

**Follow Through Inspection Report
St Benedict's High School**

**Renfrewshire Council
February 2011**

Follow-through report on HMIE inspection of St Benedict's High School, Linwood.

A report by Renfrewshire Council Education & Leisure Services

February 2011

1 The inspection

In June 2009 Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in St Benedict's High School. Working with the education authority, the school through the normal improvement planning process prepared an action plan indicating how it would address the main points for action. The education authority supported the school in addressing the points for action and in monitoring the progress made. This report, prepared by the education authority, evaluates the progress made in relation to the action plan.

2 Continuous improvement

Since the inspection report was published in June 2009, the school has demonstrated its capacity to make further improvements in key aspects of its provision. The head teacher and staff had demonstrated a high degree of professionalism and commitment in addressing the main points for action and had succeeded in further developing a culture of continuous improvement in the school.

3 Improve the school's approach to self-evaluation with a focus on improving learning and outcomes for young people.

The acting head teacher and staff had made very good progress in addressing this main point for action.

Evidence of what the school has done to address this action point.

- More robust and rigorous departmental reviews and analysis of results had been conducted by SMT;
- All departments and faculties had prepared a standards and quality report;
- A system of gathering feedback from pupils on learning experiences and course content had been established in a number of departments across the school;
- A collegiate group had been established to develop a framework for monitoring and evaluating pupils' learning experiences (MELE) within and across departments;
- All staff had participated in focussed training in assessment is for learning (AifL), and a core group of staff had been trained in co-operative learning.

- All staff and pupils in S5 and S6 had contributed to the review of the school's aims, visions and values, based on "Shining the Light of Christ", which complements HGIOS 3.

Impact on the school:

- The systematic monitoring of departmental tracking procedures by the senior management team had been improved. This had resulted in staff becoming confident and skilled in analysing SQA data to identify good practice, and to plan and monitor areas for development to ensure improved outcomes and attainment for young people. Areas of improvement in 5-14 Writing, performance at Credit level, and trends in performance in S5 and S6, are included in Appendix 1 ;
- A consistent approach to departmental quality assurance calendars had made an effective contribution to the school's arrangements for improvement through self-evaluation;
- The production of departmental standards and quality reports had involved all staff in evaluating their progress using the core quality indicators which had established a baseline against which the departments could measure their progress, and areas for further improvement;
- Staff now had a greater understanding of the key features of the quality indicators being used to assess the delivery of education, the monitoring process, and the evidence required;
- Pupil feedback had confirmed effective learning and teaching, use of resources, and improved outcomes. Feedback had also informed a review of practice, for example, in methodology, course structure, and homework
- The MELE framework had been implemented through planned observations by peers and promoted staff, and feedback using the agreed standard format had identified areas of good practice to develop further more consistent approaches to learning and teaching. The role of SMT within the MELE process had extended opportunities for classroom visits, and strengthened monitoring procedures;
- A culture of reflective practitioners had developed through staff leading inservice and sharing good practice sessions in active learning approaches. The success of whole staff training to embed AifL across the school, led by credible external providers, will be followed up by training in co-operative learning for all staff in April 2011;
- The review of the school's aims, vision and values reaffirmed the particular strengths of the school and the examples of good practice, identified in the HMIE report, and provided a meaningful context for staff and senior pupils to consider in more detail how the key points for action had been addressed to date, and how these would be further improved. For staff, the exercise also helped to improve their understanding of the role and uses of quality indicators.

4 Improvements in Performance

a) English/Writing 5-14

Level E or better by the end of S2

2008	2009	2010
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37%	44%	49%
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b) Credit Level Passes

Computing Studies (Standard Grade)

There has been a significant improvement in performance over the last four years. The school is ranked number 2 with comparator schools.

2008	2009	2010
45%	57%	57%

Craft and Design

There has been a strong positive pattern over the last five years, and the performance in 2010 was significantly stronger. The level of credit passes is greater than expected from the pupils' general attainment. The school is ranked number 2 with comparator schools.

2008	2009	2010
41%	53%	59%

Graphic Communication

There has been a strong positive pattern over the last four years, and the performance in 2010 was significantly stronger. The level of credit passes is greater than expected from the pupils' general attainment. The school is ranked number 1 with comparator schools.

2008	2009	2010
37%	41%	49%

Mathematics

There has been a strong positive pattern over the last four years, and the performance in 2010 was significantly stronger than that of 2006. The school is ranked number 3 with comparator schools.

2008	2009	2010
32%	27%	28%

Improvements in Performance

There was also an improvement in Credit level passes in the following subjects:

• French	2008 26%	2009 23%	2010 44%
• Geography	2008 43%	2009 32%	2010 45%
• Modern Studies	2008 29%	2009 8%	2010 35%

c) Trends in performance in S5 and S6

By the end of S5

5+ Level 5	2008 39%	2009 42%	2010 40%
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By the end of S6

5+ Level 5	2008 40%	2009 43%	2010 43%
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Develop the curriculum to better meet the needs of all young people, taking account of national advice on Curriculum for Excellence.

The acting head teacher and staff had made very good progress in addressing this main point for action.

Evidence of what the school has done to address this action point.

- Increased opportunities had been provided for pupils to develop leadership skills, skills for life and skills for work, and to have achievements recognised formally through accreditation;
- Very good partnership working with Reid Kerr College, and other secondary schools in Renfrewshire had provided enhanced opportunities for progression for pupils in S5 and S6;
- An audit of S1 and S2 courses had been carried out to match Level 3 experiences and outcomes in all curricular areas within Curriculum for Excellence (CfE) and to track coverage of literacy, numeracy and health and wellbeing;

- A review of S1 and S2 courses across all subject areas had been undertaken in response to the audit findings, and to identify appropriate methodology, and variety in approaches to assessment in response to the principles and practice in curriculum for excellence;
- A schedule of meetings with all curriculum leaders, and SMT link personnel had confirmed good progress in meeting the key priorities within the school's strategic plan to support implementation;
- Collegiate working groups had been established to support the responsibility of all staff for literacy, numeracy and health and wellbeing;
- A range of continuing professional development (CPD) opportunities had been provided for all staff;
- Arrangements to support transition planning from primary and secondary, and to build on prior learning had improved;
- Engagement with parents as partners in learning had improved.

Impact on the school

- The introduction of the Millennium Volunteer Award scheme had resulted in awards for 11 pupils in S6;
- ASDAN had been introduced successfully to replace XL courses. Pupils had achieved bronze awards and were on track to achieve silver awards;
- 100% of S4 pupils who were involved in the work experience programme achieved an Intermediate 1 award;
- The S6 Bullybusters mentoring programme received a Diana Gold Award in London in December 2009;
- 16 S6 pupils were involved in the Servant Leadership Training Programme, and have taken leadership roles to support a range of citizenship initiatives in Fair Trade, Justice and Peace, fund-raising, and Pro Life. S6 pupils had extended their contribution to associated primary schools to support specialist areas of the curriculum (art and design, music and PE);
- Improved partnership working with community learning and development had resulted in joint planning to develop opportunities for a group of vulnerable young people in S3 to gain Dynamic Youth Awards;
- There had been an increase in the number and range of courses being studied at Reid Kerr College which had ensured progression for pupils in S5 and S6. Effective partnership working with the Renfrewshire secondary schools' consortium had provided enhanced opportunities in Advanced Higher, Higher and Intermediate courses. The recently formed partnership with Linwood High School and co-ordinated timetabling arrangements had increased pupil choice and opportunities for progression;
- The audit of S1 and S2 courses across the curriculum produced a CfE Learning Wall;

- The CfE scheduled meetings provided valuable opportunities for professional dialogue about learning and teaching, methodology and assessment, and strengthened ownership across the senior management team for the implementation of Curriculum for Excellence. A written overview of progress, strengths and areas for development had increased staff confidence, affirmed current good practice, identified opportunities to link learning through interdisciplinary approaches (IDL) and will improve communication with parents as partners in learning;
- Collegiate working groups had resulted in: the development of literacy icons and a common correction code across the school, and the development of a literacy policy, based on the authority's framework; the development of a numeracy handbook to support skills development and progression; the development of a draft policy on numeracy, based on the authority's framework, for consultation with departments, and sharing good practice at the HMIE engagement seminar on numeracy; the school achieving health promoting school status;
- The impact of collegiate working groups had resulted in the opportunity for all staff to identify one main area of interest (literacy, numeracy, health and wellbeing or IDL). This will allow 'refreshed' groups to support further the implementation of these key priorities. Champions had been identified for each priority to develop leadership at all levels;
- CPD opportunities for all staff in assessment is for learning and cooperative learning had improved consistency in active learning across the curriculum, and had provided opportunities for developing leadership to bring about positive changes in learners' experiences;
- Planning, monitoring and review at cluster level had facilitated implementation of the authority's model for cluster moderation, with a focus on literacy;
- Regular dialogue with the Parent Council had resulted in an Open Evening for parents of pupils in S1. This provided practical workshops and showcasing of pupil achievements in a number of curricular areas, and resulted in very positive feedback and suggestions for further opportunities to be developed.

5. Improve the personal and social development of young people ensuring a focus on health and wellbeing.

The acting head teacher and staff had made very good progress in addressing this main point for action.

Evidence of what the school had done to address this action point.

- Timetabling arrangements had been reviewed to provide 3 periods of core physical education each week for all pupils in S1-S4;
- The implementation of curriculum for excellence in S1, and the focus on health and wellbeing in physical education, had supported each pupil to complete a Personal Fitness Record to identify strengths and targets for improvement;
- The school had achieved health promoting school status in March 2010;
- The school had reviewed its policy for PE kit to support the minority of non-participants;

- The school had developed the Fit for Girls action plan in conjunction with the department's improvement plan to contribute to strategic developments at school level;
- The Sports Leader group had taken a lead role in promoting physical activity and health and wellbeing through a variety of whole school initiatives (Cross Country Championship, Five-a-Side Championships) and fund-raising events (Zumbathon, Staff/Pupil challenge matches, Beat the Goalie);
- Attendance and participation levels by pupils in S5 and S6 at timetabled core PE is closely monitored;
- Course content for core PE had been reviewed to widen pupil choice in activities, and pupil evaluations had been built into courses;
- A focus group of pupils had contributed to the consultation on the authority's framework for mental health and wellbeing;
- A social education programme had been developed for S1-S6 to include key components for personal and social development and health and wellbeing, and to ensure progression in skills. Programme planning had been cross referenced to relevant quality indicators. Arrangements for the delivery of the programme had been built into the school's timetable;
- Lunchtime activities had been extended to offer leadership opportunities to vulnerable pupils;
- Increased opportunities to develop leadership at all levels had improved the health and wellbeing of staff.

Impact on the school:

- Awareness of the key role of physical activity and its contribution to health and wellbeing had been raised and acknowledged across the school. Enhanced opportunities for extra-curricular activities had also been developed to evidence the school's commitment to health and wellbeing;
- A member of staff had undergone training to become a qualified Zumba instructor which had provided weekly sessions for staff and female pupils. This contributed to meeting targets within the Fit for Girls action plan and strengthened the profile of the health and wellbeing of the staff;
- Feedback from pupil evaluations had informed monitoring, evaluation and review within the PE curriculum;
- The review of the policy for PE kit had supported non-participants, strengthened communication with the pastoral care team, home link team and senior management, and had improved participation rates. Detention statistics had decreased as a result;
- The delivery of the social education programme had strengthened working with key partners in health, the police, fire and rescue, the ASIST team. The programme contents included internet safety and cyberbullying, and had facilitated links with RE to develop citizenship through faith in action and ethical issues. Evaluation had been built into the programme to inform review and monitoring;

- The reviewed procedures for the line management roles of SMT, the sharing of good practice, CPD opportunities for staff, collegiate working, celebrating achievements, communication with staff, pupils and parents, had made an effective contribution to improving the health and wellbeing in the school community;
- A visible leadership role for vulnerable young people, built on the good practice identified by HMIE, had contributed to developing citizenship, increased self-esteem, fund-raising, and raising awareness of equalities

6. Continue to improve approaches to learning, giving more responsibility to young people as independent learners.

The acting head teacher and staff had made good progress in addressing this main point for action.

Evidence of what the school has done to address this action point.

- A number of departments across the school had developed pupil questionnaires and evaluation formats;
- Tracking and monitoring of pupil progress had been introduced for pupils in S1, S3 and S5/6;
- The revised social education programme supported target setting and review for pupils in S1, S3 and S5/6, linked to the new tracking and monitoring system;
- A programme of study skills had been developed for pupils in S4 to enhance the Social Education programme;
- Continuing professional development opportunities for staff had included the role of pupil feedback to inform next steps in learning, and to improve pupil performance;
- Online testing had been introduced in computing to develop homework;
- The development of literacy skills had provided enhanced opportunities for pupil research and presentation in a variety of formats, and had increased the use of ICT across the curriculum;
- The constitution of the Pupil Council had been reviewed and the roles of the Junior Senate and the Senior Senate had been developed;
- The development of active learning approaches, for example, co-operative learning and assessment is for learning, had increased pupil responsibility.

Impact on the school:

- Pupil questionnaires, evaluations and feedback had informed monitoring, evaluation and review of course content, methodology and homework;
- Tracking and monitoring procedures had allowed pupils to identify strengths and areas for improvement, based on evidence of performance in course work, internal assessment and external awards;
- The target setting process had allowed pupils to identify specific points for action, and had improved the quality of pupil-teacher dialogue, and had enhanced the role of parents as partners in learning;
- The S4 programme of study skills had improved consistency across all departments in the use of strategies to improve pupil responsibility for learning,

for example, mind mapping, time management, homework, and study techniques;

- The introduction of online testing in computing had increased pupil responsibility for learning through tracking performance, had increased pupil motivation, and had improved attainment;
- Increased pupil confidence and the development of research and presentation skills had a positive impact on the introduction of active learning across the curriculum, in particular, in subject areas which were traditionally more content based, science and social subjects, and had identified opportunities for pupils to link learning;
- Discussion at meetings of the pupil council and pupil senates had included a focus on learning and teaching;
- Good practice in self and peer assessment has been established as a result of active learning approaches;
- The introduction of AifL techniques had provided accurate feedback to pupils to improve their work, and an appropriate range of assessment had helped them to become more independent.

7 Conclusion

Overall, the school have made very good progress in responding to the main points for action contained in the original HMIE report. The head teacher and staff had worked together to improve further the quality of the educational experience for pupils. The school was well placed to build upon these improvements and in a strong position to continue to raise standards even further.

8 How can you contact us?

Copies of this report have been sent to the head teacher and school staff, the school council, the director of education and leisure services, local councillors and to the district inspector at HMIE. Subject to availability, further copies may be obtained free of charge from the school, or the school website or are available on our website:

www.renfrewshire.gov.uk

**Renfrewshire Council
Education and Leisure Services
Renfrewshire House
Cotton Street
Paisley
PA1 1LE**