



## St Benedict's High School



# STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2019-2020. 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 2018-19 stood at 672. 37% of the young people in the school live in households within SIMD Decile 1 or 2. 22.6% of young people in the school are entitled to free school meals.

## 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.**

## SUCCESSES AND ACHIEVEMENTS

- We have increased opportunities for our young people to develop their leadership skills and qualities through the introduction of a house system.
- We have increased our number of outside partners providing more opportunities for our young people to develop their skills for life, learning and work.
- Twelve pupils achieved the Pope Benedict XVI Caritas Award.
- There has been an increased number of sporting successes across authority events.
- A pupil successfully gained entry into the Scottish Space school programme.
- We continued our strong partnership with St Patrick's seminary in Malawi with 10 of our senior pupils and 3 members of staff visiting this session to support the school and the local community.

# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

## School Leadership

- Developing leadership at all levels has been a focus over the session to ensure the highest possible outcomes for our young people.
- All Senior leaders and Principal Teachers participated in an 'In house' leadership programme in areas such as INSIGHT analysis, How to be an effective leader and Nurturing approaches. These programmes have had a significant impact on the school's leadership capacity.
- A number of staff have taken on extended leadership roles in areas such as Pupil Participation, Celebrating Success, Employability, Duke of Edinburgh, Literacy, Numeracy, Health and Wellbeing (HWB), Learning and Teaching.
- Improvement teams in Learning and Teaching, Numeracy, Literacy, HWB have been introduced. These groups involve all staff and, in collaboration with the Senior Leadership Team, are driving forward developments from the school improvement plan.
- The head teacher continued in his role as a GTCS Excellence in Professional Learning advocate.
- One member of staff is presently participating in Master level programme of study.
- The introduction of a house system has increased opportunities for our young people to exercise their leadership skills, by extending our pupil leadership team to include senior and junior house captains.
- We have seen a significant number of young people exercise leadership through programmes such as CARITAS, Sports Leaders, Duke of Edinburgh, Heart Lives Ambassadors, Buddy System, Captains/Prefect System, Peer Educators and My World of work ambassadors.

## Teacher Professionalism

- Staff are committed to and regularly participate in CLPL events, in and out of school.
- 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 has enhanced our collegiate approach to staff development. The group has also proposed a new approach to Learning Visits.
- A CLPL programme aimed at developing a strategic approach to leadership in our FHs was initiated this year. We will extend this programme for Aspiring Leaders next session.
- 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. Working in conjunction with our Raising Attainment PT, this has led to an increase in the range of qualifications available in the senior phase.
- All staff have received training aimed at developing a shared understanding of what is included in applying nurture as a whole school approach.
- We have an increase in the number of teachers, across a range of subjects, who have taken on roles with the SQA. This has enabled them to develop their knowledge and understanding of the standard required at national level. They have used this knowledge to share good practice with colleagues within their faculty and across the authority through subject forums.

# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

## Parental Engagement

- As part of our primary transition programme, we offered enhanced support for pupils and parents through our Parents in Partnership Programme (PIP). Within the programme parents were able to attend lessons across a range of subjects, meet key staff and benefit from inputs from partner agencies. This has impacted on the parents' capacity to support their child in various aspects of school life.
- Parental questionnaires, issued to all parents, identified a number of strengths and areas for development. These highlighted areas have been included as improvement targets for next session.
- We sought to engage more effectively with parents, to share aspects of school life on a regular basis, through our enhanced school twitter feed, updated website, restructured newsletters. Our percentage of twitter followers has increased by over 50% this session.

## Assessment of Children's Progress

- Data from the SNSA has been used to compliment teacher judgements in literacy and numeracy.
- Key progress data has been shared with all staff and integrated to our BGE tracking system. This has allowed us to track and monitor pupil progress from P7 and to make earlier and more effective interventions.
- Work has been done to moderate teacher judgements of pupil work in S3. Levels of literacy and numeracy have reached expected levels at the end of S3. Teachers are more confident in making these judgements due to the availability of the new Curriculum for Excellence benchmarks.
- External verification from SQA has highlighted good practice across faculties.

## School Improvement

- Increased collegiality through participation in working groups places the school in a strong position to drive forward our improvement agenda.
- An enhanced approach to departmental self-evaluation and quality assurance has been introduced involving all staff members.
- A rigorous focus on increasing pupil engagement through regular Senior leadership classroom visits has seen improvements in this area.
- A programme of faculty reviews has been developed in consultation with staff and will be implemented fully next session.
- The introduction of an 'in house' Aspiring Depute head teacher / Principal teacher 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.
- Our Learning and Teaching group has developed a Focus of the Month initiative. This has been linked to our school calendar to maximise impact on pupils' performance. Year group assemblies led by the DHT highlight the focus for pupils and workshops and professional reading has been used to support staff.
- All staff have been involved in formulating the 'features of an effective lesson'. This has been complimented by a series of pupil workshops where pupils were asked to reflect on 'how they learn best.' Their views were shared with staff and have been used to inform approaches to learning and teaching.
- We have established two new working groups led by our Literacy and Numeracy Project Leaders (PLs). Action plans have been developed.

## Performance Information

- All senior and middle leaders have undertaken 'INSIGHT' training enhancing their understanding of the school's performance data.
- A structured programme of collaborative meetings between the Head teacher and all departmental staff has been introduced to improve overall performance.
- The percentage number of pupils achieving 3 or more Highers in S5 has increased from previous years.
- Strong SQA performance in S4, with our young people outperforming our comparator (virtual) school in all measures.

## 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 caring and nurturing environment, which supports our young people to thrive.
- ✓ Our assertive mentoring programme which allows us to provide effective intervention to support our young people.
- ✓ 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 2019-20

We believe that we have made good progress during session 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward.

- Introduce an enhanced tracking and monitoring system which captures pupil progress on a monthly basis.
- Implement a whole school Nurture strategy supported by the Educational Psychology Service.
- Closing the gap between our learners from the most and least disadvantaged backgrounds while continuing the upward trend in attainment in our Senior Phase.
- Further improve our approaches to Learning & Teaching to ensure greater consistency across the school.

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.