



Driving Equity and Excellence

Improvement Reports

Session 2020-21

School/ Centre:	St Ambrose High
Cluster:	St Ambrose High

Improvement Reports should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's priorities for Education and Families.

Reports should be written using evaluative language.

Reports 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 Education and Families' priorities are:

- *Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- *Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- *Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- *Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*
- *Vulnerable Groups: Improved outcomes for vulnerable groups*

Cluster Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities as at March 2020. 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

Cluster priority :

NIF Priority 1, 2,3

HGIOS4 QIs 2.5 , 2.6

NIF Driver

NLC Priority

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

Cluster planning has been ongoing during the session and discussions have considered a range of issues including the complexity associated with large numbers of pupils coming from associated Glasgow primaries which are located within the City of Glasgow.

Work has been ongoing in the last two years to support STEM development and it was agreed that the cluster would continue this and move forward on two fronts.

Literacy: Assessment and Moderation

A cluster moderation group focusing on the achievement of a level in literacy was established. It involved two representatives from the five associated primaries and four English teachers from St Ambrose. It facilitated the development of shared understanding in approaches to writing and agreed an action plan for 2019/20 to work on imaginative/narrative writing at level 2 and level 3 followed by discursive writing at level 2 and level 3. Two members of the group (1 primary and 1 secondary) also participated in two of six NLC Pedagogy Practitioner sessions before the impact of Covid-19.

STEM

The cluster Improvement Plan focused on STEM with the main targets this year being to ensure consistency in Science and Technology across the cluster. The three NLC primary schools have been working closely together since attending the Primary Cluster Programme at SSERC. We have established the Experiences and Outcomes we want to embed for each level during session 2020-2021. We have successfully completed work on the first of these and these will be trialled in the three NLC primary schools this year. To ensure that this is successful there will be staff training to help build confidence in our primary colleagues to deliver these. Due to funding that was secured each school will also be provided with all the resources required for delivery of these outcomes. This will also be offered to our Glasgow schools, however, we are unsure if they are going to participate in this at the moment, however, early discussions did indicate that they would be interested in being involved. STEM was the Theme for the transition visits that the pupils from

our associated primary school had in November and this was very successful. We have also been working more closely with our colleagues at Buchanan High School in terms of STEM, with several of the pupils from Buchanan attending our weekly STEM club, the resources available to primary school will also be made available for Buchanan High.

Counselling

Over 70 pupils engaged in counselling support using the money released by Government to support the mental health of young people

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

Continue with plans for Assessment and moderation/ STEM disrupted due to lockdown

Delivery of virtual counselling

Establishment Improvement Report

Context of the establishment:

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 establishment community, SIMD, FME, establishment roll etc. It should also include some or all of the following: the establishment's vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

St Ambrose High School (Roll 1391)

St Ambrose High is a six year RC comprehensive school co located with Buchanan High ASN and Townhead Community Centre in Coatbridge, North Lanarkshire.

Our school's vision and mission statement gives voice to the Gospel values which are central to the school and these provides the foundations for our work in supporting our young people on their faith journey. The school has five associated primaries:

St Bartholomew's	NLC
St Augustine's	NLC
St Kevin's	NLC
St Francis of Assisi	CC
St Bridget's Glasgow	CC

Free meal entitlement 11.09 %

The school is truly comprehensive as can be seen from its data zone profile and from the geographical extent of the catchment. In April 19-20 the primary 7 intake was enhanced by 100 placing requests from non-associated primaries taking the roll to approx.1380. This was reduced to 1303 in August 2019 as a result of the controversy surrounding the safety of the campus. This controversy thrust the school into the national spotlight and the Scottish Government commissioned an Independent Review over concerns re. health and safety of the campus. The review found that the site of the campus was safe and that any health concerns which existed

were not as a result of the campus.

The school welcomed back pupils and staff in August 2019. Over 1300 pupils returned demonstrating the confidence that parents /carers had in the findings of the review and in their faith in the school as an effective learning environment. The current roll of 1391 (Aug 20) indicates that the school has re asserted itself in this way.

School improvement is bedded in the 4 priorities of the National Improvement Framework and focuses on the six key drivers to advance its progress. It is re assuring to see that these fit naturally with Education & Families articulation of its key priorities as stated at this point.

The extraordinary and challenging period the school lived in the Spring and Summer of 2019 proved to be highly rewarding in terms of the professional experiences of key staff in respect of crisis management. These times demanded close collaboration across a range of council services and individuals, a keen eye and ear on optics, a grasp of media operation and a sense of purposefulness and hope. As a retiring Head Teacher it is important record thanks and admiration to staff (internal and external) whose professionalism helped the school through this turmoil. This learning serves the school well at time of writing (August 2020) as schools work to keep the school safe and to provided learning amidst a global pandemic

A Site Recovery Group was set up in August 19 consisting of a wide range of members to represent varying interests and viewpoints. This included pupils, Association reps, parents / carers and staff including HTS.

Over the course of December 2019 and January 2020 pupils and parents / carers were questioned about their confidence levels in St Ambrose HS. Our findings were overwhelmingly positive with almost all (91 – 99%) reporting that either they felt safe or that their child feels safe at school. The evaluation tool How Good is our School – Part 2 was also used and approximately 12% of the school responded directly to questions taken from the five themes.

Theme three asked pupils to reflect upon our school and community. The questions posed were as follows: What do you think of the reputation of our school in the community? What do the local media say about our school? What image of our school is portrayed through social media? The response made by the pupils were on the whole overwhelmingly positive although they did, in every year group, acknowledge the impact that the 'blue water' had had with one pupil in S3 stating 'The reputation of the school was good and still is even though the blue water incident damaged it'. It was encouraging to hear from one S6 pupil who stated 'As a pupil I see my school as a very good high school with a good reputation. However, in the last months the school's reputation has been hindered due to health issues and is portrayed poorly in the media although I feel the school has not only grown stronger from this and for that the school has my respect.'

Theme four asked pupils to reflect upon our health and wellbeing. The questions posed were as follows: Is everyone treated fairly and with respect in our school? How do we know? I feel safe and well as a pupil of St Ambrose High School? In response to the last question 92% of pupils agreed, 4% neither agreed nor disagreed and the remaining 4% (6 pupils) disagreed. It was quickly ascertained that the 6 pupils who disagreed did not do so because of 'blue water' but for some other reason and were offered support and counsel to deal with this.

As part of the process we also established that the numbers of pupils planning to attend St Ambrose HS in August 2020 remained very positive and that our current roll was comparable with other local high schools in NLC thus indicating that confidence levels in St Ambrose High School remain high.

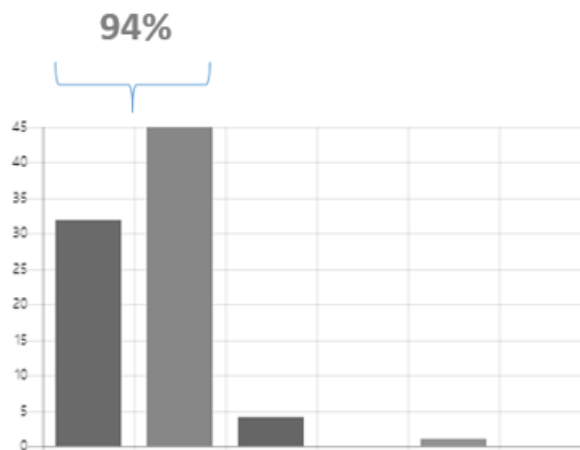
This information was shared with the site recovery group in January 2020. It went some way in demonstrating that, as a school community, recovered from the events of 2019.

S1 PARENTAL SURVEY JANUARY 2020

3. My child feels safe at school

[More Details](#)

Strongly Agree	32
Agree	45
Neutral	4
Disagree	0
Strongly disagree	1
Other	0



82 Parental Responses

S2 PARENTAL SURVEY JANUARY 2020

3. My child feels safe at St Ambrose High

[More Details](#)

76
Responses

1 = Strongly Disagree

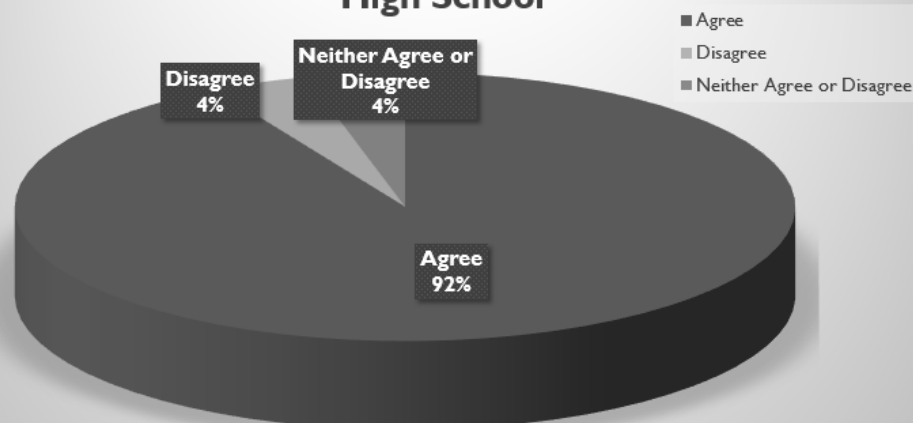
5 = Strongly Agree



4.39 Average Rating

1 - 1
2 - 1
3 - 8
4 - 23 (30%)
5 - 43 (57%)

I feel safe and well as a pupil of St Ambrose High School



Review of progress for previous session

This section should evaluate the impact of the current Establishment Improvement Plan priorities as at March 2020. 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.

Establishment priority 1: Attainment and Achievement: part literacy and numeracy

NIF Priority: Improvements in Attainment & ACHIEVEMENT

HGIOS?4/ HGIOELCC QIs QI 2.4,3.1, 2.3

NIF Driver: School Improvement, assessment of progress

NLC Priority 1,2

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

BROAD GENERAL EDUCATION

The school has been using SEEMIS data in the Junior Phase to assist in the monitoring and tracking of attainment. Pupils were tracked from P7- S3 to identify patterns in attainment and assess progression. P7 pupils reading ages and levels at point of entry to S1 were identified. S1 M&T reports were used for early intervention. We and S3 M&T reports were then used fully track pupils' levels at the end of BGE. Pupil confidence levels green/amber/red are recorded and are matched in against teacher judgements in ACEL. To offer a clearer picture even further, this is then matched against support from PEF/SAC funding and interventions which were put in place for these pupils. This data is then shared with PTs and SMT.

We continue to see a strong performance in the BGE reflected in the accurate recording and application of the professional judgements of teachers. Our pupils regularly outperform the LA, but a dip this year indicates a drop from last session: 32 pupils in total make up this dip in performance with 27 in reading, 25 in writing, 23 in talking and listening achieved a 2 or 99. These numbers indicate a growing number of children with non-attendance issues, a higher number of children with CSP and ASPs and many of whom have significant family issues which affect their day to day progress in school. Pupils' levels are shared across the school with all PTs and matched with the M&T Overall results are comparable with other schools and exceed the LA and we are confident that the levels are correct and appropriate.

In its entirety, the BGE tracking draws on SNSA results, S3 confidence levels and teacher judgements in ACEL and this allows us to monitor our groups as they move into the senior phase in S4, where the DHT responsible for S4 curriculum uses this and other data to identify groups to increase attainment.

Literacy Across Learning

All S1 pupils received five periods of English a week designed to further enhance the development of their literacy skills across the curriculum. This additional period allowed for the allocation of more time for pupils to work on improving their skills in reading for understanding, analysis and evaluation within the daily context of their different subjects. It also incorporated the six-week project, designed by the school librarian, learning about information literacy which was previously delivered during the literacy period in 2018/19. This short course reinforces the teaching of reading for information across the curriculum and focuses on developing skills in research, note-taking, source evaluation, and use of a bibliography.

Eleven S2 pupils completed the RWI programme which they commenced in S1. All pupils were more confident in their ability to read out loud in class. All pupils reading accuracy, rate and comprehension scores improved. A group of seven S1 pupils embarked on the RWI programme. The Support for Learning Department continues to support junior phase pupils through the Peer Mentoring programme. This SQA course was externally moderated by SQA and received a high confidence outcome rating.

The primary transition programme was reviewed and new procedures were put in place. This ensured that all associated primary pupils had visited the school for at least one day during term one. New data collection methods were implemented which improved the quality and quantity of data collected. It also ensured that the transition information was available during the school closure to facilitate transition planning. ASN pupils identified more efficiently and effectively.

Senior Phase Attainment

S4 SQA RESULTS AUGUST 2020

5+ Awards	Nat 3	Nat 4	Nat 5
St Ambrose High School	76.5%	74.7%	57.9%
NLC Average	79.0%	74.0%	42.8%

- Pupils achieving 5+ Nat level 5 stands at 57.9% up from last year's 47.6 % This places the school 2nd of 23 secondaries in the authority.
- Although there is an increase at Nat 3 passes by 13%, pupils achieving 5+ Nat level 3 is

again below that of NLC, Similarly pupils achieving 5+ at National 4 has increased 74% from 61.8%.

S5 –HIGHER RESULTS AUGUST 2020.

1 + awards at Higher	2018	2019	2020
St Ambrose High School	69.4	72.7	57.9
NLC Average	56.2	56.9	57.2

3+ awards at Higher	2018	2019	2020
St Ambrose High School	39.2	43.4	33
NLC Average	32.1	32.6	32.6

5+ more awards at Higher	2018	2019	2020
St Ambrose High School	12.4%	13.7%	12.4
NLC Average	11.9	11.7	11.9

- S5 Higher results at release of results (11th August) indicate a performance above the NLC average. However no account is taken at this stage of changes to percentages as a result of recent Government decision to accept teachers' estimates.
- It is also worth noting that the roll of last year's S5 was reduced significantly compared to previous years (>50) or a variety of reasons including securing positive destinations.

S6 HIGHER RESULTS AUGUST 2020

Highers	1+	3+	5+
St Ambrose High School	86.8	53.2	38.5
NLC Average	70.2	41.9	27.2

- The story for S6 across NLC average is fairly stable and pupils leaving St Ambrose in S6 in a strong position compared to their peers across NLC.86.8% leaving with 1 higher, up from last year by 8%, ranking 2nd in authority.
- 53.2% leaving with 3 + Highers above NLC average 41.9% - 4th in authority.
- 38.5.2 % leaving with 5 Highers as opposed to only 27.2 % across the authority. Consistent with last year 39.2%

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

Develop blended learning approaches to mitigate against loss of teaching time

Consider evidence base for NAT 3 / NAT 4 awards.

Review SQA course amendments currently being consulted upon.

Establishment priority 2: EQUITY – Closing the attainment gap

NIF Priority Closing the Gap

HGIOS?4/ QI 1.3, QI 2.4

NIF Driver School
Improvement_& Performance
info

NLC Priority 1 2 3_

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

Pupil Equity Funding in 2019-20 (£ 76,800) has been used to consolidate interventions strategies targeting identified need and disadvantage. PEF, together with an allocation of 1.4 FTE through the Scottish Attainment Challenge, has helped to drive forward work in literacy, numeracy and health and well- being. Aspects of this work are covered each of the priorities within this report.

Building Positive Relationships

The school embarked on a whole school programme of fostering Positive Relationships based on research nationally (When Adults Change). This was launched to all teachers at INSET in August 2019 with the intention of encouraging the kindness, empathy and understanding required for pupils to fully engage in school life. The programme is based on three key standards:

BE READY

BE RESPECTFUL

BE SAFE

These standards were displayed in posters on all classrooms. The school website and handbook were updated. Parents were notified of the programme. A series of tutor meets for all year groups took place and pupils were made aware of the standards. Teaching staff were supported in developing a MEET AND GREET strategy for welcoming pupils to class.

NUMERACY ACROSS LEARNING - PEF

The school has implemented a number of numeracy initiatives aimed at those whose numeracy age is significantly lower than their actual age. S1 pupils were identified from primary reports and classroom teacher judgement and selected to take part in Catch-Up Numeracy. This intervention enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. These pupils were extracted from class twice a week, for a 15 minute lesson, to work one to one with a trained member of staff. The pupils worked through a course of work addressing the 10 key components of numeracy. The pupils could only progress, when they had achieved a specific standard in each component. Some pupils from S2, who struggled with numeracy, were identified by classroom teachers and took part in Number Box. Number Box is a multi-sensory teaching programme and maths resource. They were assessed using MALT assessments to achieve their numeracy age, worked with a member of staff or senior pupil and would then be assessed by MALT again at the end to identify the progress that had been made.

TACKLING POVERTY - PEF

A school poverty audit provided the basis of a themed tutor meet was 'Nearly New November' which concentrated on Poverty Awareness and The Impact of Fast Fashion on the Environment and on our Bank Balances.

- Swish Swop – Snowball and Prom dresses and suits made available to pupils.
- School uniform stock being built up and available for pupils who need it.
- During COVID 19 – close working relationships with St Augustine's stay connected team.
- Close working relationships with FIT team. Delivered a session at the parental engagement evening.

MENTAL HEALTH

Focus of the Tutor meet in January – Healthy Minds, Healthy Bodies. Awareness of the damaging effects social media can have on our mental health.

Within the curriculum: 3 key areas where mental health and wellbeing has been embedded into the curriculum are with S1 CE, the S5/6 Mental Health and Wellbeing Award and S5 exam focus.

As part of S1 Curriculum Enrichment, all S1 classes participated in a "Healthy Minds" course for between 12 and 14 lessons. This course had three key topic areas - Sleep (including purpose of sleep, factors that affect sleep and impact of sleep deprivation), stress (including sources of stress, impact of stress on the body/mind / behavior and positive coping strategies) and relationships (including the impact of experiences on personality and empathy in action). This is the second year of this course running but it had an expanded timeline this year and formative and summative assessment measured demonstrated a high level of engagement amongst all classes. Pupil feedback showed particular interest in learning strategies that they then applied quickly in their own lives.

S5 and S6 were offered the SQA Mental Health and Wellbeing Award for the first time. This was either offered as a full course choice or as an elective alternative to PE (in the elective only the Unit called "Understanding Mental Health and Wellbeing" was covered). This course aims to develop self-reliance, resilience, problem solving skills, self-esteem, self-confidence and personal responsibility. As it was the first year, this course was continually evaluated and measures used in August, December and February indicated an increased confidence in discussing mental health and wellbeing and increased confidence in applying positive coping strategies in day to day life. 21 pupils attained all 3 units and a further 42 achieved the first unit. This course had wider implications for BGE curriculum with pupils participating then

delivering anti-stigma lessons as part of S1 PSHE and this will be further developed next year.

Lastly, all pupils in S5 had a mental wellbeing session focused on stress as part of their induction and this was followed up with exam "support" groups throughout the year which were groups of 4-6 S5 pupils at a time doing 4 focused sessions designed to enhance study skills but also support mental wellbeing during S5 by covering topics such as sleep, stress and organisation

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

Ongoing professional development for teachers based on the Positive Relationships programme

Use the BE SAFE standard in the context of Recovery / COVID

Provide support and guidance to mitigate against effects of COVID (unemployment, emotional loss, anxiety, loss of learning / teaching time)

Establishment priority 3: Health & Well Being

NIF Priority Improvements in H&WB

HGIOS?4/ QI 2.1,QI 3.1

NiF Driver 5

NLC Priority 1, 3,4

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

ENHANCED TRANSITION - PEF

Early in 2019-20 a series of enhanced transition sessions took place to identify vulnerable primary pupils. This permitted targeting using, using the Boxall profile, and led to the inclusion of eight pupils in a nurture programme. By March 20 using the Boxall profile it was clear that 5 of the pupils were ready to leave the group and that the remaining 3 would continue and be joined by new members..

Family engagement on the importance of Solihull was undertaken at the S1 Parents' Night and P7 visit. NLC Solihull team advised that 25 families went on to complete the online programme. The PEF team ran a parental engagement night that took parents through the "Ready, Respected, Safe" initiative which is key to nurture and the positive growth mindset that helps all pupils feel that they can achieve and take control of their learning. Parents / carers also heard talks on Solihull, community involvement from Police Scotland and the Financial Improvement Team. The Pupil Support team attended the 2-day training course and our S6 Buddies completed an online session on Nurture, Solihull and Aces.

The breakfast club grow from strength to strength this year with a great uptake with S2 and S3. Staff commitment to support this is commended.

Details of lunch and afterschool clubs running in the school were issued to the pupils and their parents early in session targeting the pupils who were finding the social aspect of school

difficult. The VIP afterschool club ran by our Active Schools Co-ordinator helped to build the confidence of the girls identified who attended and helping them to become more active.

The school audit of poverty proofing helped to flag up ways to help reduce the cost of the school day. All S1 pupils were given a diary to help and identified pupils were given additional stationary. A clothing bank and hygiene products store has been created.

Staff Welfare

Over the course of session 2019 – 2020 staff welfare organically became an area of improvement / focus and while formal processes of support were utilised in the form of health management referrals there was also a drive to raise awareness of places where staff could go, independently and in confidence, to seek help, advice and support. Close working relationships with Catherine Campbell, NLC's Staff Welfare officer have been established and information on MyNL shared regularly with staff.

Recognising the impact that 2019 had had on staff Claire Lavelle, of the Hive of Wellbeing, was invited to deliver a session entitled 'Living well, teaching well' to staff. This was not a compulsory session, instead staff were given the autonomy to decide for themselves whether they thought it would be beneficial. 60 staff in total attended this workshop and feedback was particularly positive.

'I found this a very worthwhile workshop. Claire was very enthusiastic and she made the workshop entertaining as well as highly informative.'

'Thoroughly enjoyed this session, thought it was very worthwhile and came at the correct time in the year, would be interested in hearing more from Clare.'

'Engaging and enthusiastic delivery backed by a significant amount of research. A follow up session would be beneficial with techniques of self-care.'

Covid-19 has brought with it additional challenges in terms of supporting staff remotely. Again, signpost were regularly shared and staff were encouraged to make use of these additional support mechanisms.

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

Close monitoring of risk assessment related to the pandemic

Staff and pupil welfare

Develop a working relationship with colleagues in the Health and Well Being hub.

Establishment priority 4: Developing The Young Workforce

NIF Priority Employability & Sustained destinations
HGIOS?4/ QI 3.3

NIF Driver School improvement NLC Priority 4/5

HGIOS?4/
HGIOELC

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

The schools leavers' destination figures for 2018/2019 were most favourable with 96.83% of school leavers in a positive destination. This was a significant improvement on the previous year where our % was 91.19%.

BGE PEF

At the start of the session the 10 'I Can' statements for the BGE were printed and issued to all classrooms so that they could be displayed. This helped to familiarise staff and pupils with the expectations for skills-based learning in the junior phase. The S2 employability course was adjusted to ensure that all of the 'I can' statements were addressed.

The Senior phase employability class (10 in total) were trained by Skills Development Scotland on My World of Work and are now recognised as ambassadors for My World of Work. 2 pupils from Buchanan High joined for the training.

The senior phase pupils attended the S2 parental engagement evening to provide support for parents/carers when using the My WoW website to assist with subject choice. All S2 pupils were registered on My WoW during one of their employability sessions. WoW ambassadors presented to all S2 pupils in the lead up to their subject choices in order to provide more information on careers that are associated with each subject.

SENIOR PHASE

Four St Ambrose Pupils fulfilled the requirements of the Winter Leavers' Programme gaining a positive leavers' destination.

32 St Ambrose HS undertaking a two year Foundation Apprenticeship across a number of different frameworks (data on completion of this is still out-standing)

A new S4 Work Ready Course was developed during the session with 11 S4 pupils undertaking this with a view to gaining SQA Employability Units at SCQF Levels 3,4 and 5. These pupils will undertake 4 units (2 Mandatory; 2 Optional) as well as Mock Interviews; Employer Mentoring; Virtual Tours; and other virtual experiences as well as engaging with partner organisations such as Street League, Routes to Work and Employer Pa

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

There is a document in progress which details the skills journey in the CES and how we are developing these skills through CE and DL in the junior phase.

Support the 18 S6 Pupils entering year 2 of their Foundation Apprenticeship across 5 Frameworks.

Support digital learning format for vocational courses.

Establishment priority 5: Vulnerable Groups

NIF Priority	4	Attainment Gap	HGIOS?4/	QI 2.5, QI 2.6 QI 3.2
NIF Driver	Parental engagement, Improvement		NLC Priority 4/5	
Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)				

An essential element of this priority is to enhance staff professionalism to address additional support needs and protected characteristics.

Examples of professional learning undertaken include:

- De-escalation training for all staff
- Living Life to the Full training

Other sections of the report relating to this priority deal with:

Participation in Winter Leavers Programme – Priority 4

Healthy Minds – Priority 2

School Counselling – Cluster work

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

Offer virtual counselling

Work in partnership with Cluster Health & Well Being hub staff

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).

Continue to ensure a focus on raising attainment and achievement

To develop approaches to digital learning in a consistent way

To support the school community to come to terms with the new norm created by the pandemic (mental and emotional health)

To stay vigilant to the mitigation of risk

To extend cluster work including H & WB hub

Effective communication with parents / carers – Parent Portal

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*

The pupils, parents, carers and staff of St Ambrose High have grown stronger (from an already established base) as a consequence of the events of 2019. This collective strength provides a major force in driving forward improvements within the backdrop of the global pandemic. The Parent Council, the wider forum, the school's staff working group and the site recovery group blend into this picture and provide added support. It should also be noted and commended that many former pupils played, and continue to play a major part, in ensuring that the school's reputation continues to recover from previous events.

The collective strengths of the school are well recognised across the school community. Recent S1 placing requests (>80) are testimony to this. School managers provide strong leadership and management and cultivate a strong collegiate team spirit.

Robust processes of monitoring and evaluation are in place at school and departmental level. All staff are active participants in the processes of PRD and Professional Update. The majority of staff members have involvement beyond the school working with SQA, in working groups and in wider professional forums. This outward looking approach compliments the focus on self evaluation within the school setting. Further engagement with a wider stakeholders will be undertaken in the year ahead.

The application of the Progress and Achievement module in SEEMIS has been implemented to support the monitoring and tracking of pupils in the BGE.

During session 19-20 significant progress was made in taking forward the school's Quality Assurance programme focusing on the quality of Learning and Teaching. A framework and chronology based key QIs from HGIOS? 4 was agreed with the Professional Associations. This provided milestones for reflection and evaluation. Almost all teachers took part on classroom visits where the focus of the lesson was based on the GTCs standards for ongoing professional learning. A TEAMS approach ensured that the views of pupils as stakeholders was integrated into the programme. Lockdown in March 2020 meant that it was not possible to complete the Framework cycle but this offers a starting point for next 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	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
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
1.1 Self evaluation for improvement	4