



STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Alan Taylor

Head Teacher

OUR SCHOOL

St Benedict's High School is a six-year Roman Catholic high school in Linwood. The school's catchment area covers the areas of Linwood, Johnstone, Bridge of Weir, Houston and the surrounding areas. There are 5 associated primary schools, Our Lady of Peace in Linwood, St Anthony's, St David's and St Margaret's in Johnstone and St Fillan's in Houston. The catchment areas comprise of a mix of local authority, traditional and new housing.

The school roll for session 2021-22 stood at 700. 29% of the young people are living in the most deprived data zones in Scotland. 21% of young people in the school are entitled to free school meals.

St Benedict's High school puts the wellbeing of our young people at the heart of what we do, and we have high expectations for all.

OUR 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.
- To provide high quality opportunities for the personal and professional development of staff.

SUCSESSES AND ACHIEVEMENTS

- Our revised Senior Phase curriculum continues to offer a variety of flexible pathways to support the ambitions of pupils. In addition to National Qualification courses there are opportunities for accreditation through National Progression Awards, Foundation Apprenticeships and work placements.
- Strong SQA results at all levels highlighted our ongoing improvement journey. A key national measure “5 Highers achieved” placed St Benedicts in the top 25% of schools in Scotland.
- We have continued to develop our Catholic Ethos and twenty pupils achieved the Pope Benedict XVI Caritas Award.
- We continued our strong partnership with St Patrick’s seminary in Malawi. Over the session we raised over £1500 to help the school purchase hand sanitising stations.
- 17 of our senior pupils successfully completed an employability programme with DWF lawyers through their “Five Star” programme. Two pupils were selected for an internship.
- Our Senior Pupil Leadership team, liaising with our Sports Leaders, organised a number of whole school activities raising over £2000 for charity which they donated to SCIAF, Ukraine Appeal, St Vincent’s Hospice and our Malawi Partnership.
- Our newly introduced primary transition programme had a strong focus on literacy, numeracy and Science. This STEM programme included not only our P7 pupils but P6 pupils from each of our five associated primary schools.
- As part of our pupil leadership opportunities our S3 language ambassadors delivered Spanish lessons to pupils within our associated primary schools.
- The introduction of S6 Mental Health Ambassadors has impacted positively on the wellbeing of targeted pupils.
- Our Pupil Leadership team positively supported the transition of our new S1 pupils by organising year group quizzes and an on-line talent show.
- 72 senior pupils successfully obtained an Emergency First Aid in the Workplace certificate at SCQF level 6.
- The introduction of the Mentors in Violence Prevention programme (MVP) has led to peer mentors supporting younger pupils through this ambitious programme.
- Our Dance team successfully defended their title ‘Best Dance group’ at the Renfrewshire schools’ competition
- The school’s approaches to supporting pupils on return from lockdown featured in a segment for the BBC news. A number of staff and pupils were involved.
- Our newly introduced Digital literacy champions (S1/3) provided training and support for associated primaries and local pensioners.
- One of our S6 pupils achieved a Soccer scholarship to the University of Missouri.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Our shared values underpin the strong relationships that are evident across the school and the wider community. Information gathered from pupil, staff and parental questionnaires highlight this and many positive attributes of our school community.
- Developing leadership at all levels has been a focus over the session to ensure the highest possible outcomes for our young people.
- Our shared vision has been developed and sustained through our collegiate working practices.
- Clear and effective systems for strategic planning are embedded across the school.
- A systematic approach to self-evaluation ensures that our improvement priorities are evidenced based.
- Our priorities are well judged and reflect the school's context and local and national priorities. All staff are aware of the needs of our community.
- All staff are involved in discussing the quality of educational provision through the use of 'How good is our school' challenge questions. This has reinforced the high expectations that staff have for themselves and for our pupils.
- A number of staff have taken on extended leadership roles in areas such as Employability, Literacy, Numeracy, Health and Wellbeing (HWB), Learning and Teaching. This has positively influenced learning and teaching in all subjects and is reflected in our strong levels of attainment in literacy and numeracy.
- School improvement teams continue to drive initiatives in Learning and Teaching, Numeracy, Literacy, and HWB. All staff including the senior leadership team are involved.
- Joint planning with primary colleagues, through our newly introduced STEM programme, has developed a shared understanding of national expectation at this key transition stage.
- The Head Teacher continued in his role as HT representative on the West Partnership Education Committee. This has positively directed our online learning approaches.
- Our house system continues to provide opportunities for our young people to exercise their leadership skills.
- A significant number of young people have developed their leadership skills through programmes such as CARITAS, Sports Leaders, Hearty Lives Ambassadors, Buddy System, Captains/Prefect System, Peer Educators, Duke of Edinburgh award and My World of Work ambassadors.

Teacher Professionalism

- Staff are committed to and regularly participate in CLPL events, in and out of school.
- Two members of staff are working towards a Masters Level qualification in Education. This has resulted in a more outward looking, skilled workforce with increased staff capacity.
- Within departments and in whole school programmes, staff are taking on significant leadership roles in the delivery of in-house CLPL events, which enable staff to learn from each other and continue to further develop their skills.
- A whole staff workshop aimed at improving and bringing about greater consistency in learning and teaching was developed and led by our Learning and Teaching working group. Positive evaluations from this staff programme have enhanced our collegiate approach to staff development. The group has also proposed a new approach to Learning Visits.
- Our "Aspiring leaders" in house programme for non-promoted staff continued with 10 members taking part. This has resulted in a more ambitious staff willing to become lead learners.
- Focussed CLPL for faculty heads (FHs) and project leaders (PLs) has increased staff confidence in the use of INSIGHT data to improve outcomes for young people. This has led to an increase in the range of qualifications available in the senior phase.
- All staff have received ongoing training aimed at developing a shared understanding of what is included in applying nurture as a whole school approach.
- Whole staff training from Who Cares Scotland focussed on and enabled increased support for care experienced pupils.
- An increasing number of teachers, across a range of subjects, have taken on roles with the SQA. This has enabled them to develop their knowledge and understanding of the standard required at national level.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Parental Engagement

- Feedback from parents /carers has been very positive about the support their child received during our recovery from lockdown. This support included communicating more effectively with parents through a series of online events.
- Enhanced school twitter feed, updated website, parental guides and the Head Teacher newsletter ensured parents were kept up to date across the session. Our percentage of twitter followers has increased again for the fourth year running.
- We introduced and developed our use of online platforms to include ClickView, WEST partnership online school, E-Sgoil and Parents' meeting system to engage and communicate effectively with parents.
- The Parental Empowerment Programme continued to allow us to support families to overcome barriers to support their child's learning.

Assessment of Children's Progress

- Key data linked to progress is shared with all staff and integrated into our BGE tracking system. This has allowed us to track and monitor pupil progress from P7 and to make earlier and more effective interventions.
- We introduced an enhanced tracking and monitoring system for BGE which captures pupil progress on a monthly basis.
- We focussed on moderating teacher judgement of pupil work. Teachers are now more confident in applying the national standard when assessing young people's progress.
- Staff are more confident in designing assessments across senior phase course.
- External verification from SQA highlighted good practice across faculties.

School Improvement

- Increased staff participation in working groups has been beneficial in driving forward our improvement agenda.
- An enhanced approach to departmental self-evaluation and quality assurance has resulted in a deeper understanding of the improvement planning cycle for all staff.
- A programme of faculty reviews has been developed in consultation with staff. This cycle of self-evaluation will provide subject specific data for improvement.
- Regular senior leadership classroom visits have led to increasing levels of pupil engagement.
- Our 'in house' Aspiring Depute Head teacher / Principal teacher programme has seen a significant uptake across staff.
- At key points across the session, we have worked in partnership with our local authority Education Manager to evaluate leadership, learning, teaching, assessment, wellbeing and attainment and achievement. This has helped us to showcase our strengths and identify areas for improvement.
- Both pupils and staff have participated in a series of workshops relating to 'features of an effective lesson' and 'how pupils learn best'. This has been used to inform approaches to learning and teaching.
- We have increased opportunities for pupils to share their view using a variety of approaches including whole year group / small focus groups / Digital questionnaires.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Performance Information

- A structured programme of collaborative meetings between the Head teacher and all departmental staff is in place to improve overall performance.
- Attainment levels are at their highest since the school opened with St Benedict's outperforming the virtual comparator at every key measure for National 5 awards and National 6 awards.
- A record number of pupils achieved 5 As at Higher level.
- In Attainment versus Deprivation our most deprived 30% have had a positive rating for 4 years.
- S3 Achievement of Curriculum for Excellence levels (ACEL) data demonstrates that we outperformed the Renfrewshire average for all measures.

A summary of our SCQF attainment

- S4 – **70%** of pupils achieved 3 or more level 5 awards. This is 4% above our virtual comparator.
- S4 – **53%** of pupils achieved 5 or more level 5 awards. This is 4% above our virtual comparator.

- S5 – **46%** of pupils* achieved 3 or more level 6 awards. This is 1% above our virtual comparator.
- S5 - **31%** of pupils* achieved 5 or more level 6 awards. This is 10% above our virtual comparator.

- S6 – **44%** of pupils* achieved 5 or more level 6 awards. This is 7% above our virtual comparator.

* based on S4 roll.

PUPIL EQUITY FUNDING

This session, the school received approximately £100,000 of Government funding, intended to be used to address the poverty related attainment gap within St Benedict's. The following provides an overview of our interventions and the rationale for these introductions.

Through a structured cycle of self-evaluation and planning, looking inwards, outwards and forwards, all members of our community had an opportunity to highlight and discuss potential areas of need and suggest possible solutions. This was facilitated through a series of questionnaires and focus group discussions.

As a result, the following interventions were delivered.

Literacy and Numeracy

This is an ongoing focus. High quality literacy and numeracy skills are fundamental to allow our young people to access all areas of the curriculum. Funding has been used to appoint a project leader (PL) in both areas. PLs have developed a 'support programme' of work as well as guidance for all staff involved. Extra time has also been devoted within the curriculum to facilitate this. Progress within these areas and across other aspects of the curriculum is closely monitored by our pupil equity team with regular updates being provided. The impact of this can be seen through our increasing levels of attainment within the targeted cohort.

Health and Wellbeing

The Health and Wellbeing of our young people continues to be of paramount importance. In order to provide the best possible support additional staffing has been introduced. This provides our young people with more contact with a dedicated member of staff. These staff also work with a variety of outside providers to ensure every young person has the conditions to flourish within our learning establishment.

All staff have also been involved in nurture training focusing on how to create the best conditions for effective learning to take place.

Targeted pupils were also involved in a residential trip to help them to focus on realising and unlocking their potential.

Our Parents in Partnership programme was delivered to a targeted group of parents. ICT resources were issued where necessary.

The impact can be seen through improving outcomes for pupils, including increasing attendance, a reduction in referrals, and an increase in school involvement in clubs and committees.

Employability

The introduction of a new key worker role is providing more support to our young people in order to develop their skills for life, skills for learning and skills for work. The key worker provides a bespoke programme for individual pupils to help them with this important transition. The aim of this is to strengthen our positive destination measures.

Monitoring and Tracking of Progress

We have created an attainment and achievement team of staff, who in liaison with our Senior leadership team provide regular progress updates of our targeted cohort to all staff. Follow up target setting discussions are ensuring that pupils and their parents are constantly aware of their progress and understand the next steps in their learning journey.

KEY STRENGTHS OF THE SCHOOL

- We have an excellent caring ethos in the school which has been developed through strong and consistent leadership at all levels.
- Our approaches to ensuring wellbeing, equality and inclusion are strong. Staff across the school provide a nurturing environment which supports our young people to thrive.
- The Senior Leadership team is highly visible and works hard to create an inclusive, supportive learning environment for staff and pupils.
- Strong collegiate working is driving school improvements.
- We have high expectations of our young people in all aspects of school life.
- Our improving trend in positive SQA results.
- The increasing number of partnerships created between the school and local employers.
- A strong partnership with parents is enhanced both by our proactive Parent Council and our innovative Parents in Partnership programme.

OUR NEXT STEPS – PRIORITIES FOR 2022-23

We believe that we have made very good progress during session 2021-22, and we will use the improvement priorities listed below to continue to move forward.

- Develop high quality learning and teaching that leads to improved levels of attainment and achievement.
- Promote the positive health and wellbeing of pupils, parents/carers and staff.
- Improve employability skills and support all our young people to enter positive and sustained destinations.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.



