

# Summarised inspection findings

**St Andrew's High School**

North Lanarkshire Council

20 December 2022

## Key contextual information

School Name            St Andrew's High School  
Council:                North Lanarkshire Council  
SEED number:        8500037  
Roll (Sep 2021):     1329

Young people's learning has been subject to disruption from COVID-19. Staff provided learning online. The local authority and staff used funding to increase access to digital technology and connectivity to enable improved continuity in learning. Teachers comment that learning at home was not the best conditions for increasing their pupils' progress and attainment. Staff and young people's absences continued to be high on returning to the school building.

The headteacher has created new, short-term principal teacher posts to increase capacity for working one-to-one with young people, as part of a support team. An Action for Children Support Worker and counsellor have been employed. Young people also access the national digital resources, e-Sgoil and, i-Sgoil.

In September 2021, 41.4 per cent of pupils live in 20% of the most deprived data zones in Scotland. No young person lives in SIMD ten, with a small number at SIMD nine (1.4%). Young people who live across SIMD one to five account for 80% of the school's roll.

Attendance is generally below the national average but is improving.

Exclusions are generally below the national average and are decreasing.

In February 2022, 20.4 per cent of pupils were registered for free school meals.

In September 2021, the school reported that 14 per cent of pupils had additional support needs.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
  - quality of teaching
  - effective use of assessment
  - planning, tracking and monitoring
- 
- Staff and young people's learning and teaching experiences are based on a very strong ethos, lived values and the Catholic faith. Staff and young people demonstrate mutually respectful relationships, underpinned by a deep commitment to children's rights. This is contributing to the calm, friendly and orderly environment for learning and socialising within the school. Almost all young people feel valued and included in all aspects of the school's life.
  - Most young people enjoy their learning and take part well in lessons. In almost all lessons, learners benefit from teachers' clear explanations and instructions. The majority of teachers share the intended purpose of learning in most lessons. Staff should continue to improve the consistency and quality of how young people know how to be successful in their learning.
  - Almost all young people benefit from strong routines and carefully planned starts to lessons. In the majority of lessons, the pace of learning and well-considered tasks are suitably challenging and meet learners' needs. Young people engage in open-ended tasks that allow them choice in how and what they learn, with creativity encouraged. In a few highly-effective examples of practice, young people take part actively in their learning. Teachers should continue planning for young people to collaborate more, with greater responsibility for ongoing active contributions to learning. The very strong practice in learning, teaching and assessment of a few should continue to be shared and embedded across the school. Teachers' membership of a very successful teaching and learning committee is making a difference to improving learners' experiences. The teaching and learning committee are clear on how to continue to achieve priorities for getting the best possible outcomes for all learners.
  - Teachers use questioning well in most lessons to re-cap prior knowledge and to check understanding. In a few lessons, staff use reflective questioning to promote higher-order thinking skills.
  - All teachers developed a significant range of digital skills during periods of remote learning. Teachers, young people and parents continue to explore the value of digital systems to access course materials, send work to learners and receive feedback digitally. Young people appreciate the continued development of digital learning.
  - Young people learn in a range of well-planned opportunities beyond the classroom. These include learning in the outdoors and contributing to the wider life of the school. Learners' sense of belonging to the community is developing very well. Young people in S6 lead learning for younger peers, acting as positive role models. They also help meet the needs of individual learners through one-to-one and small group support. Consequently, young people understand how these experiences help them to make connections in their learning, while developing knowledge and skills for life, learning and work.

- Learners are beginning to directly evaluate learning and teaching in a meaningful way.
- Most teachers across stages and curricular subjects use a range of assessment approaches effectively to assess and support the progress of learners. The reliability and validity of assessments in S1 to S3 have been strengthened through well-planned moderation activities within departments. Teachers should increase their liaison with cluster primary schools on moderation. Most staff use information well from assessment in S1 to S3 to inform planning of learning and actions to meet individual learning needs of young people. This is a key feature to accelerate progress with attainment. Staff are confident when making their assessment judgements in the senior phase. They are building on the considerable expertise provided by the alternative certification model. This assists them in planning appropriate support when potential under-achievement is identified. Most parents report that they understand how their child's learning is assessed. Further, most parents agree that they receive helpful and timely feedback on their child's learning. Most parents agree that their child is making good progress.
- All departments track and monitor all young people's progress. Teachers' use of the whole-school tracking system is impacting well, including for those who need additional support with their learning and those affected by poverty. In S1 to S3, teachers should ensure that they use tracking information to better clarify for learners the curriculum level at which they are working. Senior leaders should ensure that the effective practice in identifying and better supporting targeted groups of learners becomes consistent across the school. Most young people report that staff help them to understand how they are progressing in their learning. Almost all young people feel that feedback on how to improve learning and progress is helpful. A few young people would benefit from continued focus on individualised feedback, in addition to that given to the whole class.
- Staff should continue to expand their conversations with individual learners to involve them more in setting their own targets and planning their learning. Senior leaders should build on the best practice in St Andrew's High School, so all young people are supported consistently to make appropriate progress in all curricular areas.
- Senior leaders, together with the teaching and learning committee, should focus on developing a shared understanding of the features of consistent, high-quality learning and teaching. Staff would benefit from senior leaders' well-planned and rigorous quality assurance of all young people's experiences.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

## 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Attainment in literacy and numeracy

#### Broad General Curriculum (BGE)

- Staff have put successful support in place to raise attainment. They have improved the reliability of data in literacy and English and numeracy and mathematics. By the end of S3, almost all young people attain third Curriculum for Excellence (CfE) level or better in all literacy measures. Most young people achieve numeracy by the end of S3. Staff should make further use of fourth level outcomes to increase challenge in young people's learning and progress. In literacy, a majority of young people achieve fourth CfE level. In numeracy, less than half of young people achieve fourth CfE level.

#### Literacy in the senior phase

- In 2020/21, all leavers achieved a literacy award at Scottish Credit and Qualifications Framework (SCQF) level 3 or better. This is an improvement, with attainment between 2019/20 and 2020/21 significantly higher or significantly much higher than the virtual comparator (VC). Between 2016/17 and 2020/21, most leavers broadly achieved a literacy award SCQF level 5 or better. In 2018/19 and 2020/21, the percentage of leavers achieving a literacy award at SCQF level 5 or better was significantly lower than the VC. The majority of leavers achieved a literacy award at SCQF level 6. This is in line with the VC.

#### Numeracy in the senior phase

- Between 2016/17 and 2020/21, leavers' attainment in numeracy is almost consistently in line with the VC across SCQF levels 3 or better to SCQF level 6. During this period, most leavers achieved a numeracy award at SCQF level 4 or better as part of a course. The majority of leavers achieved a numeracy award at SCQF 5 or better as units. Less than half of leavers achieve numeracy at SCQF level 6. This is broadly in line with the VC.

### Attainment over time

#### BGE

- Senior leaders should have a more strategic and robust overview of how well young people are attaining in all curricular areas and contexts in S1 to S3. They should continue to review the S1 to S3 curriculum to impact on progress and attainment. Young people have opportunities to achieve across almost all curricular areas until the end of the BGE.

#### Senior phase

- The headteacher's analysis of data drives curriculum changes. It targets funding well to projects to impact on raising attainment. Senior leaders should continue to articulate with staff their strategy for raising attainment to achieve further accelerated progress. Senior

leaders should regularly revisit with staff the purpose, impact, accountability and next steps in closing the gap.

- During the five-year period, 2016/17 to 2020/21, the school's attainment for all leavers is in line with the VC. This includes for young people with additional support needs. During this period, for the lowest-attaining 20%, middle-attaining 60% and the highest-attaining 20% of all leavers, the school is in line for four out of five years. For the lowest-attaining 20%, there are improvements between 2018/19 and 2020/21. Cohort data shows a need for closing further the gap for the lowest-attaining 20% in S4 and highest-attaining 20% in S6. This is based on those who started those stages at the beginning of the academic year.
- The school has successfully appealed qualification grades that still to be accounted for in the data used in this quality indicator. In a few measures, attainment has declined for year groups to coincide with the pandemic.
- During the period 2017/18 to 2021/22, young people at S4 are largely performing in line with the VC for one to seven qualifications. Over this period, attainment is improving. During 2019/20 to 2021/22, most young people achieved five or more awards at SCQF level 4 or better.
- During the period 2017/18 to 2021/22, most young people at S4 achieved at least one award at SCQF level 5C or better. Between 2017/18 and 2020/21, young people's attainment improved and was in line with the VC.
- Between 2017/18 and 2021/22, by S4 young people's attainment is largely in line for SCQF level 5A or better for one or more to seven or more qualifications. A majority of young people broadly achieved SCQF level 5A or better for one or more qualifications.
- By S5, a majority of young people broadly attain one or more awards at SCQF level 6C or better. Between 2017/18 and 2021/22, young people's attainment is in line for SCQF level 6A or better for one or more to four or more qualifications. A minority of young people attain one or more and two or more awards at SCQF level 6A or better.
- By S6, between 2017/18 and 2019/20, young people's attainment is in line with the VC for SCQF level 6C or better. In 2021/22, the percentage of young people attaining SCQF level 6C or better improved again to be in line with the VC for two or more and four or more qualifications. Between 2017/18 and 2020/21, a minority of young people by S6 attained at SCQF level 6A for one or more and two or more qualifications. This is broadly in line with the VC.
- Between 2019/20 and 2021/22, a few young people by S6 have attained one or more qualifications at SCQF 7C or better. This is significantly below the VC. In 2020/21, just over half of the 2019/20 cohort still attended the school for S6. A few SCQF courses are available through a consortium arrangement. Senior leaders should develop a strategy to quality assure the quality of all courses for S6.

### **Overall quality of learners' achievement**

- Young people are very positive about the range of skills and attributes they achieve through the school's achievements offer. Their achievements are recognised and celebrated well.
- A minority of young people in S5 and S6 develop empathy and connection by volunteering, taking part in faith witness activities and serving their local and parish communities. This is recognised as part of the Caritas Award. Young people develop decision-making skills by



influencing the “Future Friday” initiative. Their participation in this initiative develops skills in leadership and employability, while enhancing their confidence and wellbeing. This leads to a majority of young people gaining personal development award certification. A few young people develop important skills for work that enables them to transition into full-time employment. Young people also gain certification in work experience awards, personal development awards and saltire awards.

- Young people across stages and staff have an embedded, deep understanding of children’s rights, and global and local issues. Commendably, this has been recognised with the Rights Respecting Schools Gold Award. Across stages, young people’s work has supported a powerful sense of school cohesion as part of recovery from the COVID-19 pandemic.
- Young people across stages take on a variety of leadership roles. Their resultant impact supports the positive ethos of the school, strong peer relationships, and skills for life and work.
- Staff are at an early stage of tracking young people’s achievements, and mapping these for gaps and skills development. Young people should reflect further on the strengths, skills and qualities they are developing from achievements.

### **Equity for all learners**

- Attainment for those in SIMD one to five (80% of young people) is largely in line with the national average. In 2019/20 and 2020/21, the attainment of leavers in the most deprived area, as registered by SIMD one, is significantly below national averages but improving. Young people’s attainment from SIMD two is consistently in line with national averages. Clearly, there is scope to accelerate progress with closing the gap for those who live in SIMD one.
- Between 2014/15 and 2017/18, almost all leavers left for an initial positive destination. In 2016/17 and 2019/20 this was significantly higher than the VC. The school has more leavers at S4 and S5 than the national average. Staff have analysed this data to ascertain why this is the case. They are continuing to support leavers in S4 into employment. Staff’s aim of each course leading to a qualification and/or award will help with reducing a few young people’s disengagement with school.
- Temporary exclusions from school have been reduced significantly. Attendance is increasing thus far this session. Several strategies from Pupil Equity Funding (PEF) are impacting, such as nurturing approaches, in-house counselling services and partnership working. Targeted funding is used to reduce waiting time for external services.
- A few young people highlighted the cost of purchasing food in the school. We have asked the headteacher to monitor and action this in his overview of equity.



## Other relevant evidence

- Young people receive their entitlements to physical education and religious education.
- The school library is used as a space to support small groups working, particularly by the support for learning department. At the time of the inspection, there was not a librarian in post. Staff in the English department are building small class libraries.
- Staff have a sound understanding of the social, economic and cultural context of the school. PEF is used well to reduce barriers for young people and raise attainment. The appointment of principal teachers for PEF enhances the overall leadership of raising attainment. Principal teachers of PEF have increased capacity for one-to-one engagement with young people, as part of a support team. Young people in SIMD one to three are targeted to reduce financial and social barriers to taking part in educational activities. Staff have analysed the costs of the school day to aid those living in poverty and hardship.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.