for our targeted pupils last session and these were very well received. Parental feedback was very positive and we will continue to build on this in the new session.

Staff engagement with BGE Benchmarks and the revised SQA qualifications has been ongoing across the session. Pupils are becoming more familiar with the use and terminology around Benchmarks, and work in this area will continue throughout session 18/19.

Next Steps: (What are we going to do now?)

- Continue to build on the work of the Literacy and Numeracy team in the coming session. PEF posts have been extended to April 2019.
- Pupil Support staff will work closer with PEF Literacy and Numeracy PTs to monitor and track pupils.
- Literacy and Numeracy working groups will continue to develop strategies to enable consistency across school
- Parental engagement strategy for Literacy & Numeracy to be developed, including further use of parental engagement events.
- Learner conversations will take place to ascertain learner views of PEF input and how this can be improved
- Learner conversations and staff survey to find out how the common success criteria and correction code are going
- Staff in the group will pair up to observe each other to see how the Literacy Benchmarks are being interpreted.
- Ongoing evaluation of SQA performance and S3 Teacher Judgements will direct our work in the coming session.
- There is still work to be done in terms of sharing good practice and ensuring pupils understand terminology around benchmarks and effective feedback.

School priority 2:

Learners will benefit from wider achievement and employability opportunities, with a clear system for recording this and effective targeting of participation. Learners who have not participated in employability or wider achievement opportunities will be supported to do so.

NIF Priority
Assessment of Children’s Progress
School Improvement

NIF Driver
Closing attainment gap
Improve young people’s health and wellbeing
Improvement in employability skills and sustained destinations

HGIOS?4 QIs
 2.3,2.5,2.6,3.3

NLC Priority
Supporting all children to reach their full potential
Improving the health, wellbeing and care of the communities

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

This priority was supported by PEF funding and led to the creation of a PT (PEF) Wider Achievement. A tracking system has been out in place for all our PEF pupils to ensure they are engaging effectively in wider achievement opportunities. From this, we have identified learners who have no wider achievement actively and created opportunities to rectify this. A range of events and activities have been developed across the session including fully funded trips to Belfast, Stirling and Perth, enabling learners to undertake experiences they would not otherwise have been able to do. There has been considerable parental involvement in this area. Our feedback from learners and parents have been very positive and our tracking database indicates an increase in the number of pupils from the targeted group who have now experienced wider achievement activities.

We reviewed our pupil voice strategy in session 17/18, and now have 10 pupil led improvement groups. Each group is supported by a teacher. These groups focus on a range of areas, including STEM, DYW and Literacy/Numeracy. All houses and year groups are represented and a mechanism for feedback to pupils has been developed. This will be taken forward this session.

Pupils have been provided with and exposed to knowledge of possible relevant career routes related to their subject. Staff are increasingly making connections to the world of work in their teaching. This is an area we will continue to build on this year. Our DYW group continues to seek effective business partnerships to ensure our pupils are exposed to the work of work and business.

74% of S6 pupils achieved Higher Personal Development Award. Two pupils completed the Mark Scott award. All of S6 completed Higher Personal Development self-awareness unit. This has enabled us to certificate and recognize the input of our S6 learners to the life of the school.

For work placements, a senior phase pupil database of career intentions has been compiled and is now used to track pupils for work placements. There has been a significant increase in the number of pupils undertaking senior phase work placements relevant to their own career intentions as a result of this, with 85% of S6 pupils engaging successfully in the last session.

All our S3 pupils have had a 1:1 careers interview and all S2 classes have engaged in group work with Rosalyn Robinson SDS. We enjoy a very positive partnership with SDS.

Our Subject Champions Programme ran again this session. This exercise enabled senior pupils to support S2/3 pupils at subject transition points. Evaluations indicated this event was a great success and supported pupils when making option choices. In addition our P7 Transition Project (DYW) was very successful, focusing on safe use of the internet. Pupils worked in partnership with Sky Academy and City Of Glasgpo College and subject specific departments (IT, Graphics, Art and Drama) to produce podcasts and TV adverts on this theme.

Next Steps: (What are we going to do now?)

- Continue to identify new partners for work placements
- Identify new business partners in a more general sense
- DYW team will provide an input at new S1 Information Evening
- Compile S4-S6 destinations and leaving dates for 16+ database

School priority 3:

Attendance, attainment and achievements of vulnerable learners or those with additional support needs will increase through the development of a Learning Zone and Nurture facility to focus on attendance and supporting learners.

NIF Priority

Parental engagement

Assessment of children's progress

Performance Information

HGIOS?4 QIs

1.5,2.2,2.4,2.5

NIF Driver

*Closing the attainment gap between the most and least disadvantaged children
Improvement in children's and young people's health and wellbeing*

NLC Priority

*Supporting all children to reach their full potential
Improving the health, wellbeing and care of the communities*

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

We have created a "Learning Zone" and "Nurture Zone" that has allowed us to support the most vulnerable pupils. PEF funding supported this, and the creation of a PT (PEF) Learning and Nurture to work in partnership with our PT Support for Learning.

The facility has allowed for poor or non-attenders from all stages to re-engage with the school in a safe and comfortable environment. For hard to reach senior pupils this has allowed them to complete Nat4/5 AVUs or Units leading to SQA qualifications. The Learning Zone has acted as a positive 'buffer' for pupils who have found difficulty in managing the school day. Vulnerable pupils come to the facility each morning and at break and lunch times. Staff from various departments across the school have also had an input into the work of the Nurture Zone to support vulnerable pupils, and have led activities for vulnerable pupils in their own departments at lunchtime and after school. Uptake has been good and pupil evaluations positive. Parents have been invited to the Zones and attended the Nurture launch run by learners as part of Scottish Studies qualification.

Nurture/Learning Zone Impact :

Transition

Learners who were highlighted as being at risk of poor / nonattendance as they transitioned from Primary School into Our Lady's High School were targeted. Such learners who engaged with the nurture initiative have shown consistent attendance patterns. Some learners who experienced poor initial attendance in S1 have since shown improved attendance since engaging with nurture support.

Nurture Groups / Nurture Room

Membership of the Nurture / Scottish Studies group (S1-3) has helped to encourage learners to attend school. Learners who may otherwise have become non-attenders or experienced significantly low attendance have been supported in achieving higher attendance than may otherwise have been experienced.

Non-Attenders

Learners who were identified as chronic non-attenders were targeted for additional support. Such learners have been supported, at times on a 1:1 basis, to ensure that they can still access a full curriculum. Learners often work in the learning zone / nurture room whilst they are being supported in being able to return to the mainstream classroom; again this supports improved attendance.

National Qualifications

A small cohort of learners in S4 were supported through the learning zone to ensure that they experienced positive attainment despite challenges with low attendance. Learners were supported by subject specialists in small groups to ensure that were able to achieve a range of national qualifications which has resulted in the learners securing positive destinations.

Evaluations from pupils have been very positive, indicating they feel more comfortable and well supported using the zones. The zone has had a positive impact on the attendance and sustainability of a number of learners who face various challenges in their own lives.

Our PEF counsellor and Attainment Mentor have also had a positive impact on our identified pupils.

GIRFEC meetings take place weekly and have allowed for appropriate strategies and interventions for pupils and allowed staff to better support pupils in class.

Targeted learners in S1 and S2 recently participated in the School of Football programme in partnership with Clyde FC. This has allowed us to identify some of our most vulnerable pupils in S1-3 and support through a HWB and fitness programme. Evaluations were positive and long term impact of this is being evaluated this session.

Three members of staff have attended Solihull training. There was very positive feedback, and in the August inset programme this was delivered to all staff. Further training will take place this session.

Enhanced transition meetings with individual cluster school using the school's GIRFEC model has ensured high quality transition information is available to all staff via GIRFME plans.

Next Steps: (What are we going to do now?)

- Further Solihull training for identified staff
- Development of PT Pupil Support (PEF) to target vulnerable pupils
- Development of schools internal Request for Assistance procedures to ensure consistency
- Launch MVP programme
- Continue to work with and evaluate school PEF counselling service
- Seek learners views in a more consistent manner through use of online surveys as well as learner conversation programme.

School priority 4:

Learners will benefit from revised SQA qualifications and development of appropriate assessment and moderation approaches in the light of new BGE benchmarks.

NIF Priority

*Teacher professionalism
Assessment of progress
Performance information
School improvement*

NIF Driver

*Improvement in attainment, particularly in Literacy & Numeracy
Closing the attainment gap*

HGIOS?4 QIs

2.2,2.3,3.2

NLC Priority

Supporting all children to reach their full potential

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

There has been an increase this session in N5 presentation and the N5 pass rate. In addition, a significant number of S4 pupils are being presented for N4 RMPS through core RE. Learners who are in danger of not attaining are targeted to ensure they are successful. This applies at all levels and across the senior phase.

Learners are becoming more familiar with Benchmarks as staff grow in confidence using them and make clearer reference to this during assessments. Ongoing across the session, departments have been adapting courses and assessments to include the use of the Benchmarking tool. Benchmarks have also been introduced to pupils at assemblies. In addition, the language used in our BGE tracking reports has been revised to ensure a more consistent approach.

Time spent on moderation and professional discussions in departments mean that staff within the school have improved their understanding of 'Achieving a Level' and are more confident in making a professional judgement. This has been assisted this session with SNSA data. Pupils are therefore able to be more effectively supported and challenged. Cluster Moderation has also taken place this session in relation to Numeracy. DHT S1 and Maths staff have worked with cluster staff to develop materials and assessments.

Learner Conversations continue to take place throughout the year and learners' feedback is being used to

improve courses and the learner experience.

Next Steps: (What are we going to do now?)

- More consistency in use of Benchmarks is still required.
- Reporting language needs to be reviewed to enable references to Benchmarks in parental reports.
- The way feedback is being received will continue to be developed to ensure a consistent approach.
- Departments will continue to work on assessment and moderation to ensure this is effective and appropriate
- Support of Educational Psychologist in respect of how to measure and evidence planning and impact on HWB established and ongoing
- Continue to refine national courses in light of changes and advice from SQA and our own analysis of SQA data.

Pupil Equity Fund

There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.

Allocation and impact

PEF funding has played a significant part in our work this session as highlighted in the body of this report. This is a summary of how the funding has been used :

The funding this session was split as follows :

Leadership opportunities :

Creation of PT Literacy, PT Numeracy, PT Achievement, PT Nurture 0.5. Each staff member had a specific role in closing the gap with identified pupils.

Resource development :

Creation of nurture zone and learning zone
Investment in enhancing the school library
Creation of Literacy & Numeracy Hub

Creation of wider achievement opportunities

Professional learning

Additional departmental funding

Parental engagement has been a key aspect of all PEF interventions. Separate events have been held in relation to nurture, literacy and numeracy and wider achievement. These events have been very well attended and parents have provided very positive feedback to staff.

As indicated in the body of the report and previous submission, there has been a positive impact on closing the attainment gap for pupils targeted by PEF resources. There have been improvements in literacy and numeracy, attendance and increases in wider achievement participation. Positive feedback has been received from pupils and parents in relation to all our PEF interventions.

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

- There will be improvement in learners' attainment, with particular focus on literacy and numeracy.
- Closing the attainment gap across the school between most and least disadvantaged learners
- There will be improvement in learners health and wellbeing
- Improvement in employability skills and employability education

What is our capacity for continuous improvement?

This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:

- *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- *staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- *the effectiveness of arrangements to monitor and track progress using a range of data and information*
- *evidence of the impact of improvement planning on learners' successes and achievements*

We have developed a range of self evaluation strategies to assess the quality of our work in OLHS.

Data analysis from Insight, Teacher Judgement and ongoing tracking

- Tracking periods are well organised within the school calendar. Tracking information is shared with pupils, parents and staff and appropriate interventions are put in place to ensure any gaps in attainment are addressed once they have been identified. Departments work well with this process and regular tracking periods across the year enable progress to be monitored in an ongoing manner.
- Analysis of performance in SQA examinations and of Insight data takes place each session and PTs and staff reflect on performance with a view to identifying areas for development. This is undertaken by all departments. This session we have purchased an additional ICT package which will enable staff to reflect on performance and enable us to monitor areas of good practice or areas of concern. This is already under way.

Parental Views

- Parents respond well to our tracking processes as has been indicated by feedback received from them and they are generally supportive of strategies put in place to support our young people.
- We interviewed around 500 parents throughout the year and responses were extremely positive. Surveys are based on HMI pre inspection questions. Parents tell us they are overall satisfied with the school and with the learning, teaching and support that their children receive. Our surveys also indicate parents feel we need to provide more support for home and family learning, and we have built this into this sessions Improvement Plan.
- Each session we seek the views of our Parent Council on our school calendar and plans for the coming year. Parent Council has already been briefed on the Pupil Equity Fund and our initial plans for the coming year. We will also seek the views of parents as we revise our vision and values.

Learner Views

- Departments conduct regular sampling exercises to seek learner views, both formally and informally, and this leads to improvements in practice across the school.
- Our formal learner conversations programme enables learners to give their views on selected aspects of learning and teaching to enable us to improve. We recognize that we need to feed this back to learners more effectively and will take this forward this year.
- Our new pupil voice strategy will ensure learners are full participants in the improvement work of the school, and provide them with leadership opportunities.

Sharing Practice

- We have an established sharing practice programme in departments allow staff to learn effectively from one another, however we recognize this needs to be refined to be more effective.
- We have also used collegiate time to work through challenge questions from HGIOS4 to inform our improvement work, and will continue to build this into our work this session.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Raising attainment and achievement	4	

Additional Quality Indicator

It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	School self-evaluation