



St Benedict's High School Improvement Plan (2014-2015)

Vision

The council plan, community plan sets out a vision for education and leisure services, identifying the challenges and opportunities and providing a framework plan which builds for the future.

This is interpreted by **St Benedict's High School** through the education and leisure service plan which sets out the operational aspects of the council values through a series of strategic priorities.

In the national context Curriculum for Excellence and getting it right for every child are the focus for education in Scotland and the implementation of these will be a central aspect for **St Benedict's High School** since these programmes help to prepare and support children and young people for the challenges they will face in this rapidly changing world.

Rationale

The improvement plan of **St Benedict's High School** for 2014/2015 is based on the aims of the establishment, Renfrewshire's community plan, the council plan and national priorities set by the Scottish Government.

The community plan has 6 themes which have shaped the service outcomes of education and leisure services.

- **Children and young people**
- **Jobs and the economy**
- **Community care, health and well-being;**
- **Safer and stronger Renfrewshire;**
- **Greener Renfrewshire; and**
- **Empowering our communities**

Furthermore, the council plan has three themes:

- **a better Renfrewshire;**
- **a better Council; and**
- **a high performing Council**

National priorities and associated service outcomes are shown overleaf.



Priorities and associated outcomes

Children and young people

That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality	Children, young people and staff benefit from an enhanced learning environment
Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills	Young people, families and communities benefit from improved community learning and development
Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities	We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities
	People benefit from the service's self-evaluation activities and continuous improvement

Jobs and the economy

Our services promote and advance equality and the rights of children and adults
Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills
Young people, families and communities benefit from improved community learning and development

Safer and stronger Renfrewshire

Our services promote and advance equality and the rights of children and adults	Children, young people and staff benefit from an enhanced learning environment
People's quality of life is improved through participation in leisure and cultural opportunities	Young people, families and communities benefit from improved community learning and development
People benefit from the improved condition and usage of community assets and public buildings	We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities
Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities	

Greener Renfrewshire

We value and enjoy our environment and improve it for future generations
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Empowering our communities

Our approach to efficient government results in improved services to, and best value for, our customers
Our customers are consulted and satisfied with our services
People benefit from the service's self-evaluation activities and continuous improvement
Services are provided by a highly skilled workforce

ESTABLISHMENT AIMS

The aims of **St Benedict's High School** are:

1. Develop a community of faith, based on Gospel values, in which every member feels included, valued and known;
2. Develop a positive partnership between home, school, church, parish and community, through religious observance and faith in action;
3. Provide every pupil in the school with an appropriate curriculum, consistent with national and local authority guidelines, which meets his/her interests and needs;
4. Ensure the highest possible attainment and achievement for all pupils;
5. Provide the pupils of the school with a varied and rewarding range of extra-curricular activities;
6. Provide high quality resources, efficiently organised, to support effective learning and teaching and
7. Provide effective leadership and management of the school.

Monitoring and evaluation strategies

How well do you intend to monitor and evaluate the impact of the points set out in the plan? e.g. you may wish to attach your quality assurance calendar

St Benedict's High School Improvement Plan informs regular discussion at SMT meetings. It is also used to inform department and faculty improvement plans. The plan is a focus for strategic planning and actions by the school. Our plan is reviewed regularly at SMT level and as necessary at Board of Studies meetings and whole staff meetings. Department and faculty meetings are attended by SMT line managers and the Improvement Plan features regularly on the agenda for discussion and the reporting of progress with action points.

Meetings with HT, SMT line manager and department/faculty head are held at various stages throughout the session to consider issues such as performance in SQA exams, progress with DIP, tracking in all year groups and strategic actions for improvement. These discussions inform both the school and department / faculty improvement plans and are timetabled in the school's IP timetable.

In addition to the above, Departments and Faculties reflect and review their performance against a number of QIs on a monthly basis, rating their performance, identifying supporting evidence, highlighting effective practice and areas for improvement.

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Consultation Procedures

Who have you consulted in the development of this plan? Please provide details on who you consulted and what method (s) were used.

- **Staff**

For publication of our school Review Report, all staff were invited to identify priorities for whole school improvement. Further consultation will take place following the publication and distribution of the plan.

- **Pupils**

Pupils will be consulted in due course regarding appropriate and relevant elements as set out in plan. The mechanism for this consultation will be via the pupil council. Also the school is reviewing its practice with regard to promoting the pupil voice within the school with a view to improving further consultation procedures both prior to and following on from the production of the plan.

- **Parents**

Consultation on matters pertaining to the School Improvement Plan is undertaken with the parent council at its regular, scheduled meetings throughout the session. Further consultation with the parent council and other parent representatives will take place following the publication of the plan.

- **Partners**

Currently the school is reviewing its strategies and procedures for consultation with partners. The development of appropriate mechanisms for such consultation will continue throughout Session 2013/2014.

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Priority 1: Getting It Right for Every Child - Strategic Action 1.2		
Objective	Equality & Human Rights impact assessment required (Y/N)	Embed/Consolidate
<ul style="list-style-type: none"> • Further support learners at risk of exclusion, with poor attendance and low attainment; (1.3) • Improve outcomes for looked after and vulnerable children and young people (LAC); and (1.5) • Develop and deliver programmes and projects that improve young people's health and wellbeing, ensuring a focus on prevention, building responsibility and supporting vulnerable young people at risk. (6.8) 		Consolidate
Priority 2: Achieving & Attaining - Strategic Action 6.4		
Objective	Equality & Human Rights impact assessment required (Y/N)	Embed/Consolidate
<ul style="list-style-type: none"> • Develop an achievement/skills based profile to be administered through Social Education to include achievements outside of school; (6.3) • Review approaches to ethos and discipline with a focus on positive behaviour strategies; (1.3) • Consider ways of accrediting wider achievement; (6.3) • Look at ways of helping parents/carers to support their child's learning; and (6.2) • Focus on raising attainment at all levels. (6.4) 	Y	Consolidate
Priority 3: Developing our curriculum - Strategic Action 6.5		
Objective	Equality & Human Rights impact assessment required (Y/N)	Embed/Consolidate
<ul style="list-style-type: none"> • Develop a systematic way of tracking progress through both the BGE and Senior Phase with departments and faculties; (6.5) • Develop internal systems for moderation and verification; (6.5) • Improve the quality of feedback provided to pupils; (6.5, 5.2) • Improve Interdisciplinary Learning; (5.2) • Look in greater depth at approaches to literacy, numeracy and skills for life, learning and work; (6.7) • Preparation and development of N6 courses; and (6.5) • Review approaches to internal assessment, (whole school calendar, revision & support, re-assessment). (6.5, 6.2) 		Embed

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Priority 4: Building our professional capacity - Strategic Action 14.4		
Objective		Embed/Consolidate
<ul style="list-style-type: none"> • Implement General Teaching Council of Scotland (GTCS) professional update; (14.4) • Develop framework for leadership at all levels; (14.4) • Support a culture of career-long professional learning; (14.4) • Develop 'Learning Triads' within school as a means of sharing 'best practice' (14.4) • Further develop professional capacity in AFL techniques and Active approaches to learning (6.2) • Continuous improvement and self-evaluation are embedded (13.1) 		Consolidate

Priority 1: Getting It Right for Every Child:					
Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Further support learners at risk of exclusion, with poor attendance and low attainment.	5.3 5.6 5.8 8.1 9.1	<ul style="list-style-type: none"> • Identify young people at risk of exclusion, with poor attendance and low attainment; • Assess their needs through EST framework or otherwise; • Plan how best to meet these needs. 	<ul style="list-style-type: none"> • Attendance records; • Referrals; • Tracking progress; • Minutes from EST; • Meeting with appropriate agencies. 	SMT PCT	Session 2014/15

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Improve outcomes for looked after and vulnerable children and young people (LAC).	5.1 5.6 5.8 8.1 9.1	<ul style="list-style-type: none"> • Ensure looked after and vulnerable children are identified; • Assess their needs through EST framework or otherwise; • Plan how best to meet these needs. 	<ul style="list-style-type: none"> • Transition records; • Minutes of meetings with agencies as appropriate; • Scheduled planning meetings. 	SMT PCT	Session 2014/15

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Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Develop and deliver programmes and projects that improve young people's health and wellbeing, ensuring a focus on prevention, building responsibility and supporting vulnerable young people at risk.	5.1 5.5 5.6	<ul style="list-style-type: none"> • Further develop 'Hearty Lives' programme within the school community; • Scrutinise recent Health Survey and consider response to findings. 	<ul style="list-style-type: none"> • Raising awareness sessions; • Steering committee meetings/minutes; • Prepare action plan. 	SMT PCT	Session 2014/15

Priority 2: Achieving & Attaining:

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Develop an achievement/skills based profile to be administered through Social Education to include achievements outside of school.	5.1 5.5 5.6 9.3 9.4	<ul style="list-style-type: none"> • Pupils recognise skills being developed; • Pupils are able to discuss targets/development needs with peers, staff and parents; • Pupils can select and record achievements using appropriate language; • Time and resources are allocated to allow to pupils to record evidence of achievements. 	<ul style="list-style-type: none"> • SE programme (S1-S6); • MERIT programme; • S3 profiles. 	SMT PCT cluster	Session 2014/15

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Review approaches to ethos and discipline with a focus on positive behaviour strategies.	5.1 5.5 5.6 5.7 5.8	<ul style="list-style-type: none"> • Improved relationships between staff/pupils; • Better behaviour better learning. 	<ul style="list-style-type: none"> • Minutes of committee meetings; • Revision of school policy as appropriate. 	SMT	Session 2014/15

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Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Consider ways of accrediting wider achievement.	5.1 5.5 5.6 9.3	<ul style="list-style-type: none"> • Cross-curricular group set-up to establish rationale for recognising wider achievement; • Group considers national advice and examples of best practice for recognising/accrediting wider achievement; • Group raises awareness of the range of activities which could be considered for recognition with staff and pupils; • Range of awards selected to be used for recognising wider achievement – including e.g DfE, Caritas Award and Saltire Award. 	<ul style="list-style-type: none"> • Working group established and meet regularly; • Strategy paper for consultation with staff; • Range of awards available to pupils; • Pupils are supported to recognise/record their achievements; • Increased number of awards given to pupils. 	SMT Members of working group	Session 2014/15

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Parents are provided with opportunities to support their child's learning.	8.1 5.7 5.8 6.2	<ul style="list-style-type: none"> • Following consultation with Parent Council on best approach a system for consulting wider parent body about the nature of support which would be helpful, has been devised; • Wider parent body has been consulted – questionnaires, focus group on nature of support which would be helpful; • Parents/carers take part in a range of opportunities including information evenings, workshops which support their child's learning; • Parents/carers are more confident and are able to support their child's learning. 	<ul style="list-style-type: none"> • Minutes of Parent Council meetings; • Evaluation of workshops and information evenings. 	SMT	Session 2014/15

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Priority 3: Developing our curriculum:					
Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Develop a systematic way of tracking progress through both the BGE and Senior Phase with departments and faculties.	1.1 5.1 5.4 5.5 8.4	<ul style="list-style-type: none"> • Staff gather evidence from day to day learning and teaching and well-planned formative and summative assessments; • Staff take part in QA and moderation activities to ensure a shared understanding of standards and expectations; • Staff have reliable and robust evidence of standards of achievement across all curriculum areas; • Staff have clear knowledge and understanding of how learners are progressing and achieving at individual, class, departmental and school level; • Staff formally record progress using an electronic system which is understood by pupils parents and staff; • Staff make use of national benchmarking data including SSLN and INSIGHT to plan to analyse trends over time; • Staff use tracking information to analyse performance at whole school level; • Staff use tracking information to plan progression for individual learners. 	<ul style="list-style-type: none"> • Classroom observations • Assessment evidence from departments/ faculties; • Learner conversations of pupils; • Progress of pupils across all aspects of their learning; • Monitoring of electronic data; • Appropriate early intervention for pupils causing concern; • Appropriate coursing at key points of transition; • Performance of pupils national examinations. 	SMT All staff	Session 2014/15

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Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Improve the quality of feedback provided to pupils.	5.7 5.8 6.2	<ul style="list-style-type: none"> • Staff :pupil dialogue is related to what the learner knows, understands and can do, in pupil friendly language; • Dialogue is related to on-going class work aligned to LI and SC; • Dialogue is related to key pieces of assessment evidence and gives appropriate advice on next steps in learning; • All departments and faculties to identify 'best practice' and to agree consistent approaches; • Pupils can use feedback to plan next steps in learning. 	<ul style="list-style-type: none"> • Classroom observations; • Peer observation and feedback from TRIADs; • Increased pupil participation in learning conversations with staff; • Greater reflection on learning and skills development by pupils; • S3 profiles. 	SMT All staff	Session 2014/15

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Improve Interdisciplinary Learning.	5.1 5.3 5.6 5.9 8.1	<ul style="list-style-type: none"> • A cross-curricular working group is established with a view to developing a framework for IDL within the BGE; • Group establishes an approach to IDL which enhances links/connections across subjects/curricular areas to enhance learning; • A pilot approach is used to build working practices for IDL; • Evaluation of this approach will be used to further develop IDL. 	<ul style="list-style-type: none"> • Minutes of team meetings; • Approach developed by group is shared with whole staff; • Pilot approach implemented; • Evaluation of impact of the approach (staff/pupils) used to inform next steps. 	SMT Members of IDL group	Session 2014/15

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Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Ensure that learners have the necessary skills for adult life in 21 st century including skills for life, learning and work.	5.1 5.5 5.6	<ul style="list-style-type: none"> • Pupils are given the opportunity to develop skills in literacy and numeracy across all curriculum areas; • Pupils are given the opportunity to develop skills, including higher order thinking skills, both within the classroom and through providing opportunities for wider achievement; • Pupils are given the opportunity to develop leadership skills both within curriculum areas and outwith; • Pupils are given the opportunity to learn about the world of work through the curriculum and work with partners, including work experience; • Pupils have the opportunity to experience a curriculum which will support them to progress to further education or positive destinations. 	<ul style="list-style-type: none"> • Curriculum plans include reference to the development of literacy and numeracy skills; • Programmes of learning include opportunities for learning through real-life contexts; • Pupils are aware of the requirements for progression paths beyond school; • Pupils are supported into positive and sustained destinations. 	SMT PTs/FHS All staff Cluster	Session 2014/15

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Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Preparation and development of N6 courses.	5.1 5.5 5.8	<ul style="list-style-type: none"> Professional learning opportunities are provided for staff to work with colleagues within school, local authority and nationally to ensure continuity and progression from national qualifications; Collegiate working within faculties, LA and nationally to ensure sharing of standard and good practice; Appropriate courses in each curriculum area are developed; Resources developed to support learning and teaching; On-going and summative assessment in line with SQA guidelines developed; Staff are confident to deliver N6 courses in line with national guidelines. 	<ul style="list-style-type: none"> Course plans for N6 courses including arrangements for assessments; Attendance at collegiate working groups/subject forums; Minutes from subject forums; Attendance at national events/SQA. 	SMT FH/PTs All staff	Session 2014/15

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Review approaches to internal assessment, (whole school calendar, revision and support, re-assessment).	1.1 5.1 5.4 5.5 8.4	<ul style="list-style-type: none"> Develop whole school calendar of assessment for senior phase; Share planned assessment dates with pupils; Develop clear departmental policy and procedures for assessment taking into account feedback, support, time between assessment and re-assessment, notifying parents of arrangements for re-assessment; Pupils are aware of assessment and can manage their time. 	<ul style="list-style-type: none"> Calendar of dates to allow coordination and management of pressure points in assessments; Completion of successful assessments; Evidence of discussions with pupils and parents having been informed. 	SMT, FHs and curriculum heads, teaching staff	From Sept 2014 to March 2015

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Priority 4: Building our professional capacity:

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Implement General Teaching Council of Scotland (GTCS) professional update.	7.2 7.3	<ul style="list-style-type: none"> Renfrewshire Council PRD policy is shared and implemented across the school; All staff become familiar with new GTCS Standards; Appropriate support and training is provided in partnership with Renfrewshire Council; Those staff with GTCS numbers ending in 4 or 9 make a return to GTCS in June; 	<ul style="list-style-type: none"> All staff engage in signing up to myGTCS with evidence of online record; Those staff submit their professional update via my GTCS to GTC in June 2015; Staff to attend appropriate training. 	SMT, FHs and curriculum heads, teaching staff	Session 2014/15

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Support a culture of career-long professional learning.	1.1 2.1 5.3 5.9	<ul style="list-style-type: none"> Learning and Teaching is discussed regularly at departmental collegiate time; Building professional capacity in staff; To share good practice and support colleagues in new learning; Pupil engagement in learning; Our children and young people have access to high quality educational experiences; Attainment increase; Confidence in new process and improve quality of professional dialogue. 	<ul style="list-style-type: none"> Records in minutes, practice in the classroom. 	SMT, FHs and curriculum heads, teaching staff	Session 2014/15

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Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Develop a framework for leadership at all levels.	7.2 7.3	<ul style="list-style-type: none"> Renfrewshire Council Leadership framework is shared with all staff; Staff are given opportunities, support and encouragement to take on leadership roles within departments, faculties and whole school and local authority; Develop leadership skills. 	<ul style="list-style-type: none"> Staff take part in CPD; Staff uptake and involvement monitored; Staff via PRD process are aware of opportunities. 	SMT, FHs and curriculum heads, teaching staff	Session 2014/15

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Develop 'Learning Triads' within school as a means of sharing 'best practice'.	1.1 2.1 5.3 5.9	<ul style="list-style-type: none"> Staff have the opportunity to visit each other's classes throughout the session to share best practice in agreed area of focus; 'Best practice' is shared across departments, faculties and whole school through use of website; Offer support and feedback; Develop a shared understanding of standards in line with national standards; To allow for wider impact of sharing practice and thus impact on learning. 	<ul style="list-style-type: none"> Calendar visits; Practice evident in the classroom; No of "hits" on website. 	SMT, FHs and curriculum heads, teaching staff	Session 2014/15

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Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Develop internal systems for moderation and verification.	1.1 5.1 5.4 5.5 8.4	<ul style="list-style-type: none"> All departments and faculties develop moderation and verification policy in response to whole school guidance; Moderation of BGE; Each department to have policy in place to support consistent practice ensuring best outcomes for pupils; Sharing standards and expectations using feedback and tracking progress. 	<ul style="list-style-type: none"> Verification and moderation carried out in line with policy. 	SMT, FHs and Curriculum leaders	To be in place prior to verification visit/central event.

Objective	QI	Intended Outcomes / Impact	Monitoring / Evaluating / Evidence	Personnel Involved	Timescales
Further develop professional capacity in AiFL techniques and Active approaches to learning.	1.1 2.1 5.3 5.9	<ul style="list-style-type: none"> Departments and faculties develop means of sharing good practice and methodologies; To share good practice and support colleagues in new learning; Pupil engagement in learning; Our children and young people have access to high quality educational experiences. 	<ul style="list-style-type: none"> Practice evident in the classroom. 	SMT, FHs and curriculum leaders	Session 2014/15