



Renfrewshire Council Children's Services

St Benedict's High School Improvement Plan

2019-2020

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's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

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

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

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Our school's Vision, Values 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.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and partners. We 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 :

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

Extended Leadership 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 Leadership 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: Head teacher meets with representatives from the professional associations on a termly basis.

Staff Focus Group: 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: SLT 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.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Scheduled one:one meetings between HT and FHs.
- Interim written feedback reporting on progress.
- Minutes of meetings, including SLT; ELT and departmental meetings.
- Data from tracking and monitoring.
- Pupil evaluations and questionnaires.
- Focus groups including pupils, staff and partners.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Action Plan

School priority 1: Raising attainment for all, with a specific focus on Literacy and Numeracy, through ongoing improvement in the learning provision.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 3 4 5 6	1.1 1.2 1.3 2.2 2.3 3.2	<ul style="list-style-type: none"> • Through departmental reviews SLT will identify practice that promotes consistency of standards and high attainment for all. • Staff continue to use <i>learning visits</i>, including peer partner observations, to share knowledge and understanding of approaches to ensure high quality learning, teaching and assessment. • L&T Improvement team will continue to share good practice and opportunities for professional learning. <i>PEF</i> • L&T Improvement team will formulate the ‘features of a highly effective lesson’ and share this with all staff. This will be included in our revised Learning and Teaching Policy. <i>PEF</i> • Pupils will contribute to ‘features of a highly effective lesson’ through consultation on ‘<i>how they learn best</i>’. <i>PEF</i> • Staff will continue to review courses to ensure continuity and progression from the BGE and the senior phase. • Staff will develop new courses to strengthen progression for the most disadvantaged learners. • Analysis of Insight Data for Literacy and Numeracy will be used to develop and implement a Literacy and Numeracy action plan to raise attainment. <i>PEF</i> 	SLT FHs PEF Project leaders, All staff	<ul style="list-style-type: none"> • Staff will have an increased understanding of the features of a highly effective lesson. • Pupils experience breadth, challenge and enjoyment in their learning, consistent with prior achievement and learning needs. • Pupils are motivated to improve their attainment by being fully involved and engaged in the learning process. • Pupils develop their confidence in evaluating the quality of their learning. • Wider range of courses are available at L5 to support progression of all learners. • Closing the gap between St Benedict’s pupils and the virtual comparator in literacy and numeracy at SCQF levels 3-7. • Staff will have an increased understanding of national standards and feel more confident in their teaching of literacy skills. 	<ul style="list-style-type: none"> • <i>A Learning and Teaching policy will be written which will include the features of a highly effective lesson.</i> • Feedback from departmental reviews. • Minutes from DMs. • Records from lesson observations. • Pupil evaluations. • Pupil focus groups. • Options choice reflect course at a range of levels to support progression. • Insight data reflects progression. • Moderation materials.

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children’s Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

		<ul style="list-style-type: none"> • Continue to develop staff awareness of the moderation cycle to support understanding of national standards in literacy and numeracy. <i>PEF</i> • Moderation activities will provide a body of evidence, which supports teacher judgements linked to national benchmarks. <i>PEF</i> 			
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Action Plan

School priority 2: Closing the attainment gap between the most and least disadvantaged learners to ensure equity or all.					
NIF key driver	HG1054 / HG10ELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 3 4 5 6	1.3 2.3 2.4 2.5 2.6 3.1 3.2	<ul style="list-style-type: none"> • Raise staff awareness of SIMD profiles of all learners with a view to supporting learners' progress. (19-20) <i>PEF</i> • SLT and PCT will continue to liaise with primary colleagues, inc. our transition teacher, to support learners in SIMD(1/2) as they move into S1. (19-20) <i>PEF</i> • SLT will implement a monthly tracking programme. (19-20) <i>PEF</i> • Further develop BGE courses to provide opportunities for learners to develop employability skills. • Further develop partnership working/links with SDS and local businesses. • Communicate effectively with parents to ensure that they are best able to support their child. (19-20) <i>PEF</i> • Develop a parental engagement programme of workshops in literacy, numeracy and Growth Mind-set. (19-20) <i>PEF</i> • Develop a strategy to increase the attendance of all young people. 	SLT FHs PEF Project leaders, All staff	<ul style="list-style-type: none"> • Our most disadvantaged learners are known to staff and receive appropriate support. • Attainment data on our most disadvantaged learners is used to ensure a positive transition to St Benedict's. • Early intervention identified through enhanced tracking will address concerns / underperformance with a particular focus on the most disadvantaged. • Increase pupils awareness of skills for life, learning and work. • Increased opportunities for meaningful work experience placements. • Parents know how best to support their child. • PCT and ISO monitor attendance on a daily/weekly basis. 	<ul style="list-style-type: none"> • Minutes from DMs indicate strategies used to support learners. • Feedback from transition teacher /PCT. • Evidence of skill progression in course plans. • Pupil focus groups. • Increased number of partnerships with external agencies and employers. • Increased number of pupils on work experience. • Increase in positive destinations. • Attendance at workshops. • Evaluation of confidence before/after workshops. • Increased attendance of all pupils.

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Action Plan

School priority 3: Improving the health & wellbeing of learners.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 3 4 5 6	1.3 2.1 2.4 2.5 3.1 3.2	<ul style="list-style-type: none"> • Provide CLPL workshops for all staff to develop knowledge and skills about nurture. • A range of HWB data is used to establish our readiness to develop a nurture approach in our context. • Establish a working group to develop a strategic approach to nurture. • Further develop staff opportunities for professional learning with a focus on Growth Mindset and coaching. • Provide a parental information session to raise awareness of Growth Mindset and how this can be used to support learning. • Increase opportunities for family learning including our Parents in Partnership Empowerment Programme. • Further develop the school community through introduction of a 'house system'. • Use the house system as a vehicle to celebrate success and provide a greater variety of opportunities for pupil leadership at all stages. • Work with Columba 1400 to develop a values based approach to leadership – with all P6 and targeted S2 pupils. • Provide a leadership opportunity for 'at risk' pupils with CANI coaching. 	Educational psychologist SLT PCT PEF Project Leaders ISO	<ul style="list-style-type: none"> • All staff have a clear understanding of the evidence based benefits of adopting a nurturing approach. • Staff are able to relate to key components of GIRFEC to a nurturing approach. • Staff are able to adopt and apply a nurturing approach to their practice, leading to improvements in attainment and achievement. • Staff are more skilled/confident in providing support/feedback using a 'coaching' approach. • Young people develop a positive attitude towards their learning and adopt a solution focussed approach. • Parents and carers feel more able to support their children. • Stronger relationships are developed between school and home for our PiP. • Staff and pupils feel supported and included in St Benedict's. • Opportunities to recognise achievement and celebrate success are increased. • Pupils develop leadership skills, which are explicitly linked to our values. 	<ul style="list-style-type: none"> • Questionnaires before and after nurture training. • Faculty evaluations of HWB indicators. • Pupil voice. • Levels of attainment/achievement. • Attendance at workshops. • Parental focus groups. • Parental evaluations. • Increase in number of parents/carers taking part. • System for recognising and celebrating success is developed. • House award ceremonies. • Pupils are able to articulate our values and are confident in expressing the impact on their sense of self/leadership. • Participation in the residential activities. • Questionnaires before and after CANI coaching.

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				<ul style="list-style-type: none"> Targeted pupils at risk of exclusion /underachievement feel valued and empowered to reach their potential. 	<ul style="list-style-type: none"> Impact on attendance /attainment.
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Action Plan

School priority 4: Further develop the Catholic ethos across the contexts for learning.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 3 4 5 6	3.1 2.7	<ul style="list-style-type: none"> • Develop a clear understanding of how our core Vision, Values and Aims are linked to our Gospel values. • Provide guidance to all stakeholders on how to embed the values in our everyday practice. • Chaplaincy team to produce Vision & Values booklet & prayer cards to be used by all members of the school community. • Guidance includes a programme of reflection for pupils and staff (appropriate opportunities for CLPL). 	<i>Chaplaincy Team, school Chaplain & SLT</i>	<ul style="list-style-type: none"> • Reach a shared understanding of how our Vision, Values and Aims are linked to Gospel Values. • Reach a shared understanding of how our Vision, Values and Aims inform our attitudes, action and relationships. 	Pupils and Staff are able to articulate the schools vision, values and aims.

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