

**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 670 pupils. The school roll has steadily increased in recent years and in session 2016-2017, the roll was 689 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.

The school was visited by a local authority review team in March 2018 and the following key points were highlighted:

- In the short period of time the HT has been in post she, ably supported by her senior management team, has shared and established a vision for improvement and has developed leadership at all levels.
- Staff are sensitive and responsive to the wellbeing of each individual young person.
- Staff provide a wide range of opportunities to improve pupil engagement, attainment and develop their skills for learning, life and work.
- Throughout our engagement with pupils they demonstrated their pride in the school and its community.

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

Our attainment:

### Achievement of a Level data

#### **Broad General Education**

Our BGE data in literacy and numeracy at the end of the BGE is above the local authority, and in most cases, the national figures:

<b>Percentage of pupils achieving Third Curriculum for Excellence level of better by the end of S3</b>						
	School		Local Authority		National	
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Literacy Reading	94	94	78	90	84	90
Literacy Writing	93	90	76	89	82	89
Literacy Listening and Talking	94	95	78	92	85	91
Numeracy	71	85	78	82	84	88

Caution should be applied in interpreting the above data as this is only the second set of achievement data for the BGE to be collected. In 2017, the school reports that by the end of S3 almost all young people achieved third curriculum level in all elements of literacy, listening and talking, reading, writing and most in numeracy. Staff are continuing to work on 'achievement of a level' information and on moderation to ensure the information on attainment in the BGE is reliable. The cluster of schools associated with St Columba's are involved in moderation of writing across a number of local authorities to share and agree standards.

The school also uses standardised data from P7 to help build on prior learning and to support pupils within the BGE.

### Secondary SQA data

#### **Senior Phase Leavers**

Overall, young people are attaining well in literacy and numeracy by the time of leaving school. Most young people attained literacy and numeracy at SCQF level 5 or better in the past two years. The percentage of young people attaining literacy at SCQF level 4 or better and SCQF level 5 shows an improving trend. However, performance over the 5 year period has gone from being above the virtual comparator to just below. The percentage of young people attaining numeracy at SCQF level 4 or better and 5 or better improved over the last 5 years but has varied in relation to the VC.

## **As they move through the Senior Phase**

### **Literacy**

The percentage of young people in S4 attaining literacy at SCQF level 4 or better and SCQF level 5 or better has been higher than the VC for the past 3 years. In the latest year (2017) the school is above the VC at all SCQF levels. By S5, the percentage of young people attaining at SCQF level 5 or better and SCQF level 6 is above the VC. By S6 the school is higher than the VC for the percentage of young people attaining literacy at SCQF level 6 or but below the VC for those achieving SCQF level 5 or better.

### **Numeracy**

The percentage of young people in S4 attaining numeracy at SCQF level 4 or better and SCQF level 5 is consistently better than the VC and after a dip in 2016 has continued to improve. By S5, over the last three years there has been an improving trend at SCQF level 5 or better and at SCQF level 6. By S6, the percentage of young people attaining at SCQF level 5 or better and SCQF level 6 has been above the VC for the last two years.

### **Attainment over time**

#### **Breadth and depth**

At S4, the percentage of young people attaining one or more to six courses at SCQF level 5 or better has been higher than the VC over the past five years. There has been a slight fall in the percentage of young people attaining 4 or more, 5 or more and 6 or more courses at this level in the latest year.

By S5, the percentage attaining 2 or more to 6 or more courses at SCQF level 5 or better has been in line with or higher than the VC over the past 5 years. The percentage attaining two or more to five or more courses at SCQF level 6 or better is higher than the VC in the latest three years.

By S6, the percentage of young people attaining at SCQF level 5 or better is in line or significantly higher than the VC across 1 or more to 7 or more courses over the past five years. The percentage of young people attaining one or two courses at SCQF level 6 or better has been lower than the VC over the past 5 years. The percentage of young people attaining 4, 5 or 6 or more at SCQF level 6 is with the exception of 2015 above the VC.

At SCQF level 7 in the latest year, the percentage attaining 1 or more and 2 or more courses is higher than the VC.

### **Overall quality of learner's achievement**

The coordinated approach to tracking and monitoring and the use of the data walls encourage staff contributions regarding pupil engagement, strengths and

preferences. A wide range of opportunities some relating to STEM and DIYW were available to young people and some were targeted based on pupils interest, aptitude and ambitions.

Young people are achieving a wide range of additional skills and attributes in culture, sport, accredited youth awards, volunteering, leadership, citizenship and through an extensive range of clubs. They are becoming more resilient and confident through a variety of opportunities for leadership e.g. the BGE and Senior Phase Learner Councils, Legacy and Sports leaders, Anne Frank Ambassadors

They have opportunities for a wide range of accreditation such the Pope Benedict XVI Caritas Awards, Duke of Edinburgh awards where 83 S3 pupils achieved the bronze award, SQA French for Life and Work award and Saltire awards where all S3 were successful.

Pupils benefit from a range of lunch and after school activities including sports, music, arts & crafts, computing and family cook school.

### **Equity for all learners**

#### **Attainment vs deprivation**

The SIMD distribution is such that over a third of pupils are living in the 2 most deprived deciles and around a half in the three most deprived deciles. There are very few young people in deciles 4 and 5 (around 4%) with just under a half living in SIMD deciles 6 to 9.

In S4 pupils are generally achieving higher tariff scores than pupils from similar backgrounds with the exception of pupils from SIMD 4, 5 and 6 but due to the small number of pupils in these SIMD areas this can vary. In S5, the pattern of achievement has increased for all except SIMD 6. By S6 only pupils from SIMD areas 6, 7 and 8 have achieved higher tariff scores than the VC. Pupils from SIMD areas 1 to 5 have not performed as well as the VC.

#### **Destinations**

Over the past 5 years, almost all young people have entered a positive destination on leaving St Columba's High School and the school performs better than the VC and National figures.

Over the past five years, most of the S4 cohort returns to school for S5, with the majority or more returning for S6.

## Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
<p><b><u>Strategies</u></b>          Further develop cluster, whole school and departmental moderation activities. Further improve our BGE tracking systems to support detailed analysis of the progress of individuals, groups and cohorts. Coordinated approach to improving attendance, punctuality and parental engagement for all young people using Attendance Matters policy. All English and Maths staff to engage with coaching and modelling officers in literacy and numeracy. Implementation of changes to National Qualifications and embed new courses into Senior Phase. Further develop our approaches to self-evaluation of learning and teaching which incorporates: data analysis; pupil voice; and classroom visits.</p> <p><b><u>Progress and Impact</u></b>          All staff have been actively engaged in moderation activities during collegiate time leading to increased confidence in teacher professional judgements. Tracking in the BGE has been piloted in Art and Literacy and shared with staff during collegiate time and has offered a rigorous approach to tracking and monitoring. Updated attendance letters, truancy texts and booklet issued to staff and attendance councils established. Improved engagement with some families leading to improved attendance. English, Maths and ASN staff have implemented the strategies introduced by the CMOs including SEAL Recovery, Visible Learning, Dialogic Teaching and Concrete/Visual/Abstract. New courses in Senior Phase have offered more curriculum flexibility and led to increased engagement and improved attainment. Departments have engaged with self-evaluation activities which have led to professional discussions around strengths in pedagogy and focused areas for improvement. This resulted in improvements to pupils' learning experiences and levels of engagement.</p>	
<p><b><u>Next Steps:</u></b>          Continue to engage with moderation activities at cluster and departmental level. Further develop and extend the BGE system being trialled in some department to all departments.          Further develop a more rigorous approach to monitoring attendance and punctuality via a coordinated plan involving SLT, Pupil Support staff and Welfare Officer.          Continue to engage with coaching and modelling officers with a particular focus on modelling lessons.          Continue to take forward plans for systematic self-evaluation leading to improved outcomes for young people.</p>	

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School leadership

Teacher professionalism

HGIOS?4 QIs

1.3 Leadership of change

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

**Strategies**

Ensure all staff are aware of the attainment gaps, barriers to learning and the planned interventions offered both in and out-with the classroom.

Nurture Team and Pupil Support Team will lead the development of a whole school approach to nurture.

Co-ordinated and targeted approach to improving attendance, punctuality and parental engagement for the most disadvantaged young people.

Early identification of most vulnerable young people who are not experiencing wider achievement opportunities.

**Progress and Impact**

All information regarding attainment gaps has been shared with all staff to ensure we are Getting It Right For Every Child overview.(DATA Walls)

Staff have been engaged in professional learning activities delivered by Barnardo's and the Nurture Champions and subsequently, have developed a deeper understanding of the 5 Nurture Principles.

Nurture Base is now established and targeted pupils are benefiting from additional support leading to improved engagement levels.

Principal Teacher of Equity has led one-to-one meetings with vulnerable young people who were not experiencing wider achievement opportunities. The interests of these young people have been matched to opportunities both in and out-with school. In addition, barriers to accessing opportunities were removed including; finance, transport and relationships. For the majority of the targeted group, we have evidence improvement in both engagement levels and attendance.

**Next Steps:**

Increase opportunities for collaborative working with our primary colleagues with a particular focus on pedagogy within numeracy.

Appointment of a Wellbeing Officer to engage with families regarding improving pupil attendance.

Continued focus on ensuring all staff are fully aware of the poverty-related attainment gaps in their own classroom and the appropriate interventions required.

Extend the provision of Nurture by increasing staff availability.

Continued focus on targeting additional wider achievement opportunities towards our most vulnerable young people.

School priority 3: Improvement in children and young people's health and wellbeing

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

2.5 Family learning

2.7 Partnerships

**Strategies**

Introduce a Health & Wellbeing period for all S1-S3 pupils with a focus on developing the physical and mental wellbeing of all young people.

Promotion of family and community engagement and healthy lifestyles through, family cook school.

Embed Inverclyde Council policy on PRPB incorporating restorative practice and opportunities to recognise positive achievements.

Further development of a whole school approach on Rights Respecting Schools; outdoor learning; pupil voice and participation.

Chaplaincy Committee to work with all stakeholders to develop and coordinate a comprehensive calendar of national, local and school events to celebrate 100 years of Catholic Education.

**Progress and Impact**

Faculty of Health & Wellbeing have established mental wellbeing inserts including: Emotional Literacy; Mindfulness; Internet Safety; Drugs Awareness; On Edge Programme; Compassionate Inverclyde High-5; Head Space. Subsequently, pupil evaluations have highlighted the value of these inserts in terms of increased knowledge and awareness.

Family cook school now established and, as a result, we have observed an increase in pupil confidence and willingness to participate in wider achievement opportunities.

Merit system and fortnightly Seemis reports launched with all staff. Although some progress was made, there remains a degree of inconsistency across the school community, therefore we plan to re-launch next session.

RRS – currently working towards Gold Award Assessment Date on 1 June 2018.

Chaplaincy committee in conjunction with our Cluster primaries have developed a calendar of planned events to celebrate the 100 years of Catholic Education.

**Next Steps:**

Extend mental health inserts into Senior Phase.

Establish further opportunities for Family Learning including: Family Fitness; Mental Wellbeing Workshops; Internet Safety Workshops; and Financial Education Workshops.

Review and improve Merit system to recognise and celebrate pupil achievement.

Create further opportunities for young people to become actively involved in celebrating 100 years of Catholic Education.

Planned opportunities for pupils and staff to engage with Year of the Young People 2018.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

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

2.6 Transitions

3.3 Increasing creativity and employability

2.7 Partnerships

**Strategies**

Development of a STEM/DYW strategy for S1–S6 designed to engage learners, invigorate learning and teaching, develop employability skills and connect learning. Expand employability partnerships with local community including expertise of parents. To increase provision of flexible work placements and targeted placements for S4.

Engage with SDS agreement. Early identification of leavers. 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.

**Progress and Impact**

Careers Fayre S4/5/6. Girls into Engineering S2/S3.STEM Parental Engagement evening. AQ leading role in STEM development across Inverclyde.

Army input. Co-op offering work placements and promotional sale challenges.

Architect from CCG running workshops for Senior Phase Graphic Communication.

Arnold Clark STEM bus and apprenticeship workshops. Bellville Street community gardens ran STEM/HWB workshop for S1. Yearly participation in Bloodhound challenge. Attending a series of Big Bang event. S1 girls attended British Airways Engineering Site. Linked with CCG to provide work experience and interview skills. Involved with Arnold Clark and GTG for Girls Engineering Challenge. Applied for Faraday Challenge and accepted for next year as a Hub School. 12 S4 pupils going through the Green Powered Car for SIMD 1-4. Holiday Inn provided 6 weeks of work experience and interview skills for S4 pupils. Ran a jewellery silversmith workshop with craft club. Growth-mindset activity ran with S3 PEF pupils to build confidence in employability. Mission Discovery for new S4 pupils at UWS. Winners of young enterprise regional final and through to National final. 6 pupils who have secured a place in Police Youth volunteering Scotland. Attending Prestwick Airport STEM event and Queensferry crossing STEM activity day. Introduction of S1 IDL for Rapid Response (STEM). Tag and Track STEM/IDL seagulls for all S1. Weekly woodturning and craft club. Attended Sports Careers Fayre and the Modern Apprenticeship Careers Fayre. Continued engagement with the Recruit. Introduction of Social Enterprise within the school. Linked with Action for Children to support delivery of Enterprise and Employability.

GIRFEC Overview now incorporates planned career pathways for S4/5/6 pupils with facility to filter and email opportunities out to pupils and parents.

A number of pupils who completed mainly National 4 courses engaged in work placements throughout the year 2017/2018.

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; Health Sector, Fashion and Textiles Technology and Drama.

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

7 pupils engaged in foundation apprenticeship programmes this year.

Database of school partnerships has been updated 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 the year

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 2018-2019 into senior phase curriculum
- To continue to increase staff, pupil and parents knowledge of flexible work placement, college and FA opportunities
- To continue to improve provision of bespoke information to pupils and parents regarding progression pathways
- To monitor and ensure that there is opportunities for all in STEM based activities
- To plan individual pathways to ensure work based learning opportunities for all pupils across S4-S6
- To implement procedures for updating the 16+ tab on Seemis with reviews throughout the year built into calendar
- To engage with Digital Future Scotland to build capacity for Digital Literacy for all learners
- To build staff capacity and integrate opportunities for Career Long Professional Learning through staff led CPD

National priority: How we are ensuring Excellence and Equity?

<b>TJ - % achieving appropriate level</b> (S3 data)					
Year	Criteria	Reading	Writing	L & T	Numeracy
2016/17	SIMD 1 – 2	86	89	89	81
	SIMD 3 – 10	95	93	93	85
	All	93.55	89.52	95.16	85.48
2015/16	All	94.05	93.07	94.05	71.28

### Evaluation of interventions from session 2017-18

A wide range of staff identified 54 pupils in S2/3 target group for interventions in one of the following categories or a combination: Literacy/Numeracy, Nurture, Participation/Engagement, and Attendance. Thereafter, key staff were identified and linked to each pupil e.g. PT STEM, PT Equity etc.

### DHT Excellence and Equity – focus on Leadership/Teacher Professionalism

Pupil Equity Team and Nurture Implementation Group led a range of collegiate meetings and INSET days:

- Collegiate 1 – Focus on Equity Vs Equality and gathering Engagement levels data
- Collegiate 2 – Focus on Excellence in Learning and Teaching with introduction to Practitioner Enquiry
- INSET day 3 – Focus on Nurture/ ACES & Data Walls activity

Large number of staff (teaching and ASN) engaged with Coaching & Modelling Officers for Literacy, Numeracy, Health, Wellbeing & Nurture.

Extended Equity Team trained in Boxall profiling. This has supported the young people in target groups and helped staff by providing specific strategies based on individual profiles.

Maths & English staff engaged with Visible Learning and are beginning to use this in their lessons.

Nurture groups established and timetabled with Nurture teacher plus one other member of staff. This has resulted in almost all of the young people involved reporting that they feel happier at school than last year. The confidence of the young people has increased and a number of them have achieved the SQA Personal Achievement Award Level 2 Bronze award.

### PT Learning & Teaching

Engaged in Moderation and Collaborative Action Research planning with cluster. An S2 literacy class was created and a reading recovery programme implemented with these pupils.

### PT STEM/DYW

Numerous STEM events, competitions & clubs organised by PT STEM/DYW and target pupils included in almost every activity.

Some events were targeted at exclusively PEF pupils e.g. Queensferry crossing STEM trip, BAE Engineering trip, Positive mindset session.

Links with partner agencies/industries have increased dramatically and impact has been extremely positive.

Increased STEM and DYW awareness across school (staff, pupils and parents).

Calendar of events now established and sustainability possible.

### **PT Equity**

One-to-one meetings every week with pupils targeted to improve attendance.

Focus of meetings was to find out interests, favourite subjects, reasons for non-attendance etc. Target pupils encouraged to participate in extra-curricular clubs at lunchtime or after school e.g. Cook School. PT Equity liaised with teachers to discuss any class-related issues and with parents to offer support and to discuss attendance. A number of trips/events organised for the target groups.

Manchester United trip – all target pupils; S2 Outdoor Learning at Finlaystone May/June; Bike restoration project; S1 Safari Park trip Lit/Num/STEM; Sailing/STEM day in South Queensferry with Ben Ainslie Trust.

### **Impact of Interventions**

**Attendance:** Overall improvement in average attendance rates compared with last session. Significant improvement in attendance for some targeted pupils.

S2 - 45% of target pupils have increased attendance (average increase 5.8%)

S3 – 48% of target pupils have increased attendance (average increase 8.1%)

**Engagement:** Levels of engagement in each subject area measured using Leuven scale (in August and December) and averages calculated for each pupil.

<i>Effect on average engagement levels between August &amp; December 2017</i>	<i>Percentage of pupils (%)</i>	
	<b>S2</b>	<b>S3</b>
Increase	62	68
No change	10	24
Decrease	28	8

**Participation:** Significant increase in regular participation in clubs at lunchtime and after school by target pupils. Many target pupils volunteering to help at parental events (even if their parents not attending).

### **Literacy/ Numeracy:**

Focus Aug – Dec on Literacy / Jan- April the focus is numeracy

Focus on S2.

Level 2 Reading – 71% of pupils have improved between August and December 2017.

## Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

Consideration of our capacity for improvement, and of school improvement priorities for Session 2018-19 has been informed by the use of *How Good Is Our School 4* and validated by our recent School Review visit in March 2018. Our processes of self-evaluation are supported 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*). All stakeholders engaged in self-evaluation in order to identify the strategic direction for St. Columba's 2018-21, and the priorities for improvement 2018-19.

As a result of this process, the school has identified priorities for its strategic direction from 2018 to 2021 and evidence would suggest we have very good capacity for continuous improvement.

Looking forward, we 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 poverty-related attainment 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.
- Continue to 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 2018/19
1.3 Leadership of change	Very Good	To embed our shared Vision, Values and Aims, based on Gospel values, which underpin the ethos of the school. Continue to support and develop leadership capacity for all middle leaders in improving learning, teaching and attainment.

2.3 Learning, teaching and assessment	Good	Continue to develop and extend the tracking within the BGE. Continue to explore further avenues to accreditation. Continue to work on processes to record pupils' wider achievements.
3.1 Ensuring wellbeing, equity and inclusion	Good	Continue to be creative in involving parents from all areas of the community.
3.2 Raising attainment and achievement	Very Good	Ensure pupils in S6 continue to make appropriate progression in their skills for learning, life and work. Continue to focus on increasing presentation level and attainment in Maths. Maintain the focus on literacy and numeracy levels across the school including at fourth level and maintain and build on links with the Attainment Challenge

#### Key Achievements of the school

**Pope Benedict XVI Caritas Awards** – 21 of our S6 Students achieved this award.

**Duke of Edinburgh Award** – All S3 pupils participate in this programme.

#### **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).

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

Large numbers of our pupils are involved in: Youth to Lourdes Pilgrimage; Diocesan Youth Events. 50 of our S3 learners enjoyed a pilgrimage to Rome.

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

A number of pupils successfully participated in Evolvefest and their art work was exhibited at The Custom House.

#### **Achievements in English**

ASG Public Speaking Regional Finals; Crown Prosecution & Procurator Fiscal Public Speaking Final

**Achievements in Mathematics**

Pupils participated in the Scottish Maths Challenge and UKMT at all levels.

**Achievements in Modern Languages**

European Evening 2017. All S3 learners achieved this SQA accredited award for their work in Modern Languages. A number of S6 pupils achieved their SQA Leadership Award.

**Achievements in Science**

Pupils took part in a range of STEM events and competitions.

**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**

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

Pupils Question Time with MP and MSP

**Achievements in Health & Wellbeing**

Pupils competed in a number of local and national sporting events.

Pupils played an active part in school and authority hospitality events.