**Renfrewshire Council Children’s Services**

**2017 standards and quality report, self-evaluation**

**and 2017 – 2020 establishment improvement plan**

**Publication certificate**

**St Benedict’s High School**

Please tick (✓)

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| --- | --- | --- |
|  | **Yes** | **No** |
| **1. Our standards and quality report and self-evaluation:** | | |
| * follows the service’s guidance on the completion of standards and quality and self-evaluation; and | **** |  |
| * identifies areas for development (which are detailed in our improvement plan) | **** |  |
| **2. The plan addresses how we will work towards achieving national and Council priorities, as well as those of our school community** | | |
| * Do the actions within our establishment improvement plan work towards achieving excellence and equity for all learners? | **** |  |
| * Does our plan address the four national improvement framework priorities of: * improvement in attainment, particularly in literacy and numeracy; * closing the attainment gap between the most and least disadvantaged children; * improvement in children and young people’s health and wellbeing; and * improvement in employability skills and sustained, positive school leaver destinations for all young people? | **** |  |
| * Are our actions driven by the the key drivers in the national improvement framework (school leadership, teacher professionalism, parental engagement, assessment of children’s progress, school improvement and performance information)? | **** |  |
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| **3. The following stakeholders have been consulted the development of our plan and how they can contribute to the achievement of our priorities:** | | |
| * Parent council and / or parent forum | **** |  |
| * Staff | **** |  |
| * Learners | **** |  |
| * Other partners, for example, the educational psychology service | **** |  |
|  |  |  |
| **4. Equalities and human rights impact assessment column has been**  **ticked** |  |  |
| **5. We have taken into account implications for the working time agreement** | **** |  |
| **6. A summary of our improvement plan has been produced for parents** |  |  |

Further discussion of the improvement plan will take place with your link education officer / manager early in school session 2017 / 18. Please indicate in the box overleaf if there are any specific aspects of your improvement plan or standards and quality report you would like to discuss with your link education officer.

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| Areas for discussion with link education manager:  PEF Funding  Attainment Challenge  Attainment and Achievement |

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| **Signature of head teacher/head of centre :** |  |  | **Date :** | August 2018 |

Once completed, please return to your link education manager by 19 June 2017.





Renfrewshire Council Children’s Services

**St Benedict’s High School**

**Improvement plan**

**2017-2020**

##### Planning framework

As part of Children’s Services, St Benedict’s High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’ Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

Children’s Services has an agreed set of priorities which we will work towards:

* We are reducing inequalities and delivering improved outcomes for children and young people;
* High quality learning and teaching and quality of care is taking place in all our schools and establishments;
* Self-evaluation and performance improvement are embedded throughout services;
* Levels of attainment and achievement are improving for all children and young people;
* High numbers of our young people are entering positive and sustainable post-school destinations; and
* Vulnerable children and adults live as safely as possible within local communities

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

* improve attainment, particularly in literacy and numeracy;
* close the attainment gap between the most and least disadvantaged pupils;
* improve children’s health and wellbeing; and
* improve children and young people’s employability skills so that they move into positive and sustained destinations

The priorities within this plan take into account both national and local priorities and also the needs of our school.

###### Our school’s vision and aims

**In St Benedict’s High School, we as a school community are committed to a shared set of**

**Vision, Values and Aims**

**Our Vision**

**St Benedict’s is a community where**

* **all young people feel valued and included**
* **the achievements of our young people are recognised and celebrated**
* **everyone is treated with respect and the values of the Gospel are evident every day.**
* **we share high aspirations for all of our young people.**

**Our Values**

**The values that support our vision and aims are**

* **Respect**
* **Love**
* **Trust**
* **Tolerance**
* **Integrity**

**Our Aims**

* **To put faith into action to support everyone in our wider community and beyond.**
* **To fully develop the talents of all members of our community spiritually, morally, intellectually, socially and physically.**
* **To provide a safe, caring, inclusive and nurturing environment where everyone feels valued.**
* **To provide our young people with the highest possible standards of learning and teaching.**
* **To maximise the attainment and achievement of our young people**
* **To work in close partnership with parents, the Church and the wider community.**
* **To ensure all of our young people progress into positive and sustained destinations.**

In developing this plan, we sought the views of parents, pupils and staff. We also used a variety of methods of getting the views of those who are involved in the life and work of St Benedict’s High School such as staff meetings, pupil focus groups, parent council meetings.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. These include SDS, Homelink, the school chaplains

**Consultative groups:**

**Senior Management Team:** Head Teacher consults with Depute Head Teachers and Education Support Manager on strategic school planning through the weekly Senior Management Team meeting and through regular formal and informal individual meetings

**Extended Management Team:** the Head Teacher and Depute Head Teachers meet with the Faculty Heads regularly throughout the session to consult and discuss school administration, strategic planning and improvement planning

**Senior Management and Faculty Head meetings:** individual faculty meetings take place regularly throughout the session to discuss Learning and Teaching, Attainment, Improvement Planning, Curriculum for Excellence, Quality Assurance, Behaviour Management and Staff Development

**Faculty Meetings:** Faculty Heads meet with their staff regularly through department meetings to discuss learning and teaching, administration, performance management, behaviour management, strategic departmental planning and improvement planning

**Extended Support Team:** support staff; covering guidance, learning support, behaviour support and external agencies are consulted on the management and agreed provision of support for learners through the extended support team procedures.

**Staff Collegiate Working Groups and Committees:** opportunities for shared responsibilities and distributed leadership are available to all staff through the school collegiate working groups.

**Staff Union Meetings:** the head teacher meets with representatives from the professional associations on a termly basis.

**Staff Focus Group:** in session 2016/17 there will be scheduled meetings throughout the school year with staff to discuss specific issues relating to the school

**Parent Council:** the council regularly meets to discuss national, council and school issues and to hear the Head Teacher’s report on school developments, improvements and successes

**Pupil Councils:** elected learners represent the junior and senior schools through their pupil councils and work with staff on issues of importance to our young people

**Pupil Focus Groups:** SMT will meet learners formally and informally discuss issues relating directly to learner experiences, learning and teaching and school improvement.

**Parents:** In-school surveys and consultations. Information evenings

**Learners:** Whole school and individual department/faculty surveys through departments.

**Stakeholders:** We work in partnership with a range of agencies, both in and out with the school.

**Action Plan**

**School priority 1: We will improve attainment in all curricular areas, particularly in literacy and numeracy**

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| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| School Improvement & Performance Information  Teacher Professionalism  Assessment of Children’s Progress | Identify strong performance and areas for improvement in SQA Exams. Whole school and faculty report on attainment. Create a plan to address any development needs. ***(***  Fully utilise our new PT Data (Attainment Challenge) and PT Development PT Employability and PT Health & Wellbeing and Project Leaders to drive forward developments across all aspects of the development plan. ***(***  Continue to review courses in the BGE to ensure that learning in the senior phase builds directly in a cohesive and coherent way from the lower school.  All staff make use of Education Scotland benchmarks to review progress in literacy, numeracy and health and wellbeing in their curricular area.  Staff adopt a collegiate approach to the moderation of Learning, Teaching & Assessment. Staff make use of Education Scotland benchmarks to support professional judgement about the achievement of a level.  Develop approaches to tracking and monitoring progress within the BGE  Develop teacher confidence in assessment in the lower school through moderation.  Improve cluster and whole school approaches to literacy and numeracy through introduction of project leaders in both areas and Primary/Secondary liaison teacher. In addition, Faculty Numeracy Champions to develop Whole school approaches within each faculty.  Staff provide quality feedback to pupils using the language of learning  Wider achievement is captured in pupil profiles highlighting best achievements to date.  Appoint a PT Development through PEF Funding, to lead review of and develop approaches to Learning, Teaching & Assessment to ensure that all learners’ needs are met within their curriculum areas.  Staff continue to use learning visits to include peer partner observations. Providing feedback and formalising methods to share good practice.  Develop an in-house programme of CLPL for staff, ensuring existing staff talents and expertise are utilised affectively. Further development of in house programme of support for NQTs and students  ***Leadership CLPL – new for session 18-19***  **Provide Leadership CLPL for all Promoted Staff**  Develop and implement a whole school QA Calendar using HGIOS 4 QIs to incorporate full triangulation of evidence at management, pastoral and departmental levels.  Create and implement a three year rolling self evaluation process against HGIOS 4 QIs where management, pastoral and departments evidence good practice and areas for development.  Complete HMIE surveys for parents, staff and learners. Analyse and act upon key messages in order to drive forward stakeholder owned school improvement  Regular focus groups with parents, staff and learners to gather views and impact on priorities  Take forward charter themes from ‘Developing in Faith’. | X  X  x  x  x  x  x  x  x  x  x  x  x  x  x  x | X  X  x  x  x  x  x  x  x  x  x  x  x  x  x  x  x  x | X  X  x  x  X | Continued improvement in SQA Exam performance.  Learners experience more coherent, streamlined progression  Pupils develop improved skills in literacy, numeracy and health and wellbeing  Pupil progress can be assessed in relation to benchmarks.  Staff are able to track pupil progress and use information to intervene to support pupils.  Increased teacher confidence leading to improved progress for pupils.  More coherent approaches to literacy and numeracy leading to improved attainment.  Pupils benefit from increased understanding of what is required to improve their learning and attainment.  Pupils further develop their language and are able to talk about their skills, strengths and areas for development.  Positive impact on the quality of learning and teaching, Increased consistency within and across faculties.  Increased effectiveness and consistency of staff. Increase in leadership opportunities for staff.  Systematic approaches to school Improvement due to consistency of practice across faculties in relation to Self-Evaluation and Quality Assurance.  Increased collegiate approach and ownership.  Parents, Staff and Learners feel valued and more engaged in identifying priorities for the school.  Continue to build the Catholic Ethos of the school ensuring that young people have more opportunities to learn, celebrate and practise their faith. | Ongoing tracking and monitoring. Review of SQA results and use of CfE machine and Insight Data. Data from LA Data Manager  Departmental Plan Audit  Teacher Judgements supported by appropriate moderation.  Teacher Judgements supported by appropriate moderation.  Tracking data produced and used as appropriate.  Staff discussion at departmental meetings.  Review of School/Cluster approaches to literacy and numeracy and effectiveness of Transition Teacher.  Discussions with pupils. Pupil attainment measures.  Profiles produced. Pupil discussions.  Departmental and school plan audits. Review of work of new PT.  Departmental and school plan audits.  Annual PRD returns. Evaluation of individual CLPL sessions.  Self- Evaluation evidence as gathered across the school.  Questionnaires and records of meetings will be used to record details of improved involvement and actions resulting.  Pupil involvement, increased range of opportunities, questionnaires. | 1.1  2·2  2·3  3·1  3.2 |

**Action Plan**

**School priority 2:** Closing the attainment gap between the most and least disadvantaged children.

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| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| Assessment of Children’s Progress  Parental Engagement  School Leadership  School Improvement & Performance Information | Track learners in SIMD 1-2 and where appropriate, intervene early to address under performance.  Implement targeted initiatives (SIMD1 and 2) arising from the Attainment Challenge.  Communicate effectively with parents to ensure that they are best able to support their child.  Continue to embed the cost of the school day approach across school activities where possible.  Further develop opportunities for wider achievement.  Implement a celebration of wider achievement programme including assemblies, twitter, school website, local press etc. (***ongoing)***  Use a range of strategies to improve communication / Parental involvement, including:   * Focus groups * Improved Reporting * Employability Project * Show my Homework App   Principal Teacher Development appointed through PEF money to lead Development of Growth Mindset in Pupils/Staff  Develop strategy to increase attendance for all young people. Inclusion Support Worker (attainment Challenge) to work closely with Pastoral Support. | x  x  x  x  x  x  x  x  x | x  x  x  x  x  x  x  x  x | x  x  x  x  x  x  x  x  x | Pupils who require additional support should benefit from the support given.  Closing the gap between St Benedict’s and virtual comparator in:   * Literacy and numeracy at SCQF levels 3-7 across the full range of measures * in relation to tariff points for learners from SIMD1/2 and SIMD 8/9 * Creating a positive pattern of SLDR for the school consistently greater than 90% * Increased confidence in parents to support their child and/or seek support from the school.   Increased confidence/performance.  Improvement in ethos – positive aspiration  Improve attendance rates above Local Authority Target. Significant focus on early intervention for vulnerable pupils. | Pupil Tracking Data  Attendance Survey  Pupil Voice  Measure through pupil questionnaires, feedback from Pupil Council.  Measure wider achievement as recognised in the school.  Questionnaires  Focus Groups  Homework App Interaction Stats.  Tracking  SQA Results  Insight  Feedback  Surveys  Attendance Statistics | 2·4  3·1  3·2 |

**Action Plan**

**School priority 3:** Improvement in children and young people’s health and wellbeing;

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| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| Assessment of Children’s Progress  Teacher Professionalism  School Leadership | Review of SE programme to ensure coverage of H&WB Es & Os through BGE and Senior Phase taking account of benchmarks where appropriate.  Ensure pupils are made aware of the range of support available and how they can access this.  Further embed Hearty Lives project with a key focus on nutrition and exercise. Appoint whole school Health & Wellbeing PT through PEF funding.  Continue to develop the use of the in house Counselling Service to support young people managing mental health challenges.  Raise awareness and implications of Children and Young People (Scotland) Act 2014. Provide training and awareness raising  Continue to implement GIRFEC and GIRFEL policies:   * Child’s plan established for pupils as required * Named person established for all pupils * Increased staff awareness of SHANNARI indicators and needs of pupils with plans   Review approaches to promoting positive behaviour policy incorporating rewards and supports.  Encourage pupil involvement in departmental, school and community life promoting opportunities to exercise leadership and responsibility  Further develop pupil voice including active pupil council to increase pupil involvement in the life and work of the school.  Relaunch updates anti-bullying policy with all staff.  Develop further and embed fully, nurturing approaches in collaboration with the Educational Psychology Service. | x  x  x  x  x  x  x  x  x  x | x  x  x  x  x  x  x  x  x |  | Improved experiences for young people in the SE Curriculum  Pupils feel more confident and able to access support where necessary.  Continued improvement in pupil attitudes towards health. Increased opportunities for pupils.  Pupils are able to access support as appropriate  School can continue to implement ‘Children and Young People (Scotland) Act 2014.’ Staff feel ready and confident to take on the delivery of all aspects of the act.  Improved behaviour within and outwith the classroom  Development of pupil council will lead to more opportunities for learners to impact on school improvement and steer the direction of change.  Year Heads, pastoral and subject staff recognise and celebrate the attainment & achievements of pupils S1 – S  Reduction in bullying within the school and improved action to ensure pupil wellbeing and confidence  Improved approaches to nurture across the school | Ensure programme is reviewed and updated. Seek views from pupils and staff  Pupil Questionnaires.  Create further plan for PT and review as appropriate.  Questionnaires to appropriate staff and pupils to evaluate the effectiveness of the service.  Ongoing review of implementation with appropriate staff.  Measurement in relation to referrals, exclusions etc.  Measure through pupil questionnaires, feedback from Pupil Council.  Measure wider achievement as recognised in the school.  Bullying Return  Evidence from Pastoral.  Pupil Questionnaires.  Evidence from Pastoral.  Pupil Questionnaires.  Staff Questionnaires.  Partner Questionnaires. | 1·2  2·1  3·1  3·2 |

**Action Plan**

**School priority 4:** Improvement in employability skills and sustained, positive school leaver destinations for all young people

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| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| Assessment of Children’s Progress  School Leadership  Parental Engagement  School Improvement & Performance Information | Plan, support and deliver a range of opportunities and experiences to enable pupils to make informed choices at all stages.  Continue to implement the joint employability project and in particular the parental engagement programme (subject to the review of year 1)  Ensure targeted employability support for identified learners in S4-6  Target appropriate pupils through a review of the widening access programmes for HE and FE in senior school SE  Skills for learning life and work embedded in courses – skills progression made explicit to pupils and are evident in curricular planners  Engage with employers and formalise and widen partnership working  Growth of senior school volunteering and leadership programmes / opportunities through S6 Leadership Programme. | x  x  x  x  x  x | x  x  x  x  x  x  x | x  x  x  x  x  x  x | Children can make links between their learning and the world of work.  Children benefit from substantial support when making choices that will affect their future.  Increased engagement with families  Pupils are more fully informed and able to take advantage of wider opportunities.  Pupils are more confident in talking about their skills and thinking about how they are developing the.  School / Pupils benefit from partnerships with employers.  Increased Pupil Leadership in S6 and across the school. Pupils develop confidence in their leadership skills. | Pupil Questionnaires  Options Uptake  Questionnaires in relation to the effectiveness of the programme.  Evidence from Course Planners  Evidence from uptake of Leadership Opportunities. | 1·2  2·2  2·3  2·4  2·6  2·7  3·1  3·2  3·3 |