

# Summarised inspection findings

**Lourdes Secondary School**

Glasgow City Council

29 November 2022

## Key contextual information

School Name	Lourdes Secondary School
Council:	Glasgow City Council
SEED number:	8435839
Roll (Sep 2022)	1464

The Headteacher took up post in August 2022, having previously been depute head teacher in the school for a period of 7 years.

The Headteacher is supported by four depute head teachers and one acting deputy head.

The school's attendance is in line with the national average in the most recent year of data.

Exclusions are generally below the national average.

In September 2022, 33% of young people were registered for free school meals.

In September 2022, 69% of young people live within Scottish Index of Multiple Deprivation (SIMD) 1 to 3. The school receives pupil equity funding (PEF) to support these young people.

In September 2022, the school reported that 27% of pupils have an additional support need (ASN). This is lower than the national figure.

Due to COVID-19, there has been considerable disruption to learning due to periods of school closures in 2020 and 2021. Staff successfully delivered online lessons for young people during these periods and through regular monitoring ensured continuity of learning.

### 2.3 Learning, teaching and assessment

**very good**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The gospel values and school aims of 'to love, teach and take care' at Lourdes Secondary School underpin the very strong ethos for learning. As a result, there are positive relationships between young people, and young people and staff. These are an important strength of this school community. Young people appreciate staff supporting their learning outwith lessons. They value opportunities such as lunchtime drop-ins and supported study to review aspects of learning. In the pre-inspection questionnaire, almost all young people feel that they are encouraged by staff to do the best they can.
- Teachers' instructions in almost all lessons are very clear and young people understand the purpose of what they are learning. Almost all teachers support this in a variety of ways, including sharing what is to be learned at the start of lessons or a series of lessons and making

explicit links with prior learning. In almost all lessons, teachers also share what successful learning should look like. In a few instances, young people co-construct the success criteria that they then use to support self-assessment.

- Most tasks and activities are well planned to meet the wide range of needs within each class. Teachers allocate tasks which take account of young people's interests. This helps young people to gain confidence in their own ability and gradually to take greater responsibility for their learning. Most staff also offer extension tasks for young people that provide greater levels of challenge. Teachers should continue to ensure that young people from the Learning Zone who attend mainstream classes receive appropriate differentiated support and challenge.
- There are a few departments where young people demonstrate high levels of skill in leading their own learning. They take decisions, initiate and organise tasks, ask questions and find information, and demonstrate self-reliance. When given opportunities to lead and direct aspects of their learning, young people respond well and often demonstrate high levels of capability.
- Teachers use digital technology in creative and wide ranging ways to enhance young people's learning. This gives young people personalisation and choice in how they present their learning. It also assists young people who need support with their learning, while for others it promotes independent learning. All young people have their own tablet devices and use these to consolidate their learning through the materials teachers upload on digital platforms. There are a few examples of highly effective practice in how teachers are using digital technology to promote independent learning and engage all learners that could be shared more widely.
- There are well-planned approaches to assessment in Lourdes. Almost all staff ensure learning, teaching and assessment are planned together. Most staff use highly effective and well-planned assessments that allow young people to apply their learning in a range of contexts.
- Teachers also assess progress constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks i.e. observational assessment, by looking at what they write and make, by considering how they answer questions, scanning work for pupil development and marking pupils' work. Most teachers check for understanding effectively through the range of these assessment strategies including through effective questioning that promotes deep thinking.
- Staff use a range of assessment strategies to assess the progress of young people. This includes the use of well-developed assessments in the Broad General Education (BGE). However, this is not yet consistent across all departments. Class teachers track the progress of young people in the BGE using curriculum areas progression ladders (CAPL). In Lourdes, progression within a Curriculum for Excellence (CfE) level is defined as bronze, silver and gold. These definitions are regularly shared with young people and enable them to be aware of how well they are progressing within CfE levels. Young people are motivated to progress through these levels. Additionally, the monitoring and tracking tool enables staff to intervene to provide appropriate support and interventions for young people who are not on track. We have asked teachers to consider more fully the evidence they gather to determine whether a young person has achieved a CfE level that aligns with national expectations of standards.
- Most staff offer feedback to young people in a variety of ways, including digitally. As a result, almost all young people are able to identify their strengths and next steps in learning. Learning conversations further support young people to have a clear idea of their strengths and what they need to do to improve. Parents and young people receive regular tracking reports that

summarise their progress. These approaches are supporting almost all young people to discuss their current attainment and the work required to progress with their learning.

- Teachers engage in rigorous moderation activities and are more confident in applying their assessment judgements in the senior phase than the BGE. These opportunities for robust moderation take place within departments and across the local authority. In the senior phase, teachers have a strong understanding of assessment standards in National Qualifications. The school benefits from having a number of staff involved in assessment activities with the SQA, working at national level. These staff support others to understand and apply national standards.
- In terms of the overall quality of teaching, there are major strengths on which to build. Senior leaders have developed opportunities for teachers to work together in departments to explore educational research and introduce and trial new practices, methodologies and technologies to engage and support young people. This is allowing enthusiastic staff to develop areas of expertise across the school. Senior leaders should proceed as planned to continue opportunities for staff to share highly effective practice across the school.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

## 3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Attainment in literacy and numeracy Broad General Education

- In 2021, most young people achieved curriculum for excellence third level or better in literacy and numeracy by the end of S3 in the most recent year. A minority of young people achieved fourth curriculum for excellence level in literacy and most achieved this in numeracy in the most recent year. Staff continue to improve the reliability of this data, following a two year period when attainment data was impacted negatively by the global pandemic. A focus on moderation, assessment and progression through a level, supports confidence in teacher professional judgements.

### Senior phase Leavers

#### Literacy

- Most young people left school with Scottish Credit and Qualifications Framework (SCQF) level 5 or better in literacy between 2017 and 2021. Attainment at this level is significantly higher or much higher than the Virtual Comparator (VC) from 2019 to 2021. In addition, the majority of young people leave with SCQF level 6 in literacy. This is significantly higher than the (VC) between 2017 to 2020 and 2021. The addition of a new principal teacher in literacy is delivering professional learning to staff to further develop their skills in supporting young people's literacy.

#### Numeracy

- Most young people left school with SCQF level 5 or better in numeracy in 2021. This is significantly higher than the VC. Attainment at this level has improved since 2017 when it was significantly lower than the VC. A minority of young people left school with numeracy at SCQF level 6 in 2021, in line with the VC.
- Senior leaders correctly identify the need for further improvement in young people's attainment in numeracy. As a result, the mathematics staff are introducing an increased range of pathways to meet the needs of all learners more fully. This will be particularly important for learners working at SCQF level 5 numeracy in S5 and S6.

## Cohorts

### Literacy

- At S4, most young people attain SCQF level 5 or better in literacy. This is significantly much higher than the VC for 2018 and 2019 and significantly higher for 2021 and 2022. By S5, as a percentage of the S4 roll, the majority of young people attained SCQF level 6 in literacy in 2021 and 2022, in line with the VC. By S6, as a percentage of the S4 roll, the majority of young people attain SCQF level 6, which is significantly higher than the VC in 2018, 2020 and 2022. Young people who stay on until S6 make strong progress in literacy. Most young people by S6, as a percentage of the S6 roll, attain SCQF level 6. This has been significantly higher or much higher than the VC over the last five years.

### Numeracy

- At S4, a minority of young people attained SCQF level 5 or better in numeracy in 2022, significantly lower than the VC. From 2018 to 2021, attainment at this level was in line with the VC. By S5, based on the S4 roll, a majority of young people attained SCQF level 5 or better in numeracy from 2020 to 2022, with attainment in 2022 being significantly higher than the VC. A minority of young people attained SCQF level 6 in 2018 to 2022, which is significantly higher than the VC in 2021 and 2022. By S6, based on the S4 roll, a minority of young people attain SCQF level 6 in numeracy. Young people that stay on in school until S6 make strong progress in numeracy. Almost all young people by S6, as a percentage of the S6 roll, attain SCQF level 5 or better. This has been significantly higher or much higher over the last five years.

### Attainment over time

- By the end of S3, almost all young people are achieving third CfE level or better in most other curriculum areas outwith literacy and English, and numeracy and Mathematics. The high percentage of young people attaining at these levels has been sustained between 2019 and 2022. Most young people are achieving fourth CfE level in most other subject areas outwith literacy and English, and numeracy and Mathematics.
- There are well-developed approaches in place that allow senior and middle leaders to have an overview of the progress young people make across curricular areas in S1 to S3. They are able to demonstrate progression through Curriculum for Excellence levels for individual young people and cohorts of learners. This ensures that senior leaders are able to identify patterns in learner attainment and support those young people who are not progressing appropriately.
- Senior leaders should continue to ensure that young people are able to attain highly across all curricular areas in the broad general education. The existing curricular model is such that a few young people do not have the opportunity to progress and attain across the full range of curricular areas in S1-S3.

### Senior phase

- Senior leaders and school staff have focused on young people attaining through National Qualifications in recent years. As a result, there are currently limited options for young people to explore wider pathways as they move through S4 to S6. Senior leaders have started to re-introduce a greater range of courses in S4 to S6, though they report that COVID-19 has had an impact on developments in this area. Senior leaders should work to develop the pathways on offer, including a wider range of vocational and college courses offered locally.
- When compared using complementary tariff points, the attainment of the lowest attaining 20% of leavers is in line with the VC. There are no clear signs of improvement for this group of



young people in recent years. There have been improvements for the middle attaining 60% and highest attaining 20% of leavers from 2017 to 2021. Attainment for these groups of young people is significantly higher than the VC in 2021.

- At S4, attainment for the lowest attaining 20%, middle attaining 60%, highest attaining 20% is in line with the VC, using complementary tariff points from 2020 to 2022. This pattern is sustained for the lowest attaining 20% in S5 and S6, based on the S4 roll. However, for the middle attaining 60% and highest attaining 20% in S5 and S6, based on the S4 roll, attainment is significantly higher and much higher than the VC respectively for these groups in 2021 and 2022.

## Breadth and depth

- At S4, most young people achieve five or more awards at SCQF level 4 or better, significantly higher than the VC in 2022. Most young people achieve at least one award at SCQF level 5C or better. A minority of young people achieve five or more awards at SCQF level 5C or better. This is in line with the VC. By S5, based on the S4 roll, the majority of young people attain one or more award at SCQF level 6C or better. In 2021 and 2022, the percentage of young people attaining one or more to five or more awards was significantly higher than the VC. By S6, based on S4, the majority of young people achieved three or more awards at SCQF level 6C or better in 2022, significantly above the VC. Almost half of young people achieved an award at SCQF level 6A or better in 2022. A minority of young people achieve an award at SCQF level 7C or better. In 2021 and 2022, attainment at this level was significantly much higher than the VC.

## Overall quality of learners' achievements

- Young people demonstrate leadership and citizenship skills. All young people in S2 participate in the youth philanthropy initiative to compete for substantial funding for a local charity. Young people gain confidence in teamwork, problem solving and communication through a range of achievement opportunities. All S1 pupils take part in the Gen+ programme which has helped young people develop important skills. Appropriate plans are in place to develop this programme into S2. Young people in S1 to S3 participate in SQA Personal Achievement, Employability and Mental Health and Wellbeing courses.
- Staff work to foster a culture of volunteering and giving back to the community. A few young people are digital ambassadors, young sports ambassadors and sports captains. A few young people in the senior phase are currently completing the Caritas award, helping them to engage with their community and their faith.
- A few young people develop creative and communication skills through expressive arts activities. The highly popular drama club and involvement in the school show have an important role to play in developing key skills for the high number of young people involved. These include communication skills, confidence building and teamwork. A few young people take part in a range of music clubs, performing in concerts throughout the year. They appreciate the nurturing and positive atmosphere within the club. Supported by staff, a minority of young people from S1-S6 take part in a range of sports clubs led by sports captains and young sports ambassadors.
- Staff are beginning to develop a clearer understanding of the activities young people take part in. However, senior leaders do not yet have a strategic overview of participation. In addition, the achievements of young people are not yet linked to the development of skills. As a result, they are not yet in a position to ensure that all young people are accessing appropriate activities to develop skills for life, learning and work and the four capacities. Senior leaders



should now consider how to develop further the offer of wider achievement both for personal development and for additional accreditation. This is particularly relevant in in the senior phase. Senior leaders should develop plans to systematically track young people's achievements and the skills young people develop as a result of their involvement in these experiences.

## Equity for all learners

- The majority of young people live in deciles one and two. Average complementary tariff scores for young people living in the most deprived areas are higher than the national average.
- For those learners from the most challenging socio-economic backgrounds, residing in deciles one to three, a variety of additional support is in place through the Pupil Equity Fund (PEF). This includes the appointment of a Principal Teacher of Re-Engagement. Young people who were not fully engaging in school or not attending in session 2021-22 were identified by senior leaders and pastoral care. A carefully and sensitively planned programme was developed with the support of parents and carers. This included visits to home, after school support, gradual re-engagement and an accessible curriculum offer which supported a group of S4 pupils to re-engage with school. As a direct result, most of these young people achieved five or more qualifications at SCQF level 3. The confidence of these young people improved with a few returning to school for S5. This programme is being implemented once again in the current session.
- A further strong example in 2021–22 was the implementation of a targeted reading programme which led directly to improved reading ages for a number of young people working on a PEF funded reading project. Training on the programme was also provided for staff to increase their awareness of the challenges which some young people face and how best to support their development of literacy skills. As a result, staff are now better placed to implement appropriate strategies within departments and faculties to improve outcomes for these young people.
- Staff take good account of the diverse needs of young people, especially those who face ongoing personal and economic challenges. Staff are proactive in providing young people with access to equipment and personal items, such as uniforms and resources for learning. Senior leaders ensure all young people are able to access activities beyond the school day, with the barrier of additional costs removed. They ensure all young people can access the full range of curriculum activities that support learning and wellbeing. Senior leaders and pupil support staff, working closely with parents, should continue to encourage all eligible young people to access their entitlement to free schools meals.

## Destinations

- Almost all young people leaving Lourdes in the last five years have moved on to a sustained positive destination. Young people are well supported into a range of destinations through the work of school staff, partner agencies and business partners. This includes targeted support for the most vulnerable young people.

### Context

The Learning Zone is a specialist provision in Lourdes Secondary School. Placements are agreed and made by the Area Inclusion Group within the local authority. Most of the young people attend a combination of mainstream subject classes and Learning Zone groups. There are currently 41 young people from S1 to S6 who have a Learning Zone placement.

### QI 2.3 Learning, teaching and assessment

#### Learning and engagement

- There is a very positive ethos within the Learning Zone, which helps young people feel welcome and included. Staff identify strongly with the school values of 'love', 'teach' and 'care' and feel this articulates well with the way they work. Parents confirm the Learning Zone staff understand children's needs and work hard to help them succeed.
- In classes in the Learning Zone, young people, who have a range of additional support needs, respond positively to the learning activities in which they are involved. They are respectful towards each other and towards teachers and support assistants. Young people find the majority of activities engaging and do their best to participate in them. They feel they are being well prepared for life after school.
- Young people exercise choice in most Learning Zone classes. This includes the opportunity to use digital devices. They enjoy working in the Learning Zone and appreciate the level of support that they receive. They also respond well to small class sizes.

#### Quality of teaching

- In classes in the Learning Zone, it is clear that all teachers know young people and their needs well. For example, they assess whether or not a soft start to the day may be appropriate for a few young people, based on observations and knowledge of young people's circumstances. Teachers are skilled in using questioning to develop young people's understanding of their learning.
- Teachers in the Learning Zone deliver a number of subjects to small groups, to attain accredited qualifications at National 3 and beyond. They have developed a range of ways to differentiate and individualise learning, including adult support and choice of tasks. Teachers' planning takes account of how digital technology can be used to support young people. This is enabling learners to make informed choices and be independent in their learning. The majority of lessons are engaging, well-paced and appropriate to the needs of learners.
- Classroom assistants support young people well in the Learning Zone and in subject classes in the rest of the school. They understand young people's needs, keep them on task, and motivate them to attain to the best of their ability.
- Subject teachers in departments include young people from the Learning Zone in classes. They have access to wellbeing assessment profiles which give them information about appropriate strategies to help young people learn. Staff from the Learning Zone include young people in discussions about their needs when they are working in subject departments across the school.
- Teachers in the Learning Zone ensure they keep up to date with developments in their subject by attending weekly timetabled professional learning meetings. Whilst these teachers are regularly involved in moderation activities about national qualifications standards, they are

aware that an important next step is to develop effective moderation of assessment standards in the broad general education.

### **Effective use of assessment**

- Staff support young people from the Learning Zone in their subject classes with their peers appropriately. Staff use ongoing observation and assessment of progress well to help young people to select the best learning pathway for them. They can work in subject class or the Learning Zone in smaller group settings.
- Effective use of ongoing observations and assessment of progress, supports young people in a decision about whether or not they remain in this subject or return to the Learning Zone to continue with the subject in a smaller group setting.
- Staff in the Learning Zone use a number of proprietary assessments well to gauge young people's abilities in language and maths. They use these as diagnostic tools to identify where further input is required and repeat their use at regular intervals to demonstrate progress.
- Young people are encouraged to review their learning at regular intervals and discuss what works well for them in order to best meet their needs.

### **Planning, tracking and monitoring**

- Weekly pupil support meetings are held, which involve senior leaders and Learning Zone staff. These provide all staff working with young people in the Learning Zone, a platform to discuss the needs of individual young people to ensure that appropriate learning supports are in place.

## **QI 3.2 Raising attainment and achievement**

### **Attainment in literacy and numeracy**

- Progress can be shown for young people from the previous levels of attainment and achievement in both literacy and numeracy. Overall, young people are making very good progress. Young people gain a placement in the Learning Zone for a range of reasons, and have varying additional support needs and learning profiles. Their progress can be demonstrated by tracking individual young people in these subjects from year to year.

### **Attainment over time**

- Senior leaders have recently revised the school tracking system. This is working well for young people in the Learning Zone who are included in this system at a whole school level along with all other pupils. Overall, young people in the Learning Zone are making very good progress from their prior levels of attainment.
- The attainment of young people is tracked on an individual basis across the curriculum. Learning Zone staff also make very good use of a range of assessment approaches to ensure that young people are progressing in their learning. These are supported by conversations with learning support assistants who work with them.

### **Overall quality of learners' achievement**

- Young people in the Learning Zone have also had access to a range of wider achievement opportunities which support the development of skills. In recent times this includes Eco School, whole school trips including year group hill walks and a trip to Blackpool, whole school faith events and celebrations, showcasing their skills on film, through the drama and music

curriculum, to pupils and staff. Young people in the Learning Zone are achieving well in those activities in which they participate. Seniors leaders should consider how best to track the participation and skills development of all young people from the Learning Zone, in line with the rest of the school.

### **Equity for all learners**

- Learning Zone staff are passionate advocates for the young people who are placed with them. They work hard to ensure that they attain and achieve as well as possible and have high expectations for them.
- In an important whole school step towards equity, curricular responsibility for young people placed in the Learning Zone now sits with principal teachers in the wider school rather than within the Learning Zone. As a result, curriculum partnerships are being developed between subject departments and the Learning Zone and young people have better opportunities for success. With support, young people enjoy being able to attend subjects and are enthusiastic about a range of different classes, including technical, PE and art and are making very good progress in their learning.
- Along with progress in their curricular areas, Learning Zone staff also support and track school leavers to ensure that they achieve positive destinations. In recent years, all young people have attained positive destinations.

## Other relevant evidence

- The school does not meet the recommended two periods a week of Physical Education in S3.
- The school has a library which is currently available for the use of young people one day per week due to staffing. This is limiting the opportunity for all learners to access valuable learning resources.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.