

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE18 April 2024Report by Director of EducationEDUCATION SCOTLAND REPORT ON ST LUKE'S HIGH SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on St Luke's High School.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) note and comment on the Education Scotland report on St Luke's High School; and,
- b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. St Luke's High School was inspected by a team from Education Scotland in December 2023. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*

4. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

5. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.

6. The school was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published in March 2024 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

7. In assessing the indicators of quality in the school, Education Scotland found 2 aspects of the work to be very good: learning, teaching and assessment and raising attainment and achievement.

8. The report highlights exceptional practice across Scotland and highlights the following strengths:

- There is a very strong feeling of belonging and community, led effectively by the headteacher. This reflects the strong commitment to improving outcomes for all young people. The positive relationships provide a very caring, supportive learning environment. Young people feel well supported and encouraged to do their best.
- The strong leadership and strategic direction of the head teacher, working closely with staff, the cluster and local authority has very effectively led improvements in learning, teaching and assessment. This is having a positive impact in developing creative and engaging approaches to learning and teaching.
- The highly skilled staff have developed high quality, creative and engaging approaches to learning and teaching. Young people, including those with additional support needs, attain well because of these different approaches.
- Staff, with the support of senior leaders, ensure that barriers to learning, participation and achievement are being effectively addressed. Young people are improving their attendance, engagement and achievements at school through the well-developed, individual targeted supports.

9. It was particularly pleasing that the impact of the extensive professional learning by all staff that is resulting in outstanding and consistent learning and teaching throughout the school was highlighted by the inspection team, along with high quality and embedded assessment strategies:

- *Teachers use the agreed 'St Luke's Visible Learning Lesson' format very effectively to frame young people's learning. This format was developed by teachers after extensive professional learning and enquiry. There is now a shared and consistent approach to most lessons across the school.*
- *Assessment strategies are embedded firmly in the life and work of the school. Teachers use information gathered at points of transition to form a baseline from which to track learners' progress over time. They use a wide range of assessment strategies appropriately to monitor the progress of all young people. Teachers effectively draw on a range of formative assessment strategies in class to skilfully plan young people's next steps in learning. Teachers make effective use of learner conversations, ongoing feedback, peer and self-assessment and formative assessments which adds to this very strong practice. Young people benefit from regular opportunities to reflect on their progress and identify next steps with staff. Almost all young people in the senior phase have an accurate picture of their strengths and required next steps in learning.*
- *The St Luke's five learner dispositions of creativity, bravery, resilience, curiosity and independence underpin effectively teacher's approaches to planning learning across all curriculum areas. This reflects an agreed visible learning approach alongside the school-wide focus on the development of meta-skills. As a result, young people are developing their understanding of how they learn well. Additionally, the school-wide commitment to foster and develop these skills is helping young people recognise how they develop skills and attributes for life beyond school.*

10. The inspection team identified 1 area for improvement:

- Continue to refine highly effective practice in learning, teaching and assessment to continue to raise attainment

11. Appendix 2 of this paper includes the action plan to address the agreed area for improvement. The Quality Improvement Service will work with the St Luke's leadership team to support its implementation.

12. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

13. Education Scotland will make no further reports in connection with the inspection of St Luke's High School.

14. The Quality Improvement Service will review the impact of the improvement (action) plan in addressing the agreed area for improvement and provide a progress report to parents within 2 years of the publication of the report.

FINANCE AND EFFICIENCY

15. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

16. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on St Luke's High School; and,
- b) approve the action plan to address the agreed areas for improvement

Mark Ratter
Director of Education
18 April 2024

Convener Contact Details

Councillor Anderson, Convener for Education, Equalities, Culture and Leisure
Tel: 07341 640 825
Tel: 0141 577 3107
andrew.anderson@eastrenfrewshire.gov.uk

Report Author

Janice Collins, Head of Education Services (Quality Improvement and Performance)
Tel: 0141 577 3204
Janice.Collins@eastrenfrewshire.gov.uk

Appendices

1. [Education Scotland report on St Luke's High School](#).
2. St Luke's High School Action Plan.

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5 March 2024

Dear Parent/Carer

In December 2023, a team of inspectors from Education Scotland visited St Luke's High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- There is a very strong feeling of belonging and community, led effectively by the headteacher. This reflects the strong commitment to improving outcomes for all young people. The positive relationships provide a very caring, supportive learning environment. Young people feel well supported and encouraged to do their best.
- The strong leadership and strategic direction of the head teacher, working closely with staff, the cluster and local authority has very effectively led improvements in learning, teaching and assessment. This is having a positive impact in developing creative and engaging approaches to learning and teaching.
- The highly skilled staff have developed high quality, creative and engaging approaches to learning and teaching. Young people, including those with additional support needs, attain well because of these different approaches.
- Staff, with the support of senior leaders, ensure that barriers to learning, participation and achievement are being effectively addressed. Young people are improving their attendance, engagement and achievements at school through the well-developed, individual targeted supports.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- Continue to refine highly effective practice in learning, teaching and assessment to continue to raise attainment.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Luke's High School

Quality indicators	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale.	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Inspection and Review | Education Scotland](#).

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Frances E. Graham
HM Inspector

St Luke's High School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to refine highly effective practice in learning, teaching and assessment to continue to raise attainment				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
Teachers will develop their collective efficacy to coach and support one another to continue to refine our highly effective practice in learning, teaching and assessment.	Our new St Luke's Enhancing Collective Efficacy Professional Learning Programme will be designed by a team of staff during the summer term and launched for implementation in August 2024. The programme will support teachers to identify an area of practice which they wish to refine over the course of the year in partnership with another colleague. The programme will support and structure their partnership working and improvement activity with a focus on coaching and sharing practice.	Design Team All teaching staff	April – June (design) August – May (launch and implementation)	Time L and T Coach Photocopy VL Toolboxes Digital Toolboxes CLPL Programme	PRD CLPL Programme Learning Walks
Increased numbers of young people will achieve 5@6 by the end of S6. Increased numbers of young people will achieve 1@7 by the end of S6.	Further promote the S6 experience to ensure more young people stay on to the end of S6. Enhanced interventions for target groups throughout the year. Increased parental engagement to ensure young people maintain their chosen course of study following UCAS offers.	S6 DHT PT Attainment PST Curriculum FHs/PTs	May- June 24 Aug 24- April 25	Tracking and Monitoring Data Meeting time Year Group Conferences Timetable/enhanced curriculum offer Mentoring programme Study resources Post school support	Monitoring and Tracking Data Attendance SQA Exam Data

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