

# Summarised inspection findings

St Aloysius' College

Independent

7 May 2024

## Key contextual information

St Aloysius' College is situated in the Garnethill area of Glasgow. It is a co-educational 3-18 Jesuit Catholic independent school. At the time of the inspection, there were 717 children and young people on the school roll. Two hundred and eleven children attend the junior school and 506 young people attend the senior school. Twenty-three children attend the kindergarten.

Over the last few years, there have been significant changes across the senior leadership team, staff team and the Board of Governors. A new headteacher was appointed last session.

### 1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- St Aloysius' College was established in 1859 by the Jesuit Order and is the only Jesuit School in Scotland. The stated aim of the school is to integrate academic excellence and spiritual meaning in all of its children and young people. The college's aims are underpinned by the Jesuit pupil profile. As part of this, the Jesuit pupil profile encourages children's and young people's engagement in service and contribution to the life and work of the community. The Jesuit Catholic values are evident across all areas of the college's work. Children and young people and staff reflect these values very well in their interactions with each other and with others. Across the entire college campus, the climate for learning is very calm and nurturing. There is a palpably positive ethos, with mutually respectful relationships between children, young people and staff and all other stakeholders. All staff across the college foster, and establish positive, supportive relationships and this lies at the heart of the college's work. Children and young people are polite, very well-behaved and are clearly proud of their college. They demonstrate considerably the ways in which they are of service to others in their community and beyond. Young people in the senior school act as very supportive and inspiring role models for younger children.
- Over the last few years, the college has been through a significant period of change. There have been significant changes within the senior leadership team and the Board of Governors and a considerable reduction in the number of staff across the college. An acting headteacher was in place for almost one year until the new headteacher took up post in June 2023. Along with the senior leadership team, she provided very effective leadership during this period of change. As a result, children and young people continued to enjoy a positive and rewarding school experience.
- The headteacher has swiftly established himself as a very strong and respected leader of the college. He has a clear vision for the future development of the college. The headteacher is providing highly effective, measured leadership and direction and has brought a welcomed stability to the college. He is ably supported by his team of depute headteachers. Together, they have supported the school community well through significant changes. While making

these changes, the senior leadership team have prioritised staff wellbeing and maintained very high standards of learning and achievement. Staff appreciate the way they have been supported by senior leaders.

- The headteacher has taken very successful steps to strengthen relationships with parents and partners. The headteacher is supported well by the Board of Governors. The headteacher demonstrates a keen determination to motivate and empower staff to provide all learners with the highest quality school experience. He is very outward looking and seeks new and innovative ways to support school improvement. For example, he organised for depute headteachers to visit and share good practice with colleagues beyond Scotland. He has established productive links with local schools and Glasgow City Council and is very keen to collaborate with others. He leads by example and is a very visible and inspiring leader. He has gained the respect and support of various stakeholders across the whole school community. The headteacher's collaborative and motivating leadership style is resulting in a great sense of energy and excitement for the future development of the college.
- All senior leaders have clearly defined roles and responsibilities which they carry out very well. One of the depute headteachers has recently taken on the role of head of junior school and is leading important improvements. She has a very good understanding of the junior school's strengths and areas for development. The head of the junior school is collaborating well with external colleagues to act as 'critical friends'. This work is helping to improve and secure greater consistency in learning and teaching in the junior school. Staff appreciate the clear direction and support provided by the new head of junior school. They are relishing opportunities to lead aspects of school improvement.
- Teachers benefit from a wide range of professional learning opportunities that align well with the school improvement priorities and are aimed at bringing about continuous improvement in learning and teaching. There is an established culture across the college of staff leading in improvements in learning and teaching. As a result, there has been a demonstrable impact on classroom practice. Staff engage in annual discussions in relation to professional review and development. This enables staff to reflect on their own particular skills and development needs. Across the college, staff play an important role in taking forward school improvement priorities.
- Senior leaders encourage and promote staff empowerment very well. Middle leaders share good practice across departments and this has led to greater consistency in learning and teaching. Most staff take on key leadership roles to support school improvement. They believe they are trusted to lead change. A group of promoted staff in the senior school have formed a professional reading group to reflect on different leadership styles. In the junior school, the literacy and numeracy coordinators take forward successful approaches which are helping improve consistency in learning, teaching and assessment. These approaches are also helping to raise children's attainment. The headteacher has also taken positive steps to involve support staff more in the college's improvement journey. As a result, the whole staff team feel valued and integral to school improvement. A few members of staff are undertaking post graduate qualifications in additional support for learning. A few members of staff have roles within Scottish Qualifications Authority (SQA), including as markers, and verifiers. Staff make effective use of this expertise by sharing their understanding of the national standards with colleagues. Staff in the college host national forums for principal teachers to promote excellence, for example, in computing and Classics.
- Successful approaches to self-evaluation are well-established in the school. Senior leaders evaluate the work of the college in a variety of successful ways. For example, every day they each undertake a planned learning walk across different lessons. This enables them to have a clear understanding of the quality of learners' experiences and engagement in learning across

the college. This on-going presence of senior leaders is helping to ensure all children and young people demonstrate the school values well and that all teachers have the highest expectations of children and young people. Stakeholders and visitors are also able to join learning walks to see at first hand the work of the college. Middle leaders and staff engage in regular self-evaluation activities and use data well to make improvements as necessary. There are well-established arrangements in place for senior leaders and middle leaders to monitor the work of the school. This includes tracking children and young people's progress and analysing national examination data.

- Senior leaders recognise the importance of involving all stakeholders in evaluating the work of the school. They carry out regular surveys to gather the views of stakeholders. Last session, they made very effective use of this data and other information they had gathered to inform the school's five year strategy plan and the school's development plan. Both plans reflect the key themes of Jesuit education and include appropriate key priorities to improve the college. Senior school departmental plans, junior school and kindergarten development plans align well with these overarching plans, while maintaining relevant priorities for specific sectors. The staff team regularly review the progress of development plans. Children and young people also have opportunities to evaluate the impact of the development plans. Staff join working parties linked to school improvement priorities.
- Children and young people have opportunities to monitor the work of the college in a variety of ways. Staff across the college provide children and young people with an extensive range of opportunities to influence positive change. All children and young people have opportunities to lead and serve in a wide range of contexts. For example, they facilitate and lead a significant number of leadership groups, such as, chaplaincy groups, rights respecting groups, as house captains and the pupil council. Children in the junior school speak very proudly of the impact of their pupil voice groups. They confidently share recent examples of the positive differences they have made. For example, the pupil council have helped to secure a new artificial grass pitch for school playground and the chaplaincy group provide new approaches to assist younger children in engaging in prayer and reflection. Senior pupils help to lead many different successful events across the year. This includes leading spiritual retreats and playing a central role in the college's annual pilgrimage to Lourdes. Children and young people also play a key role in the recruitment of senior leaders and staff.
- The headteacher has taken very effective steps to engage parents more fully in the work of the college. The newly formed Parent Teacher Association shows a great commitment to support the college's outstanding charity work. Senior leaders value the work of the Parent Consultative Committee (PCC) and engage well with them to shape and deliver school improvement. Working with the PCC, college staff are improving the way they communicate with parents. Almost all parents who responded to the online questionnaires are very satisfied with the work of the college and would recommend the college to others. Most parents appreciate the leadership and direction provided by the new headteacher. Many parents have helped the college during the period of change, reflecting their sense of pride in and engagement with the college. Parents and children and young people who have joined the college in the last few years are grateful for the skilful way their transition to the college has been supported. Parents report that their children are thriving in their new school.

## 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

- Across the college, children and young people are polite and very respectful to each other and adults, including visitors. They learn very well in nurturing and supportive learning environments where staff have established a strong community of faith. Children and young people have positive relationships with each other, adults, including parents and partners, across the wider school community which enhances and extends their learning. Children and young people model the college's Jesuit values and promote its aims to help them achieve 'academic and human excellence.' Across the college, teachers have created clear classroom routines. As a result, children and young people know what is expected in lessons. They are motivated and respond well to praise and encouragement. They are involved appropriately in setting school rules and establishing class charters. Children and young people enjoy being at the college and are proud to be part of its community.
- Across the college and in almost all lessons, children and young people engage very well when learning. In the junior school, children make choices about their learning and value that their interests and views are being taken account of by teachers. Across the college, children and young people work effectively in pairs and small groups. In the junior school, children often lead learning and take on different roles. In the senior school, teachers should increase opportunities for young people to actively lead their learning. A few children in the junior school need more opportunities to develop further their roles when working independently of adults to increase their engagement and leadership in learning. In the junior school, children enjoy exploring and investigating, for example, through science, music, the world of work and social studies. Across the college, children and young people contribute significantly to the college's ethos and wider community. They are caring and considerate towards each other.
- Across the college, children and young people have a variety of leadership roles that promote the Jesuit value to be compassionate. For example, senior pupils visit local care homes and support young adults with additional support needs from a local special school on an annual trip to Lourdes. Children and young people on the chaplaincy group help younger children learn in religious education. There is an active pupil council and representatives canvass the views and ideas of those in the year group. The newly established Speakers' Corner takes the topic of discussions from pupil council meetings and debates take place. Senior leaders have responded to different ideas highlighted through the work of the pupil council, for example, organisation of lunch.
- Across the college, senior leaders' overall digital technology strategy is having a positive impact on children and young people's learning. In the senior school, young people use digital technology, including tablets, well to help and assist them with learning through a variety of programs and applications. In the junior school, children use digital approaches to enrich their learning experiences and improve their digital literacy skills. Younger children enjoy using

interactive whiteboards when learning. At this stage, they also need to experience different types of digital technology as a next step. Older children's digital skills in coding are improving through helpful support from teachers. Across the college, teachers use digital technology appropriately to support children and young people who have additional support needs. Children and young people who have been absent from the college for long periods helpfully access learning through digital technology.

- Across the college, staff are developing a shared understanding of effective learning and teaching to ensure consistency for children and young people. Almost all teachers ensure that children and young people know the purpose of lessons. In the junior school, teachers use well-developed approaches that ensure children know how to achieve success. This aspect of learning and teaching could be improved upon in the senior school. At times, young people are not clear how they will be successful in their learning. Across the college, in almost all lessons, teachers' explanations, instructions and information are clear. In most lessons, teachers adapt their approaches well to meet the needs of children and young people. In a few lessons, teachers need to continue to develop their skills in meeting children's and young people's varying needs. In particular, staff need to ensure all tasks and activities provide challenge for those children capable of higher attainment. Across the college, almost all teachers ask relevant questions to help children recall knowledge and prior learning. In the junior school, most staff are skilled in using questioning to extend children's thinking and learning and to develop higher-order thinking skills.
- Across the college, all staff use a range of successful approaches to provide children and young people with helpful feedback on the quality of their learning. This includes the effective use of digital tools to support learners' reflection on their work. Children and young people self- and peer-assess aspects of their learning. At P6 and P7, children take responsibility for sharing their learning with their parents and attend parent/teacher meetings. At S1 and S2, young people take part in a 'Reflection Week' where they review their learning and identify ways to improve. At the senior phase, staff share expected standards in SQA qualifications with young people to help them to assess their progress and plan how to improve.
- In the junior school, there are well-established approaches for children to set targets for their learning and this enables them to have a clear understanding of their progress and next steps. In the upper senior school, young people benefit from high-quality feedback after major summative assessments. Helpful learning conversations enable teachers and young people to agree appropriate predicted target grades to work towards.
- At the early stages in the junior school, staff support children's learning well through interesting play experiences which also eases their transition from Kindergarten to P1. Teachers ensure that children have an appropriate balance between planned and responsive play, led by adults or children. Teachers value professional development, the support from Glasgow City Council 'critical friends', and visits to other establishments which helps them to develop further their approaches to play. In moving forward, teachers need to continue reviewing how they support and challenge children's learning through play, including their role as the adult.
- Across the college, all teaching staff engage in a range of professional learning linked to school improvement priorities in learning and teaching which have a positive impact on classroom practice. For example, staff in the junior school are supporting children to set and review their own learning targets more effectively. In the senior school, staff have improved how they meet the different needs of learners in their classes.

- Across the college, teachers' approaches to planning has a positive impact on children's and young people's learning. Staff plan well for children who have barriers to learning through individual and group plans. Senior leaders recognise correctly the need for staff to use a more consistent approach when planning learning in the junior school and are trialling new ways to do this.
- Across the college, all staff use a range of assessment approaches well to evaluate children's and young people's progress in learning. Staff have established a successful programme for summative assessments. In the junior school, teachers use information from a range of assessments in literacy and numeracy to judge children's learning and progress. In the senior school, staff assess young people's progress well from S3-S6. At S1 and S2, staff need to continue to develop ways to assess young people's progress, particularly in English and mathematics.
- Across the college, all senior and middle leaders headteachers track and monitor children's and young people's learning to maintain an accurate overview of their progress. They meet regularly with staff to track and monitor children's and young people's progress and to identify those who need extra support. Teachers collaborate well together to help ensure that their judgements of children's and young people's learning are accurate. As identified in the college improvement plan, staff should continue to ensure a consistent approach to tracking children's progress in literacy, numeracy and wellbeing in the junior school.

## 2.1 Safeguarding

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



### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the college, there is a clear commitment from children, young people and staff to the Jesuit principles. These are at the heart of the college's wellbeing strategy, and this supports the highly respectful relationships that are evident in all areas of the college community. The focus on relationships is key to almost all children and most young people feeling that they have someone to speak to if they have a concern. Key to this for children and young people is the responsiveness of staff to their concerns. They feel that they are listened to and that their teachers will be able to support them to work towards a solution to any concerns that they have. Across the college, the focus on respectful, nurturing relationships contributes to staff's consistent high expectations of children's and young people's behaviour and attitudes to learning. Children and young people respond positively to these expectations and feel nurtured by their teachers' approaches.
- In the junior school, children and staff have mutual respect for each other and trusting relationships. They 'live and breathe' the college values and aims which are very well-embedded into college life. Children know where to go and who to talk with when they have concerns. Staff have developed different ways for children to share any concerns they may have in sensitive ways. Children in the junior school offer examples of when they have used these approaches. They learn key skills, including internet safety, managing conflict and finding solutions to challenges, through various curricular experiences in digital technology, religious education, science and physical education. Across the junior school, children manage their emotions very well in a variety of situations, including when performing.
- Almost all children and young people report feeling safe in the college. In the senior school, topics within the health and wellbeing programme such as online safety and consent have supported young people to feel safe and equipped them with strategies to help to keep themselves safe and to support their own wellbeing. Young people value having their Year Head as their main point of contact in school and most report that they have someone they can speak to. Across the senior school, young people speak positively about the school partners that work with them to support their wellbeing should they need this. They know that their key member of staff will work with them to identify the best type of support. Staff ensure that young people have all the relevant information and arrangements in place to maximise the time with these partners. Children and young people complete bi-annual wellbeing surveys. These help pastoral staff identify the areas that learners wish to prioritise. This information also helps pastoral staff to work towards ensuring the correct partnerships are created in order to provide the best support for learners. For example, staff use this data to identify those children and young people who would benefit from accessing the service of the college's counsellors. Young people detail well the different types of support they have received and the positive impact this has had on their health and wellbeing. Children and young people, new to the college speak very positively about how well they have been supported in their new school.

- Almost all children and young people are encouraged to take part in a variety of physical activities. In the junior school, children benefit from high-quality physical education which promotes well their mental and physical wellbeing. They also engage successfully in a wide range of physical activities out with the school day. Children understand the importance of making important life choices, including for their health, diet and personal hygiene. Staff with responsibility for sports across the college consult with young people about the types of sports and games they would like to take part in. In response to pupil voice, staff have worked proactively to create partnerships with external providers to expand options for learners. Recently, water polo has been a popular addition to the S1 curriculum offer as a result of one of these partnerships. The inclusion of different sports and games means that children and young people recognise that there are a number of ways to stay healthy and active. By responding to the views of children and young people in this way, staff are showing that learners' views are valued and important for developing health and wellbeing.
- Children in the junior school have a very good understanding about wellbeing. They are developing a sound knowledge of their rights through lessons which focus on the United Nations Charter for Children's Rights (UNCRC). Children's involvement in co-creating class rules and class charters ensure that are developing skills in democracy through being included in key decisions which affect their college experiences. They understand what constitutes being a caring and responsible member of society. Children acquire important life skills through their extensive charitable work in the community. Their skills in resilience and emotional literacy are developing very well through lessons, targeted group work and individual supports. Children speak confidently about their emotional wellbeing. They like when staff ask them about their feelings and wellbeing. They understand about bullying and its negative impact on others. Almost all are kind towards each other and demonstrate empathy.
- Staff across the college have a clear understanding of their statutory responsibilities in regard to wellbeing, equality and inclusion. They have clear referral procedures in place for any concerns they have. All staff ensure that children and young people who require additional support for learning are supported to make very good progress in their learning. Information regarding learners' individual additional support needs is accessible to all appropriate staff and is considered as part of staff planning for learning and teaching. Staff with responsibility for additional support needs use very effective approaches to identify any child or young person with a potential barrier to learning. They work with class teachers, learners and their parents to develop a greater understanding of the need. They agree supports that best meet the needs of individuals. Staff have a good understanding of support strategies and the effectiveness of these are reviewed regularly to ensure they are working or need further adaptations. Senior leaders should consider how best to increase children's and young people's views on how additional supports are meeting their needs. Parents are very positive about the high quality, individual support their children and young people receive. In addition, they value the regular communication they have with staff regarding the progress of their child.
- There are very effective procedures in place for staff to monitor learners' attendance. Attendance is above national averages for both the junior and senior school. There are also effective procedures in place to monitor the needs of children and young people who access college on a part-time basis. Senior leaders ensure the best supports are in place for such learners and the provision is reviewed on a regular basis. Young people on part-time timetables have regular contact with a key member of staff and, where appropriate, learning resources are available online.
- Almost all children and young people feel that the college deals well with bullying. Children and young people speak very positively about the focus on the inclusive nature of their community and show awareness and understanding of the importance of being open to other cultures and

beliefs. Most children and young people feel that others treat them with respect. Children and young people are gaining an awareness of their world through school assemblies and lessons. Children, young people and staff value and recognise diversity within the college and community. Children and young people's diverse needs continue to be met well through bespoke provision. Senior leaders recognise the need to continue developing the work of the equalities group and increase pupil voice to celebrate further human diversity and equality.

## 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

#### Junior school

- Overall, attainment in literacy and English is very good. Children know and speak confidently about the skills and knowledge that they have developed during their time at school. Almost all children are achieving expected levels of attainment in writing, reading, listening and talking, with a few working beyond expected levels. A few children with additional support needs are making very good progress in attaining individual targets.

### Literacy and English

#### Listening and talking

- Across the junior school, almost all children listen to and respond to the ideas of others well. They enjoy putting forward suggestions and sharing information during lessons and small group discussions. All listen well when listening to presentations or when observing school performances. By P7, almost all children talk confidently in front of others when sharing their work. A few children need more support to develop further their skills in listening to others.

#### Reading

- All children are making very good progress in reading. They apply their reading skills very well through several initiatives including World Book Day, Readathon and visits to the nearby library. Younger children at the early stages are making very good progress in developing their reading skills. For example, they sequence correctly and put pictures in order.
- Overall, almost all children are developing very good skills in reading. By the end of P1, children recognise, say and write individual and blended sounds with confidence. Most read and sort common words into a range of sentences with accuracy. A few need continued support to develop their skills in this aspect. At P2, children talk articulately about story books they have read. They are less familiar with non-fiction texts and they now need support to develop their knowledge of a wider range of sources of information. At P3, children read well to extract information. Children at P4 read with fluency and expression and make key predictions about texts. By P7, children know a wide range of genres and identify specific features of texts. They enjoy reading information for a specific purpose, for example, researching the content of beauty products as part of project work.

## Writing

- Almost all children at P1 sound out and write words correctly using their knowledge of sounds. At P2, children use grammar and punctuation well, with a few using it very well. At P3, children write enthusiastically about things that interest them, including their visit to the Willow Tea Rooms and mythical creatures. At P5, most children use speech marks correctly. As they progress through the school, children use increasingly more complex punctuation and grammar. By P7, all children write regularly at length for a wide range of purposes. They are skilled in comparing the style, tone and content required for different genres, such as persuasive, functional, personal and imaginative. Children use their digital skills well to enhance their writing.

## Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is very good. Children talk confidently about their learning in mathematics and their current targets. They describe well how they will use their numeracy and mathematical skills in the future. Following staff's analysis of attainment data, there is a focus in the junior school on raising attainment in children's mental arithmetic calculations.

## Number, money and measure

- At P1, most children identify the number before, after, and between with increasing confidence. A few children at P1 are exploring two-digit numbers. Most children at P2 order objects from smallest to tallest and use ordinal numbers accurately. By P3, children's skills have developed well to solve practical number problems involving money. At P4, children order numbers to 1000. They identify the value of different digits to 1000. Almost all can share items equally. They round whole numbers to the nearest 10 and 100. They identify coins and show different values using a variety of coins. A few children working at P4 need increased support to improve further their confidence and speed in mental calculations. At P7, most children round to the nearest 1000. They have a good understanding of fractions, decimals and percentages. Most children at P7 calculate simple percentages of a quantity linked to buying different goods and give the correct change from £20.00. Children at P4 and P7 show a very good understanding of measure. Children at P7 calculate confidently the area and perimeter of shapes.

## Shape, position and movement

- Almost all children at P2 can name and draw common two-dimensional shapes. Almost all children at P3 accurately identify two lines of symmetry on a shape. At P4, children identify and describe well common angles. By P7, most children draw, measure and calculate the size of missing angles. At P7, most children identify the different features of three-dimensional objects. A few would benefit from revisiting this aspect of mathematics to consolidate their learning.

## Information Handling

- At P2, children discuss and classify objects confidently by character traits. By P4, most children describe different ways to organise and display data. At P5, most children interpret data from a block graph. At P6, most children accurately use key information handling skills to display data in a variety of forms, including line graphs and pie charts. By P7, most children identify appropriate ways to organise and display different types of data. They would benefit from opportunities to record, interpret and analyse data using digital technology.

## Attainment over time

- Overall, almost all children have maintained high standards in literacy and numeracy in recent years. Those children with additional support needs also continue to make very good progress. Senior leaders have identified the need for a robust tracking system to help them to continue to monitor pupil progress over time. As the school develops new ways to gather data, senior leaders will be able to have a more accurate overview of children's attainment across all curricular areas.

## Senior school

### S1 to S2

- Young people in S1 and S2 make strong progress in English and mathematics. Standards of attainment are high and have remained so over a number of years. All young people are achieving expected standards set by the school in English. Most young people achieve the school's expected standard in mathematics by the end of S2. Teachers have a very clear understanding of young people's attainment and progress as they move through S1 and S2. This is carefully tracked. Any young person who is not on track is identified quickly and provided with well-planned support.

### S3 to S6

- Attainment in literacy and numeracy is consistently high. In S4, all young people achieved Scottish Credit and Qualification Framework (SCQF) level 5 or better in literacy from 2020/21 to 2022/23. Almost all young people achieved SCQF level 5 or better in numeracy from 2020/21 to 2022/23. All young people leave school with at least SCQF level 4 or better in numeracy. By S5, all young people achieved SCQF level 6 in literacy in 2022/23. The majority of young people achieved numeracy at SCQF level 6 from 2020/21 to 2022/23.
- Young people have significant success in National Qualifications in English, mathematics and Applications of Mathematics. In 2022/23, almost all young people passed National 5 and Higher English, with all passing Advanced Higher English. In 2022/23, almost all young people passed National 5, Higher and Advanced Higher mathematics with most passing Applications of mathematics.

## Attainment over time

### S1 to S2

- Staff across the school have well developed approaches to tracking the progress of young people in S1 to S2 tracking data demonstrates that almost all young people are having success with their learning across subject areas.
- Senior leaders support staff to use a wide variety of assessment information, including regular standardised assessments. Staff clearly demonstrate the value they add to young people's attainment by comparing predicted results with actual results at S4. Data provided by the school shows that almost all young people make very good progress and achieve in line with, or above predicted levels.

### S3 to S6

- Young people attending St Aloysius' College have significant and sustained success in National Qualifications. Attainment at National 5, Higher and Advanced Higher is above that of those undertaking these qualifications across Scotland. Staff have also introduced a few courses such as sports leadership awards and National Progression Awards to meet learners' needs more fully.

- Senior leaders have strong processes in place to monitor the attainment of individuals and cohorts over time. This shows sustained high levels of attainment over a number of years. At S4, almost all young people achieved five or more awards at SCQF level 5 or better. Most achieved five or more awards at grade A at SCQF level 5 or better. By S5, almost all young people achieved three or more awards at SCQF level 6 or better. Most achieved five or more awards with a majority achieving three or more passes at grade A at SCQF level 6 or better.
- Data provide by the school shows that in 2022/23, almost all young people passed the National 5 courses they sat, almost all passed the Highers they sat and almost all passed the Advanced Highers they sat. This is broadly in line with previous year's attainment.

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

- Across the college, almost all children and young people engage in a range of opportunities, both in and out of school, to develop broad skills and attributes. This reflects well the Jesuit pupil profile which encourages children and young people's engagement in service and contribution to the life and work of the community. For example, all children in P7 achieve the Pope Francis Award. By S6, a minority of young people achieve the Caritas Award, developing important skills and empathy related to giving back to the community through charity work. Children and young people choose charities to support each year. Senior learners provide leadership on spiritual retreats for all year groups and annually support and fundraise for a Lourdes Pilgrimage for children from a local special school. Children and young people's service to others and outreach is a major strength of the school.
- Almost all children and young people from P7 to S6 benefit from an extensive range of co-curriculum activities. Children and young people directly influence this offer. All children at P7 achieve the John Muir Award and a minority of young people participate in the Duke of Edinburgh's Award. Work is being undertaken by staff to identify further external accreditation opportunities. All children's and young people's participation in wider achievement activity is tracked to support engagement and balance. Staff are developing a skills development profile to capture the benefits of the many and varied opportunities that children and young people take part in.
- Children and young people develop a wide range of skills through creative arts activities, for example, the Schola choirs. Their contribution to the musical life of the school and invitations to external events reflects children's and young people's commitment. Children and young people express pride in showcasing their acting and expressive skills through drama productions and art exhibitions. Events such as P6 'Heroes' involves all children and demonstrates very well their independent learning and communication skills. Outdoor education and sporting activities are improving children and young people fitness levels and team-working skills. Young people are achieving highly in sports, with local success, national and international representation.
- The school actively recognises and celebrates children's and young people's service and achievements through celebration assemblies, termly awards for commitment and service and annual prize giving. Children and young people identify that their participation in wider achievement is contributing significantly to the development of their confidence and self-esteem.

### **Equity for all learners**

- Senior leaders track closely the destinations of young people on leaving the college. From data provided by the school, all young people moved to a positive destination from 2020/21 to 2022/23. Almost all young people move to higher education. The majority of young people go on to study science, arts and social sciences or business. A minority of young people study medicine, dentistry, veterinary medicine or law.

- The school ethos, encapsulated by the Jesuit Faith, of providing service is helping to support equity across the school. Senior leaders understand the school context well. They offer financial assistance for school activities and trips. Further work could be done to ensure families do not have too many additional expenses across the school year. Positively, the school shop raises funds to support the college's bursary programme.
- Children and young people who require additional support with their learning are making strong progress. Staff have a clear understanding of how to support individual children and young people. The introduction of digital solutions for assessment is supporting young people who require this support to achieve, particularly in the upper senior school.
- Positively, young people who benefit from financial support to attend the college attain very well, outperforming the college's average figures.



## 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.