

Context of the school:

St Columba's High School is a Catholic school serving the South-west of Greenock along with Gourock and the villages of Inverkip and Wemyss Bay. We occupy a modern school campus overlooking the Firth of Clyde and have a capacity for ? pupils. The school roll has steadily increased in recent years and in session 2016-2017, the roll was 630 pupils. Around 49% of our pupils live in SIMD 1-3. The school is very successful in securing positive outcomes for pupils' future destinations including Higher Education, Further Education, training and employment. The number of pupils who leave school to attend university, college or enter employment remains high. Vulnerable young people continue to enjoy excellent support into employment or college through very effective transition programmes and post school support planning.

Highly effective cluster partnerships with St. Andrew's, St. Joseph's and St. Ninian's Primary Schools are a key feature of successful school improvement. Families across the school community are active participants in the life of the school and are well led by the Parent Council.

The St Columba's High School vision is, 'Attainment, achievement and positive futures for all'.

St Columba's is a Catholic school, committed to the Values of the Gospel. Every member of our school community is encouraged to uphold our values which include - Showing **respect**; Showing **ambition**; Accepting **responsibility**; Providing **service**. St Columba's High School is a nurturing and inclusive school committed to high levels of support, participation and achievement for all. We aim to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good. By regular prayer and worship, we foster the distinctive Catholic ethos of the school.

Further information can be found in our school handbook which is available on our school website at <http://st-columbashigh.inverclyde.sch.uk/>

National priority: **How we are ensuring Excellence and Equity**

**What is the gap?**

A PEF action plan has been co-created with pupils, parents, staff, parishes and elected members. Key features include a focus on: pedagogies for intervention; monitoring and tracking for excellence and equity; early intervention and prevention; literacy; numeracy; Health & wellbeing; STEM; skills development and family and community engagement.

In April 2017, PEF resources funded four new leadership for excellence and equity opportunities including: DHT Excellence & Equity, PT Learning & Teaching, PT Equity and PT STEM/DYW. Additional funding has been used for additional staffing in Literacy, Numeracy and Health & Wellbeing.

Our attainment:

**Experimental Achievement of a Level data**

This refers to the percentage of pupils achieving the Curriculum for Excellence level relevant to their stage in 2015/16. Our data captures the percentage of S3 pupils achieving 3<sup>rd</sup> level or better in 2015/16.

*Our performance in this area is very good, with achievement in reading, writing and listening & talking all above the Inverclyde average and the National average. Our performance in numeracy is below the Inverclyde and National average.*

**Secondary SQA data**

**Positive leaver destinations –**

This refers to the percentage of learners who, on leaving school, go on to Higher or Further Education, Training, Employment or recognised voluntary activity.

*Almost all learners who left St Columba's High School in session 2015/16 went on to a positive destination.*

**Improving attainment for all –**

This is the attainment of learners, separated into three groups: the 20% of learners who achieved the fewest qualifications; the middle 60% group; and the upper 20% who achieved the highest qualifications.

*The school's performance in this area is **very good** with attainment of almost all groups across S4, S5 and S6 better than our Virtual Comparator. Major strengths include our middle and highest achieving pupils in S4, S5 and S6 performing much better than similar groups in our Virtual Comparator.*

**Literacy and Numeracy**

*Attainment in literacy and numeracy is **very good** across all S4, S5 and S6. For most measures our learners' attainment was greater or much greater than that of our virtual comparator.*

### Attainment versus Deprivation –

This compares the attainment of pupils from areas of differing levels of deprivation, ranging from those in areas of high deprivation (SIMD 1) to those who live in areas with lowest levels of deprivation (SIMD 10). Performance of pupils in each of the SIMD groups is compared with how pupils, who live in a similar area, perform nationally.

*By this measure, our attainment is **good**. For almost all SIMD deciles, learners / S4, S5 and S6 were either in line with, greater than or much greater than our Virtual Comparator. Some learners from SIMD 3 areas however, achieved less than learners from similar areas nationally.*

### Breadth and Depth –

This compares the number and level of qualifications passed by learners to those of our Virtual Comparator.

*Our overall attainment is **very good**. We have raised attainment continually over time. From S4 to S6, the attainment of our learners is much better than attainment in our Virtual Comparator. By the end of S4, 47% achieved five (or more) national 5 awards (A-C). This compares favourably to the Inverclyde average of 35%. A very strong performance is also evident in S5 where the percentage of learners achieving 5 Highers was 16%, compared with the Inverclyde average of 12%.*

### Review of progress for session 2016-17

School priority 1: **Improve the use and impact of data on achievement and attainment.**

#### NIF Priority

Improvements in attainment, particularly in literacy and numeracy

#### NIF Driver

Assessment of children's progress  
Teacher professionalism

#### HGIOS?4 QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

#### **Strategies**

Further develop whole school, departmental and individual use of data to support decision making regarding strengths and areas for improvement. Further improve our tracking systems to support detailed analysis of the progress of individuals, groups and cohorts. Thereafter, this will inform decisions and identify appropriate interventions.

**Progress**

All staff are actively engaged in departmental Insight presentations. Insight pro-forma has enabled staff to demonstrate a rigorous analysis of all data including SIMD. New tracking system for Senior Phase introduced.  
Staff training facilitated on use of this new system including filters.  
Introduction of attainment meetings with PT curriculum post prelim results.  
All senior phase pupils engaging in support strategies and target-setting with their staff mentor.  
All senior phase pupils offered supported study, lunchtime support, Easter classes, and Saturday tutorials.

**Impact**

Increased teacher confidence in analysing data.  
Identification of required CPD in order to improve learning, teaching and assessment strategies. **What was the effect?**  
Targeted intervention for individuals and groups. Increased confidence among staff on use of new tracking system.  
All staff aware of expected progress for all pupils.  
Increased opportunities for professional dialogue regarding pupil progress and interventions.  
Mentoring programme supporting target-setting and intervention. **Reporting on last year's results.**  
Increase number of targeted pupils engaging in further support opportunities.

**Next Steps:**

Senior Phase tracking and monitoring system will be active as of August 2017 by way of initial target-setting exercise for all pupils. Thereafter, tracking and monitoring periods will commence as per school calendar and this will include planned attainment meetings with PTs.  
We will also develop a new system for tracking and monitoring in the BGE.

School priority 2: **Build upon our school culture of self-evaluation and improvement**

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School leadership  
Teacher professionalism

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

**Strategies**

Develop the use of HGIOS? 4 for individual, department and whole-school self-evaluation. Further develop our school as a community of Faith through use of "Developing in Faith" – the Catholic School evaluation and planning document.

**Progress**

All departments have used the toolkit to evaluate their progress using robust

evidence. The initial area of focus was QI 2.3 learning, teaching and assessment. A refreshed approach to classroom visits and pupil voice has been developed to reflect HGIOS? 4.

Pupil, parents', staff and partners questionnaires have been developed and distributed via Survey Monkey.

**Impact**

All staff set their own professional development targets as a result of this self-evaluation exercise.

The views of all stakeholders has been analysed and shared with the whole school community. Our findings have also informed the School Improvement Plan 2017 – 2018.

**Next Steps:**

We will develop a refreshed Self-evaluation Calendar for session 2017 – 2018.

We shall continue to engage with HGIOS? 4 QIs as per calendar.

Practitioner Enquiry will underpin the professional development plans for all staff.

The views of all stakeholders will continue to inform school improvement.

Collegiate time will be ring-fenced for all staff to engage with the toolkit, "Developing in Faith".

**School priority 3: Ensure school complies with the provisions of the Children's and Young People's Act.**

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.6 Transitions

2.7 Partnerships

**Strategies**

Enhance arrangements for universal support via pilot for S2 mentoring programme.

Introduce GIRFEC pathway and practice model for planning to meet individual needs.

Develop role of "Named Person".

Implement the "pupil plan" as the single plan for addressing individual needs.

**Progress**

Implemented S2 mentoring programme. Informal feedback from young people has indicated that this was a positive initiative.

GIRFEC pathways implemented and being used effectively.

All pastoral staff have been trained in Wellbeing Assessments. Most are using this electronically.

Developed draft universal statement.

All staff are liaising closely with named persons

**Impact**

Increased familiarity with wellbeing indicators and consistency of approach from the pastoral care team.

Feedback from partners is positive.

**Next Steps:**

Establish a Pupil Support Improvement Plan 2017- 2018  
 Establish a Pupil Support Calendar (including self-evaluation activities)  
 Establish Universal Pathway statement  
 Role out the mentoring programme across the Broad General Education

School priority 4: **Ensure that all young people develop relevant vocational skills and have clear pathways to their career goals.**

NIF Priority

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

NIF Driver

School leadership  
 Performance information

HGIOS?4 QIs

2.2 Curriculum  
 2.7 Partnerships  
 3.3 Increasing creativity and employability

**Strategies**

Develop our work experience programme to ensure that each learner has a relevant and worthwhile placement prior to leaving school.  
 Further develop our curriculum menu in order to meet the needs of all learners.  
 Further embed curriculum flexibility as viable option for some learners. This would include flexible work placements and college courses. All departments to establish a partnership with industry to enhance the connection between learning and the world of work.

**Progress**

GIRFEC Overview now incorporates planned career pathways for S4/5/6 pupils with facility to filter and email opportunities out to pupils and parents.  
 S4/5/6 Tracking meetings have included discussions based around career pathways.  
 A number of pupils who completed mainly National 4 courses engaged in work placements in May 2017.  
 Coordination of the programmes has been supported by office staff.  
 New learning opportunities have been introduced to the curriculum including:  
 Music technology; Enterprise & Employability; Economics;  
 Science: Skills for Work.  
 An increased number of S5/6 pupils have engaged in flexible work placements throughout this session.  
 Block booking of placements for S4 in October, January and May next session targeted for identified groups of pupils  
 Flexible curricular options presented to parents on information evening  
 Options booklet updated to incorporate flexible pathways  
 Engagement with partners in WCS and The Trust to provide information on FA

opportunities

18 pupils expressed interest in foundation apprenticeship programmes for next session.

Database of school partnerships has been created and all invited to provide feedback to inform school improvement priorities

Increased STEM events and opportunities provided for learners.

### **Impact**

Detailed information on pupil career interests has improved advice and provision of relevant opportunities

Learners involved in high quality experiences over exam period

Pupils benefitted from increased understanding of online career planning toolkits.

Improved opportunities for S5/6 in column E and increased opportunities for developing employability skills.

An increased number of pupils benefitted from flexible work placement opportunity

Increased awareness of flexible work placements and foundation apprenticeships.

Increased awareness of partnerships amongst staff.

### **Next Steps:**

- To embed new courses started in 2017-2018 into senior phase curriculum
- To maintain GIRFEC overview including career pathways for pupils
- Increase staff, pupil and parents knowledge of flexible work placement, college and FA opportunities
- To improve provision of bespoke information to pupils and parents regarding progression pathways
- To widen participation in STEM based activities
- To increase provision of flexible work placements and targeted placements for S4 group
- To implement procedures for updating the 16+ tab on Seemis with reviews throughout the year built into calendar

## Key priorities for improvement planning 2017-18

What is our capacity for continuous improvement?

Consideration of our capacity for improvement, and of school improvement priorities for Session 2017-18 has been informed by the use of *How Good Is Our School 4*. The process involved a focussed self-evaluation using selected Quality Indicators from *HGIOS 4* to identify areas of highly effective practice (*Looking Inwards and Outwards*) as well as aspects for development (*Looking Forwards*). Staff engaged in self-evaluation in order to identify the strategic direction for St. Columba's 2017-20, and the priorities for improvement 2017-18.

As a result of this process, the school has identified priorities for its strategic direction from 2017-20 and, specifically, will undertake to:

Ensure that we best meet the needs and aspirations of our children and young people, achieve excellence and equity for all and close the equality gap. Engage with parents/carers and all partners to meet the ambitions of the curriculum and provide a coherent package of learning and support to get it right for every child and young person, resulting in positive, sustained destinations for all.

In session 2017-18 there will be a significant focus on building staff capacity to deliver further sustainable improvement through planned high quality professional learning.

### NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Good	To co-create a shared Vision, Values and Aims, based on Gospel values, which underpin the ethos of the school.
2.3 Learning, teaching and assessment	Good	Develop a shared understanding of high quality learning, teaching and assessment approaches at cluster level. PT Learning & Teaching to develop a particular focus on teacher leadership,

		practitioner enquiry and teacher collaboration.
3.1 Ensuring wellbeing, equity and inclusion	Good	Introduce wellbeing assessment formatted interviews to track and monitor progress in the BGE. Seek views of pupils, parents, staff and partners. Establish role within BGE tracking exercise.
3.2 Raising attainment and achievement	Good	Identify expected progress in literacy and numeracy for all learners. Utilise expertise of coaching and modelling officers for literacy and numeracy. In the senior phase we will continue to focus on setting aspirational targets for the attainment of all our young people. Target for 5+ level 5 45% Target for 3+ Level 6 35% Target for 5+ Level 6 18%

### Key Achievements of the school

**Pope Benedict XVI Caritas Awards** – 17 of our S6 Students achieved this award. The award encourages young people that they are part of a community of living faith and to consider how they share their gifts and talents within the Church in the future.

**Duke of Edinburgh Award** – We offer this award in partnership with Community Learning & Development and the Inverclyde Duke of Edinburgh Team. All S3 pupils participate in this programme and this session, 83 learners were successful in achieving the Bronze Award.

**French for Life and Work Award** – All S3 learners achieved this SQA accredited award for their work in Modern Languages.

**SQA Personal Development Awards**  
13 pupils completed Level 4; 7 pupils completed Level 5

**Saltire Awards** – These were achieved by all S3 learners as a result of their participation in the Youth Philanthropy Initiative (YPI). To achieve this award, learners worked in groups to research local charities and voluntary organisations. Each group then

presented to their peers about their chosen charity. The group who were judged to have made the strongest case for their charity, were awarded £3000 from the YPI foundation to thereafter donate to the charity.

### **Achievements in RE and Developing in Faith**

We are committed to developing our faith and actively seek opportunities to promote Gospel values through celebration and worship, and through service to the common good. Our school chaplain, Fr Dr John Bolland, celebrates holy mass each Tuesday at lunchtime and this is very well attended by both pupils and staff.

Large numbers of our pupils are involved in a range of Paisley Diocesan events. Some of our S3 learners enjoyed participating in a school pilgrimage to Rome.

### **Achievements in Art & Design**

Three pupils were shortlisted for Edinburgh Festival Poster Competition

Two pupils were medal winners in Kelvingrove Drawing Competition Glasgow museums

### **Achievements in English**

ASG Public Speaking Regional Finals

CPPS (Crown Prosecution and Procurator Fiscal) Public Speaking Final

S2 IDL – Inter Disciplinary Learning

CCI – Inverclyde Creative Writing Competition (N5, H, AH)

### **Achievements in Mathematics**

Pupils participated in the Enterprising Maths Competition

Pupils participated in the UKMT Maths Challenge – Junior Intermediate and Senior Levels

### **Achievements in Modern Languages**

All of S3 participated in a 'Language Talks' event which explained the benefits of having a language in the world of work.

Pupils have worked closely with Scottish CILT, appearing in their newsletter and recording for the Scottish Language Show 2017.

European Evening 2016.

The S3 cohort successfully achieved the SQA Modern Languages for Life & Work Award.

7 S6 pupils successfully completed their year as Language Leaders and achieved their SQA Leadership Award.

S1 Fete de Noel

Modern Languages input with STEM- Primary French Bridges Project

### **Achievements in Science**

#### **PHYSICS**

Pupils took part in the Mission Discovery

#### **CHEMISTRY**

Pupil completed Work Placement at Nuffield Hospital Glasgow

#### **BIOLOGY**

S1 DNA Cross Curricular Project

### **Achievements in Music**

Pupils engaging in public performance through participation as individuals and groups in the Inverclyde Music Festival.

Pupils participating and winning, the Inverclyde Rotary Young Musicians Competition for the 3rd year running.

### **Achievements in Social Subjects**

Pupils were Anne Frank Ambassadors at the Anne Frank Exhibition

Representatives at the City Chambers for the Holocaust as Anne Frank Ambassadors

Pupils Question Time with MP and MSP

### **Achievements in Health & Wellbeing**

#### **PE**

83 Provisional S3 Bronze could be less by the end of term.

Under 18s Boys Football Team won Paisley and District League

Pupils competed in the Scottish Schools Athletics Championships

Pupils competed in the Inter Authority Championships

## **HOME ECONOMICS**

Pupils played an active part in:

Rotary Club – Young Chef Award PC Class ;Christmas Market – PCC Class

Pupils catering for:

Senior Prize Giving ;BGE Awards Evening; Mass of St Columba's ;School Health Day

## **Outdoor Activities Group**

Mountaineering:

Ben Arthur (Seniors)

Ben Donnich (Juniors)

Ben Nevis (Seniors)

Ardgour Residential Trip – Seniors

Lochgoilhead – Kayaking and Rock Climbing (Juniors)

Two Senior pupils working towards Walking Group Leader Awards