

# **St John's RC High School**

## **School Improvement Report Session 2020-21**



St John's RC High School

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This document shares and celebrates the developments in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2020-21

## Vision, Values & Aims

St John's High School is a Catholic community committed to providing the highest quality of education for our young people and offering formation through the promotion of our Gospel values. Our aims reflect our strong Marist traditions focusing on the importance of family, love and building community. A school where everyone can develop their gifts and talents in the fullest possible way. We hope that every young person entrusted to our care, always feels happy, safe and secure.

- To develop a community built on our Gospel values where our young people feel safe, valued, cared for and nurtured.
- To provide an inclusive environment where all young people have the opportunity to develop and grow into confident individuals, successful learners, responsible citizens, and effective contributors.
- To provide a positive learning environment which encourages every young person to achieve the highest standards of attainment and achievement

## Context

St John's RC High School is a Roman Catholic High serving the needs of West of the City of Dundee and beyond. It was originally led by Marist Brothers at the council's request and their charism still permeates the school today. Our pupils come from a large geographical area and from a wide variety of socio-economic, religious and cultural backgrounds. There is a high proportion of pupils from within Scottish Index for Multiple Deprivation groupings 1 and 2.

In 2020-21 the school year was marked by significant disruption due to the global pandemic. During the lockdown of 2021, our staff and young people engaged positively through digital learning and we are continuing to embed the skills developed during this period. During this session there was an alternative certification model implemented across all schools in Scotland by the SQA and the school worked positively to ensure our young people achieved the qualifications they deserved based on the evidence they produced. We congratulate our young people and salute our staff for all their hard work and the incredible resilience they demonstrated throughout this time, and thank our parents/carers and school partners who supported us.

At the end of the 2020-21 session, Mrs Fiona McLagan, Head Teacher, and Mrs Rebecca Lapadula, Depute Head Teacher, retired after many dedicated years of service to the family of St John's. Mr Seán Hagney took up the post as Head Teacher at the start of session 2021-22, with Mrs Claire Lang joining the senior leadership team as DHT in September 2021

## Attainment Data 2020-21

### CFE 2020-21

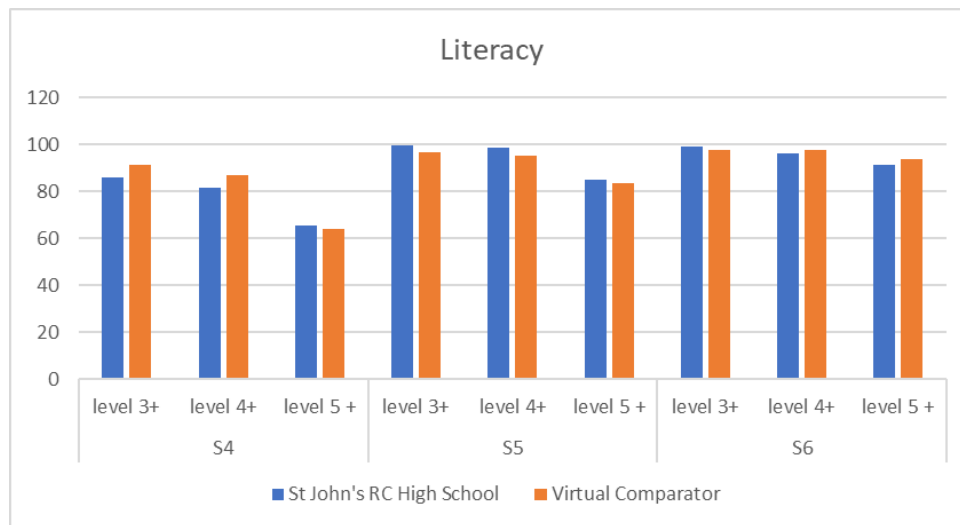
	<i>Reading</i>	<i>Writing</i>	<i>Talking &amp; Listening</i>	<i>Numeracy</i>
<b>S3</b> (CFE Third Level or better)	<b>79%</b>	<b>81%</b>	<b>80%</b>	<b>65%</b>

### Breadth and Depth: All Candidates

<b>S4 – 5 @ 5</b> (5 or more National 5 Awards)	<b>34%</b>
<b>S5 – 1 @ 6</b> (1 or more Higher Awards)	<b>64%</b>
<b>S5 – 3 @ 6</b> (3 or more Higher Awards)	<b>40%</b>
<b>S5 – 5 @ 6</b> (5 or more Higher Awards)	<b>16%</b>
<b>S6 – 3 @ 6</b> (3 or more Higher Awards)	<b>41%</b>
<b>S6 – 5 @ 6</b> (5 or more Higher Awards)	<b>26%</b>
<b>S6 – 1 @ 7</b> (1 or more Advanced Higher Awards)	<b>14%</b>

Stages S4 (based on S4), S5 based on S4 and S6 based on S4

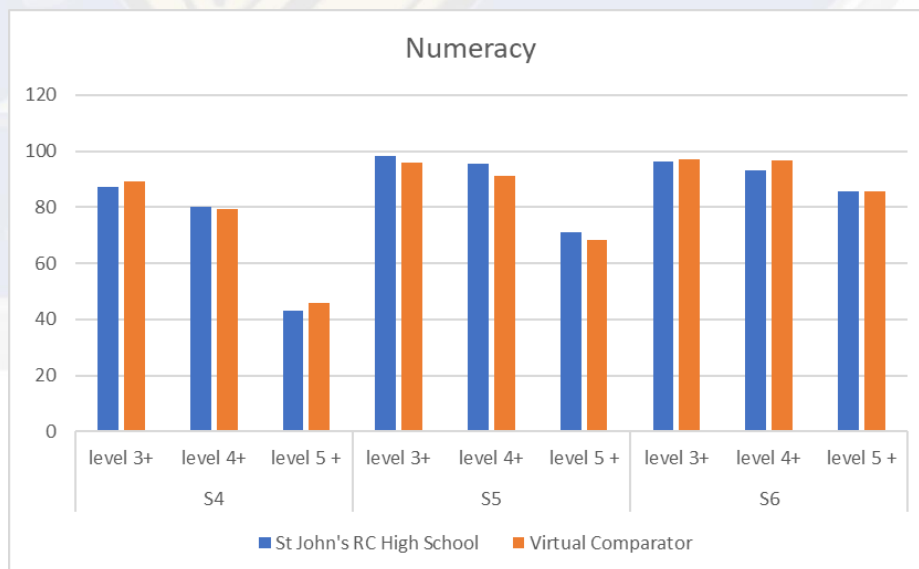
## The Percentage of Pupils Achieving Literacy at or Above SCQF Levels 3, 4 and 5.



	S4			S5			S6		
	level 3+	level 4+	level 5 +	level 3+	level 4+	level 5 +	level 3+	level 4+	level 5 +
St John's RC High School	86%	82%	65%	99%	99%	85%	99%	96%	91%
Virtual Comparator	91%	87%	64%	97%	95%	83%	98%	98%	94%

Stages S4 (based on S4), S5 (based on S5) and S6 based on S6

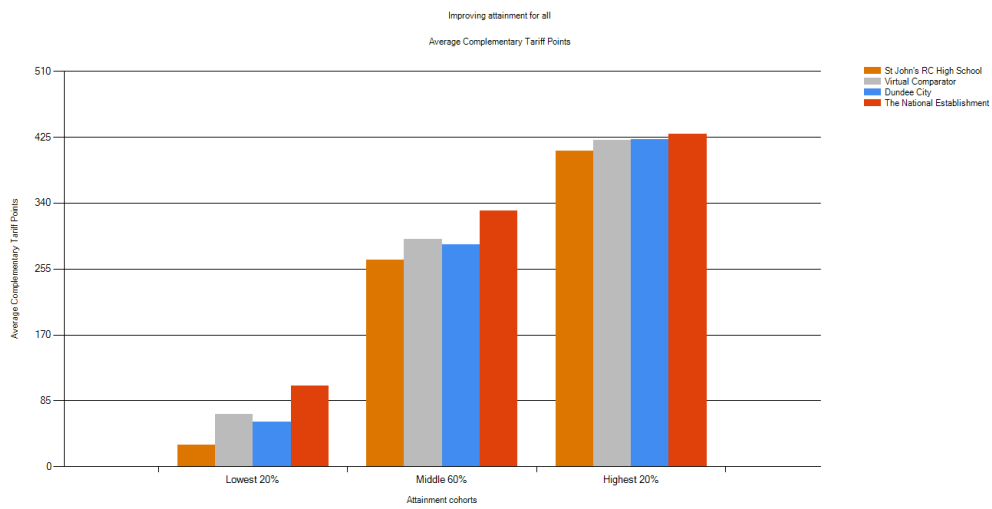
## The Percentage of Pupils Achieving Numeracy at or Above SCQF Levels 3, 4 and 5.



	S4			S5			S6		
	level 3+	level 4+	level 5 +	level 3+	level 4+	level 5 +	level 3+	level 4+	level 5 +
St John's RC High School	86%	82%	65%	99%	99%	85%	99%	96%	91%
Virtual Comparator	91%	87%	64%	97%	95%	83%	98%	98%	94%

Stages S4 (based on S4), S5 (based on S5) and S6 based on S6

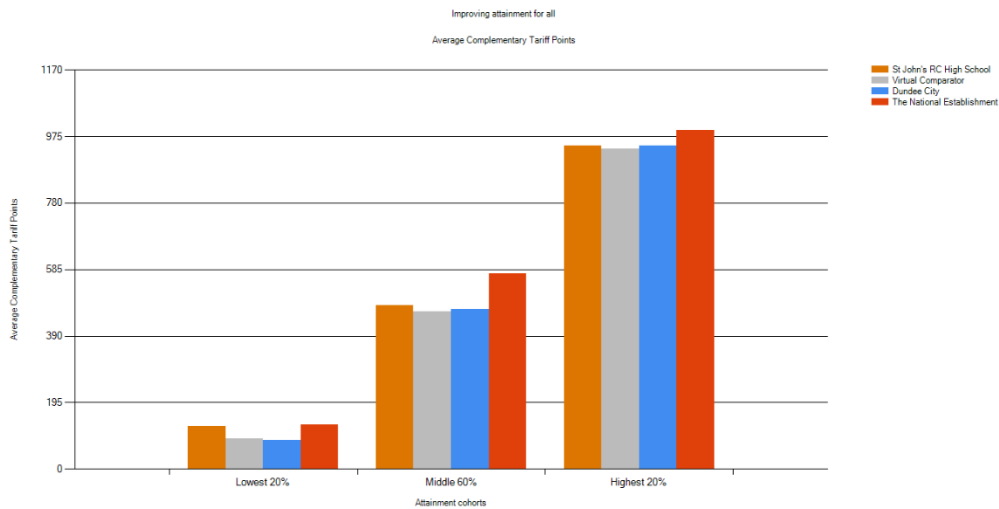
## Improving Attainment for All (S4) – Average Complementary Tariff Points



	Year	Lowest 20%	Middle 60%	Highest 20%
St John's RC High School	2021	28	266	407
Virtual Comparator	2021	68	293	421
Dundee City	2021	57	287	422
The National Establishment	2021	104	330	429

Stages S4 based on S4, Complementary Tariff Points

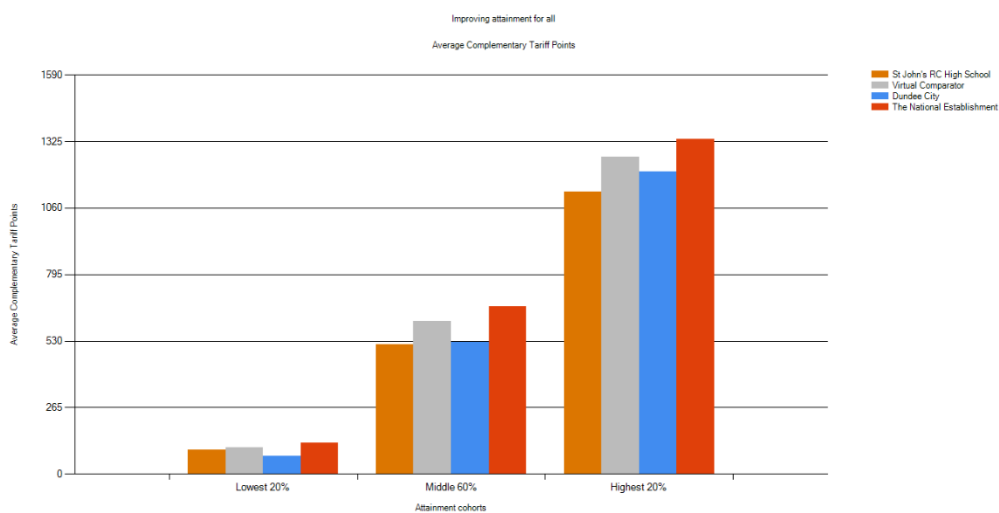
## Improving Attainment for All (S5) – Average Complementary Tariff Points



	Year	Lowest 20%	Middle 60%	Highest 20%
St John's RC High School	2021	126	480	947
Virtual Comparator	2021	90	461	939
Dundee City	2021	85	468	947
The National Establishment	2021	131	573	992

Stages S5 based on S4, Complementary Tariff Points

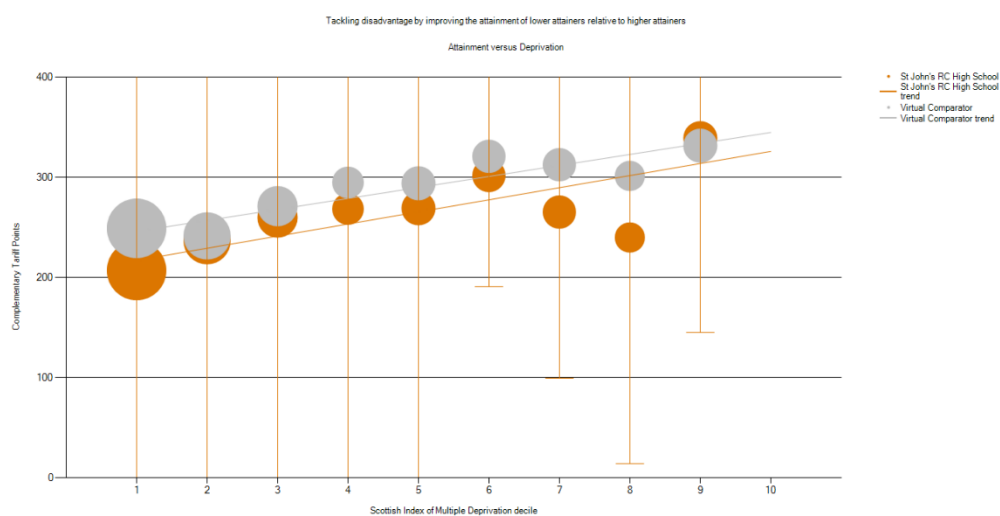
## Improving Attainment for All (S6) – Average Complementary Tariff Points



	Year	Lowest 20%	Middle 60%	Highest 20%
St John's RC High School	2021	97	516	1123
Virtual Comparator	2021	106	608	1263
Dundee City	2021	71	524	1205
The National Establishment	2021	124	669	1335

Stages S6 based on S4, Complementary Tariff Points

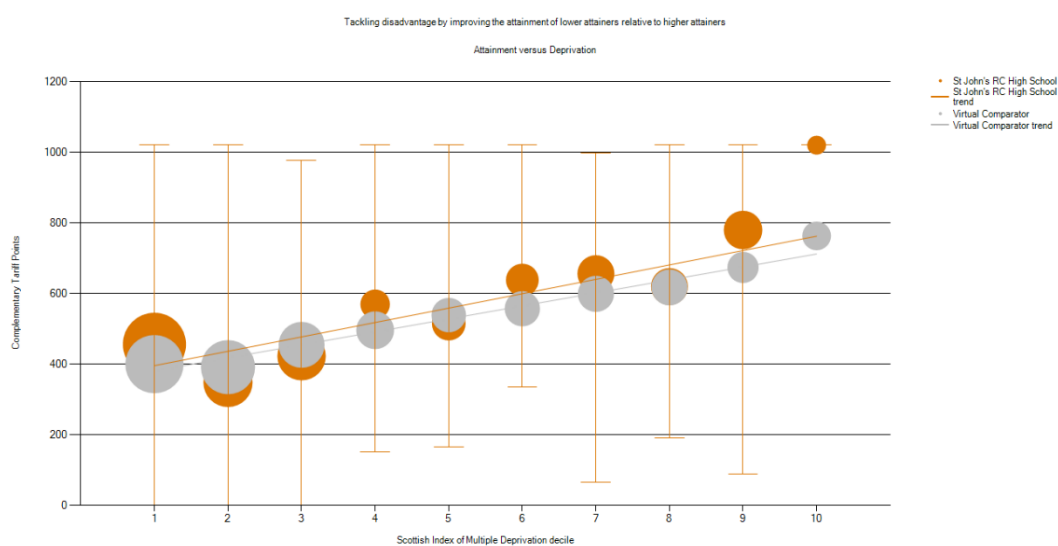
# Attainment versus Deprivation (S4)



Establishment	Year	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
St John's RC High School	2020/21	207	237	260	268	269	302	265	240	339	0
Virtual Comparator	2020/21	249	241	271	295	294	321	313	301	332	0

Stages S4 based on S4, Complementary Tariff Points

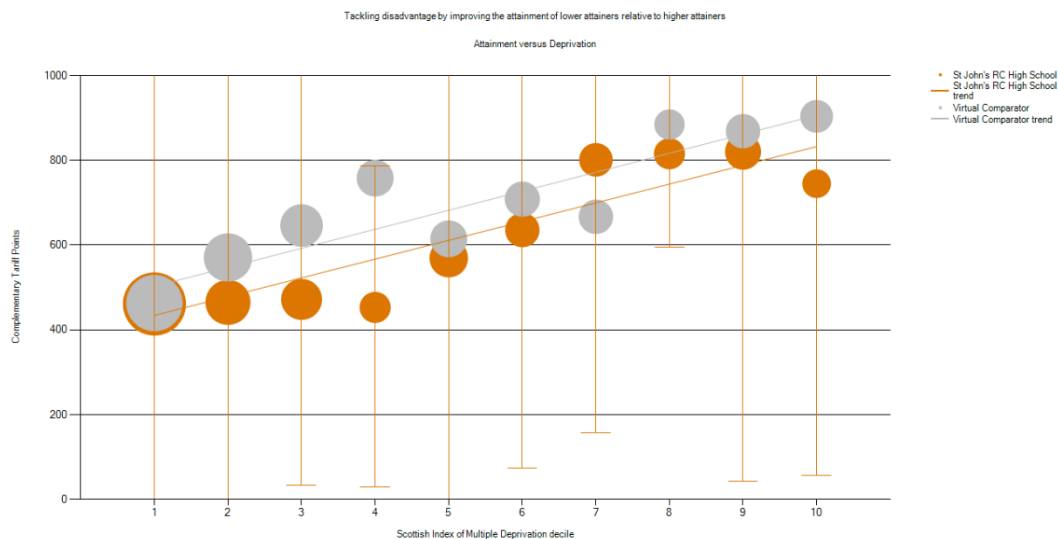
## Attainment versus Deprivation (S5)



Establishment	Year	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
St John's RC High School	2020/21	456	348	423	570	515	638	656	620	780	1020
Virtual Comparator	2020/21	400	391	455	496	539	557	599	617	674	763

Stages S5 based on S4, Complementary Tariff Points

## Attainment versus Deprivation (S6)

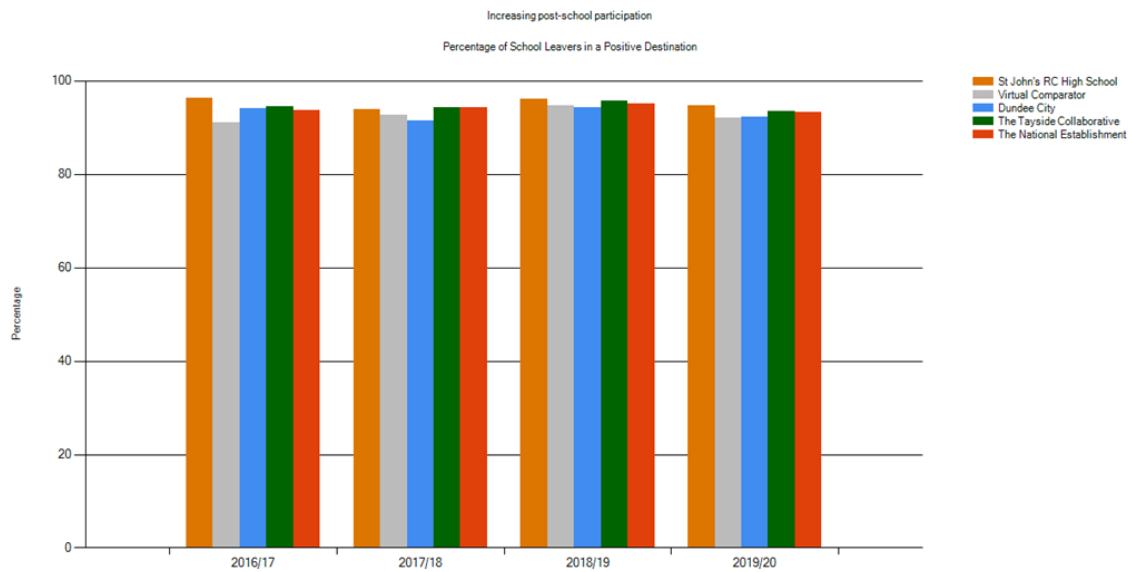


Establishment	Year	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
St John's RC High School	2020/21	461	465	472	453	569	636	801	816	820	745
Virtual Comparator	2020/21	463	571	646	758	615	708	667	885	869	904

Stages S6 based on S4, Complementary Tariff Points



## Percentage of School Leavers in a Positive Destination



Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
St John's RC High School	2019/20	94.74	171
Virtual Comparator	2019/20	92.16	1710
Dundee City	2019/20	92.29	1167
The Tayside Collaborative	2019/20	93.39	3406
The National Establishment	2019/20	93.36	47430

# Review of Improvement Progress for Session 2020-21

## School Improvement Priority 1: Improvement in young people's health and wellbeing

### Progress and Impact:

#### Connection

Throughout both national lockdowns connection was important between home and school to ensure the mental health and wellbeing of all learners. Guidance staff contacted every home to support learners and our families. Guidance staff organised digital drop ins with young people and face to face teaching also helped to build connection. This resulted in the identification of need and families were support with food, electricity and signposting to other agencies.

Where pupils needed additional contact garden visits were arranged to ensure the correct level of support was available to all learners. Vulnerable pupils were accommodated within the school in addition to the children of keyworkers to ensure they were supported. All pupils were surveyed during lockdown to monitor their experience and their engagement with education was monitored

#### Glasgow Health and Wellbeing Profile

St John's piloted the Glasgow Health and Wellbeing Profile during lockdown as a means of identifying needs and supports for our young people. This pilot was very successful and is now being rolled out across the Local Authority.

#### Treehouse

The school invested in the Treehouse package to provide mental health and wellbeing support for all learners and staff. There are over 100 modules available for pupils and staff to access digitally at home.

#### Reconnection

As a part of our planning for the return of learners to in school learning all staff were provided CLPL looking at how we reconnect with our young people and how we offer them opportunities to reconnect with each other.

### Next Steps:

Review nurturing approaches, alternative to exclusion policy and practices and UNCRC within our overall Relationships policy

Develop the work carried out with the Glasgow HWB Profile and use with all year groups twice each session and as required

## School Improvement Priority 2: To Successfully Introduce the Alternative Certification Model for Learners

### Progress and Impact:

#### Understanding Standards

Teachers familiarised themselves with the subject-specific guidance to enable them to plan learning, teaching, and assessment for the session. Assessment was planned to ensure that appropriate learner evidence was available for all subjects and to minimise the impact of over assessment of the learners.

#### Evidence Gathering

Several models were considered as to the best way to gather evidence. The agreed model was to create three windows of assessment to allow staff flexibility to plan the most appropriate way to gather evidence. Unfortunately, the first window needed to be restricted due to a Covid outbreak and the school was closed to all Senior Phase pupils. After a second national lockdown a new model was devised through consultation.

#### Moderation

Staff worked with colleagues from Harris Academy, our school improvement partner, to support moderation in terms of a shared understanding of standards, support in planning assessment and quality assurance. This gave staff confidence in their understanding of the national standard and in the robustness and validity of the identified evidence.

#### Quality Assurance

Quality Assurance was built into every part of the process at a school, city, Tayside Regional Improvement Collaborative and national level. Staff engaged fully with the process to ensure the new model was successful for our pupils.

#### Impact

Almost all stakeholders had confidence in the decisions made by St John's staff in the 2021 Alternative Certification Model. Staff have a greater confidence in their understanding of the national standard and this should have a positive impact on the future delivery of qualifications.

### Next Steps:

Embed this year's moderation practices and expand to the Broad General Education

## School Improvement Priority 3: To Develop the Digital Learning Skills of All Teachers to Support Learners.

### Progress and Impact:

#### Development of Teams

During the first lockdown staff worked extremely hard to upskill themselves to create and manage Microsoft Teams. They posted work and assignments and monitored engagement. Pupils were consulted on their return to school on their experience of Digital Learning and it became clear that they appreciated the work staff had engaged in but that they were not keen on the Digital Learning experience. They found the lack of a structured day difficult to navigate and found the

#### Development of Pupils Skills

In planning for a potential second lockdown and in case of pupil absence every young person was given a refresher on how to access Teams, find materials and submit assignments. Staff continued to use Teams as a key way of managing work with pupils to begin to embed as part of our day to day practice.

#### Delivery of Timetable and Live Teaching

When we entered the second national lockdown, we organised the work through delivery of the timetable. In a survey of impact both parents and pupils felt that this was a more effective way of managing Digital Learning. The expectation that live teaching would be core to our delivery and very quickly all staff were live teaching and having contact with the young people. Pupil engagement was monitored, and parental contact made to offer support where necessary.

#### Provision for Hardware and Internet Access

Laptops were distributed to pupils who had an issue with IT provision and mobile broadband was sourced and provided for those who required it.

#### Impact

Staff, pupils and parents were surveyed and an improvement between the experience of Digital Learning during the two lockdowns was noted by all groups.

### Next Steps:

Revisit school Learning and Teaching Policy to include Digital Learning practices

Our positive work recognised through the Digital Schools Award

# Improvement Priorities for Session 2021-22

## Leadership

Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence and equity for all. Leaders at all levels who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching.

In the coming session we will: -

- Further develop pupil involvement in School, Department, and classroom Improvement Planning
- Provide further opportunities to develop leadership at levels
- Implement a Leadership and Management programme

## Learning Provision

Following the OECD review of Curriculum for Excellence it is clear that what comes next for Scottish Education is a period of change. But it is change in order to improve, to achieve more and to deliver for Scotland's pupils.

In the coming session we will: -

- Review our Curriculum Rationale
- Revisit school Learning and Teaching policy to embrace the developments in Digital Learning
- Further develop the role of DYW; the clear links to the curriculum and the development of meta skills.

## Successes and Achievements

In the coming session we will: -

- Establish a Scoping Group for the Rights Respecting School Award
- Review our relationships policy to include alternatives to exclusion policy and practices
- Embed the Glasgow HWB Profile to identify and offer appropriate supports to our young people.
- Work in partnership with the SQA to support our young people through the formal examination diet