

All Saints' RC Secondary School

Standards & Quality Report

Session 2023 – 2024

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2023 - 2024 and to share our improvement priorities for 2024 - 2025. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

Our achievements and improvements 2023 – 2024

1. Key developments (QI 1.3)

- We launched our new shared and co-created Vision, Values and Public Promise in session 2023-2024 and these have gradually become more explicit and embedded across the school. There is a shared clarity over our vision and there are high expectations of and for all.
- We enhanced our approaches to self-evaluation through the development of new School Improvement Plan Checkpoint processes, our new Pedagogy and Practice Visits model, new approaches to Validated Self-evaluation and we were leaders in the city as part of the pilot roll-out of the new School Evaluation Report.
- We are better able to understand what we are doing well and where we need to get better.

2. Developments in learning, teaching and assessment (QI 2.3)

- All departments developed an in-house rewards system to support the celebration of young people's successes
- Almost all staff provide meaningful and useful feedback which supports young people to make progress in their learning
- Almost all staff have engaged in professional learning to support their work in providing feedback and to help support their understanding of how questioning can enhance practice.
- We have improved our understanding and application of assessment standards in S3 to make sure that pathway recommendations for young people are well-informed, so pupils enjoy the best and most appropriate transition to the senior phase.
- We have improved our planned learning approaches to senior phase tracking and monitoring and our post-tracking interventions have improved. This means that young people have access to better advice, direction and feedback to inform next steps in their learning.

3. Progress in promoting well-being equality and inclusion (QI 3.1)

- We have further enhanced our work around restorative approaches, ensuring a nurturing approach for all learners.
- Almost all staff engaged in professional learning around restorative approaches, including engagement with specialists to enhance professional capacity.
- Our partnership with FARE and Youth Initiative Scotland has supported young people's wellbeing with targeted supports and learning providing young people to develop their awareness around wellbeing, support each other and develop personal resilience.

- We have worked hard to enhance the learning environment for all learners, ensuring a welcoming environment as part of our work on *Structural Elements: Arrivals* during the session. Self-evaluation activities, including pupil surveys and lesson observations point to almost all young people feeling welcome and safe in almost all classes.

4. Progress in children's learning /raising attainment and recognising achievement (QI 3.2)

- We had a record number of young people completing the CARITAS Award last session.
- We introduced new courses and awards using the SCQF Framework to provide more opportunities for young people to achieve and to have their learning accredited in a variety of different ways.
- Attainment in S4 at SCQF 5 was the highest we've ever realised: 83.85% of S4 learners attained 1 or more level 5 qualifications; 44.72% attained 5 or more level 5 qualifications.
- Attainment in S5 at SCQF 6 was very strong: 59.74% of learners attained 1 or more level 6 qualifications; 12.34% of learners attained 5 or more level 6 qualifications.
- Attainment in S6 at SCQF 6 was very strong: 69.18% of learners attained 1 or more level 6 qualifications; 30.82% of learners attained at least 5 level 6 qualifications.
- Our exit point (S6) attainment at SCQF 5 in Literacy and Numeracy were ahead of our Virtual Comparators: 82.39% of S6 learners left school with at least level 5 Literacy and 69.18% of S6 learners left school with at least level 5 Numeracy.

Our improvement plan priorities 2024 – 2025

Our Grand Challenges: 2023/24 – 2025/26 (1-3 below):

1. Improve the quality and consistency of teaching and learning for all.

In session 2024-2025:

- We are improving how our teachers use questioning to enhance and improve learning.
- We will raise attainment in the BGE/Senior Phase through detailed analysis of prior performance and targeted improvements in subject-specific pedagogy.
- We are moving from using TEAMS to SHOWBIE as our main digital learning platform, building the skills of staff and pupils in this area to enhance the learning experience through digital learning.
- We will improve the consistency and validity of assessments in the BGE, improving how we track and monitor in S1-S3 and supporting staff, pupils and parents to better understand progress and next steps in learning.

2. Get it right for everyone in our learning community, including improved wellbeing & improved outcomes in our BGE, Senior Phase and at exit point.

In session 2024-2025:

- We will improve our capacity to support young people with barriers to learning, specifically those young people who are neurodiverse.
- We will develop a strategy to support more young people to attend school, increasing attendance overall.
- Where there are attainment gaps between All Saints' and our comparators, we will work effectively to close these gaps and/or overtake our Virtual Comparator schools.
- We will work to close the attainment gap between those young people who are care experienced and those who are not.
- We will improve how we identify, monitor and support the needs of those young people who are at risk of low attainment through early school leaving.

3. Improve our curriculum across all four contexts for learning, supporting young people to develop all four capacities.

In session 2024-2025:

- We will ensure staff, pupils and parents have clarity around the key knowledge and key skills learned and developed in S1 and S2, building on the work of the last two sessions.
- We will improve the ways we communicate these things with parents and pupils.
- We will make improvements to our S3 curricular experience and ensure shared clarity around key knowledge and skills learned and developed.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Good
Learning Teaching and Assessment (QI 2.3)	Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Good
Raising Attainment and Achievement (QI 3.2)	Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: Headteacher@allsaints-sec.glasgow.sch.uk

Our telephone number is: 0141 582 0010

Our school address is: 299 Ryehill Road, Barmulloch, Glasgow, G21 3EN

Further information is also available in our newsletters, on our school website, and in our school handbook