

# Summarised inspection findings

**Renfrew High School**

Renfrewshire Council

15 May 2018

**School Name** Renfrew High School  
**Council:** Renfrewshire Council  
**SEED number:** 8630534  
**Roll (Sep 2016):** 778

**In February 2017, 14.9% of pupils were registered for free school meals.**  
**In September 201, 6 15-<20% of pupils live in 20% most deprived data zones in Scotland.**  
**In September 2016, the school reported that 16% of pupils had additional support needs.**

### Key contextual information

Renfrew High School is a non-denominational secondary school, situated in the town of Renfrew. There are three associated primary schools.

Renfrewshire Children's Services recently formed the Flexible Learning Renfrew (FLR) unit opened in August 2017 and is housed in Renfrew High school. This provision supports young people with Social, Emotional and Behavioural challenges from S1-S3.

### 1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement, which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher and his senior team are highly committed to driving the school forward. The strong vision of the headteacher in putting young people at the centre of the work of the school has been an on-going focus for school leaders and is driving the agenda for improvement. The relatively newly formed senior team work closely and demonstrate strong collegiality. They have now established a new culture and are working effectively with middle leaders in making plans for improvement.
- The strategic direction of the school is set by the headteacher and his three key priorities are linked with five school improvement targets. The school plan is shaping the direction of the school. There is scope for the school improvement plan to be more streamlined to include fewer, clearer and more measurable targets. The school improvement plan is not yet fully based on self-evaluation. There would be benefit in linking school targets more closely with evaluative activity in order to make sure targets are explicitly linked to raising attainment and achievement. Senior staff should make sure that there are not too many layers of planning and that targets are clear and well communicated with all stakeholders. This will ensure all stakeholders are fully involved in a whole school shared vision for driving the school forward.
- Almost all staff are fully supportive of the school vision for change. Staff do not yet link self-evaluation of their work directly with the plans for improvement. Currently, there are numbers of initiatives which are not directly linked to the vision for taking the school forward. Evaluative activities related to classroom practice for example, could support the school aim of having greater levels of consistency in high quality teaching and learning. This would enable a clear link between implementing change and measured outcomes for young people. The headteacher recognises the need to include young people and their parents more fully in future planning for improvement.
- All members of the school community, including staff, parents and pupils have worked together to agree their shared vision, values and aims. The values of Care, Fairness, Respect and Trust are well understood and are evidenced in everyday behaviours across the school. These values sit at the heart of all relationships and have been carefully chosen to reflect the specific needs and context of the Renfrew High School community. Young people speak with pride of their school values and they are having a positive impact on the school culture.
- There are a few examples of innovative and creative leadership by staff members and staff are appreciative of the encouragement they receive to initiate new ideas. Senior students also take on leadership roles such as buddies, paired reading and sports leadership. The school does not yet involve all staff or all young people in some aspect of leadership. This would be an important next step in involving all of the school community in moving the school forward, leading to a fully cohesive community.

- The senior leadership team link with middle leaders and there are regular quality assurance discussions. The impact of these meetings is not yet clear. Senior leaders should develop the role of middle leaders to enable them to link their work more closely to raised attainment and achievement. There is scope to link faculty discussions clearly with a streamlined improvement plan and ultimately with evidence of measurable outcomes for young people. Links with school partners require a greater strategic overview. The school should measure more of the very good work carried out by partners. This would be an important next step in involving all stakeholders in leading change and improvement.
- In the last few years, staff across the school have been involved in many changes and improvements. Setting a different cultural direction has meant close and collaborative work from staff. The headteacher has managed the pace of change effectively and sensitively.
- Staff are aware of the needs of their young people and teachers receive appropriate information regarding social and economic circumstances along with other confidential information. There are plans in place to promote equity and to make sure all learners reach their potential. There is not yet a direct link between Pupil Equity Funding (PEF) and plans to raise attainment and achievement for specific young people. In order to make sure the school is closing the poverty related attainment gap, there should now be a clearer link between funding allocation and outcomes for specific learners.
- The school has developed a positive ethos and culture for encouraging partnership work across a varied range of projects and initiatives. Teachers engage well with many partner organisations. The school is working effectively to extend partnerships with local businesses in priority aspects of local economic development. Clear evaluation and reporting arrangements are in place for a few key aspects of partnership work. However, shared planning for continuous improvement with partners is underdeveloped. The school would benefit from developing a stronger strategic overview of the impact of partnership working to inform improvement planning.
- The school is working to improve its capacity to identify and analyse trends in participation and achievement. A survey of S1 pupils has been carried out. Pupil support staff conduct interviews with young people to gather information about participation, interests and achievements. A merit system, awards events and social media are used to celebrate achievement. A recently appointed Officer is developing work to enhance accreditation and certification of achievement. These developments have the potential to enable the school to develop a clearer strategic approach to learner achievement. Staff recognise that, at this stage, the school does not have sufficient information to identify trends in achievement and evaluate impact but are taking steps to address this.

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

- There are positive relationships between teachers and young people, and amongst young people themselves, reflecting the school's values of care, fairness, respect and trust. Young people are positively engaged in their learning and benefit from the calm and purposeful ethos in lessons. They respond well to the many planned opportunities to work on challenging and motivating activities in pairs and in groups, which ensure they are active and independent in their learning. They show good skills in self and peer-assessment, which ensure they are developing a good understanding of their strengths and next steps in learning. They have good opportunities to use digital technology to support their learning. The senior team is strongly committed to ensuring that all young people continue to benefit from such high-quality learning experiences.
- Features of a few outstanding lessons include: teachers' skilled questioning which supports young people in developing higher order thinking skills; highly creative practical activities which enthuse children in their learning and help them understand complex systems; imaginative approaches to supporting extended writing; and engaging young people requiring additional support through use of relevant texts. Almost all young people are fully engaged and motivated in these lessons. The school would benefit from sharing this good practice regularly across the school.
- In most lessons, teachers plan carefully to meet young people's needs. Teachers show good skills in classroom management. A minority of lessons are overly teacher-directed and, as a result, young people are too passive in their learning, or the pace of learning is too slow and lacks challenge. In a minority of lessons, the activities need to be better structured to meet young people's needs and ensure they make suitable progress.
- Young people have a range of opportunities to give feedback on their learning experiences, both at whole-school and faculty level. These inform teachers' professional discussion and reflection about learning and teaching across the school and provide a baseline for evaluating further improvement. There is scope for young people to develop their skills further in talking about their learning, and for those from S1 to S3, to have a greater awareness of the progress they are making within their learning.
- The Teaching and Learning Improvement Group worked with staff to create the school's Framework for Effective Learning and Teaching, which aims to ensure a shared understanding across the school of what represents good practice. This has supported a programme of observation of learning and teaching. The Framework has recently been updated with a concise set of 'observer notes'. Group members want to ensure more two-way professional dialogue and reflection during and after lesson observations, and to involve more teachers through a 'learning rounds' approach. Teachers have visited other schools to observe good

practice in this area. A digital 'teacher toolkit' has been created which provides staff with a range of helpful and easily-accessible guidance. Members of the Teaching and Learning Improvement Group talk positively about their work and show strong commitment to ensuring consistently high-quality learning and teaching across the school.

- From S1 to S3, faculties adopt a range of approaches to assessment to ensure young people have good opportunities to demonstrate their learning. Benchmarks are helping staff make more focussed assessment judgements about young people's progress. At the senior phase, teachers are giving careful consideration to the SCQF levels at which young people are presented for National Qualifications, taking account of national advice. A range of moderation activities take place at cluster and whole-school level. Young people in S3 have recently completed the new Scottish National Standardised Assessments, and staff are starting to use the information obtained to inform their judgement of achievement of a Curriculum for Excellence (CfE) level and to ensure effective transitions into the senior phase. Drawing on the experience of national Quality Assurance and Moderation Support Officer (QAMSO) events, a next step for the school will be to take account of Education Scotland's Moderation Cycle to support effective approaches to assessment and moderation across the school.
- The school is developing systems for tracking and monitoring young people's progress at all stages. Teachers enter assessment information at agreed points in the course of the session. There is scope for the school to ensure more consistent approaches to moderation prior to the entry of assessment information into the tracking system. This will ensure more valid and reliable assessment information is available to support improvement across the school.

## 2.2 Curriculum: Learning pathways

- All staff are aware of the need to provide progressive learning pathways for young people and are seeking, on an on-going basis, to enrich the curriculum which they offer.
- The curriculum provides young people with a broad learning experience from S1 to S3. At S1 and S2, almost all young people are engaging in learning at third curriculum level. At S3, most young people are beginning to specialise at fourth curriculum level in almost all curriculum areas.
- Staff should continue to evaluate the BGE curriculum to ensure it continues to provide all young people with the entitlement to a broad curriculum from S1-S3, and appropriate learning pathways to help to raise attainment and achievement. They should also continue to explore curricular opportunities for on-going inter-disciplinary learning, to help young people to consolidate their learning across subjects and apply their learning in new and unfamiliar contexts.
- As young people progress through the school, they are able to exercise choice in their curriculum. At S3, young people undertake a number of subjects (English, Maths, RME and health and wellbeing) and select six additional subjects. One of these must be either French or Spanish, or a 'Languages for Life' course
- At S4, young people undertake a number of core subjects (English, Maths, RME and health and wellbeing) and select five additional subjects. Positively, the school is beginning to introduce courses that are vocational in nature, such as Retail, Early Education and Childcare and Construction. It is also offering young people the option to work with the Prince's Trust. At S4, young people can now elect to study two languages. This is a recent addition to the curriculum in response to demand.
- In the main, young people at S5 undertake five subjects and young people at S6 undertake four subjects. The school is seeking to broaden the options for the senior curriculum to meet the needs of more young people, particularly those who wish to go into work, further training, further education or apprenticeships. There is scope for this to be developed further. The senior curriculum includes optional half-courses at SCQF levels 4 and 5. These include SFA Refereeing, work with the Princes Trust, Sports Leadership and Travel and Tourism. These courses provide young people with different knowledge and skills, which they appreciate. Additionally, the curriculum provides opportunities for young people to undertake courses at West College Scotland and also Foundation Apprenticeships. The uptake of Foundation Apprenticeships has been very limited so far. The school offers a wide range of Advanced Highers.
- For young people with barriers to learning they have an appropriate bespoke curriculum. In particular, those who have been identified as being at risk of not securing a positive destination are being well supported. Commendably, a few young people at S4/5 have participated in college taster courses at West College Scotland and a few, from S2 onwards, have attended university taster courses.

- The majority of young people say they are given good advice when making choices about taking subjects that are right for them. However, a few young people would like to receive increased support, particularly when choosing subjects at S4, S5 and S6. Staff need to work more closely and consistently with all young people to help them to choose subjects which align with their aspirations and individual learning pathways.
- At S4, some young people studying SCQF level 5 fail to achieve the course award. Repeating learning the following year does not offer motivating or progressive learning experiences. A few young people say the S6 curriculum could also be more flexible to allow them to continue to undertake learning which is aligned appropriately to their learning pathways and aspirations. This may include broader opportunities, for example work placements.
- Senior staff are currently reviewing the learning pathways offer for S3. Staff should make sure that the pathways offered link well with the principles of CfE, ensuring appropriate breadth and depth of learning. Young people should not be matched into a specific pathway too early, at the risk of limiting choices and flexibility.
- Provision is made for all young people from S1 to S6 to experience RME. Commendably, all young people at S4 have the opportunity to achieve an SCQF level 4 or 5 or better in Morality and Belief. The school should maintain an overview of provision in S5 and S6.
- Due to staffing difficulties, the school is offering non-specialist provision for young people at S1 and S2 to experience aspects of craft which are linked to Home Economics. The school should keep this practice under review, to ensure that all young people's learning is appropriate and the curriculum is closely aligned to experiences and outcomes within the BGE.
- An effective Literacy Across Learning Group ensures that young people have good opportunities to develop their literacy skills across subjects. There are some good examples of young people developing literacy skills in, for example, science and mathematics. Building on this success, the focus is now on reading for enjoyment, and effective use of the library by all faculties to encourage a culture of reading amongst all young people. The school's commitment to reading is reflected in its involvement in the pilot of the First Minister's Reading Challenge in secondary schools. The school librarian plays a lead role in offering a range of exciting opportunities such as author visits, an Advent 'gift of reading' initiative and a book club, in partnership with the local bookshop.
- The school is working to develop a shared understanding of numeracy as a responsibility for all through staff CPD sessions on numeracy. Faculty meetings with a focus on numeracy contribute to strategies within the school's Teacher's Toolkit. This will be supplemented by a series of videos to support a more consistent approach to the whole school delivery of numeracy. All young people in S1 and S2 have an allocated numeracy period, which is having a positive impact on the development of young people's numeracy skills. The school should continue with its plans for whole school and cluster moderation of the National Benchmarks and consider how they will evaluate the impact of whole school activity in numeracy.

## 2.7 Partnerships: Impact on learners – parental engagement

See Choice QI

## 2.1 Safeguarding

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

### 3.1 Ensuring wellbeing, equality and inclusion **very good**

This indicator focuses on the impact of the school's approach to wellbeing, which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is clear evidence of a shared understanding and commitment to promoting positive relationships by almost all members of the school community. This underpins school improvements and is central to the work and life of the school in establishing high aspirations, expectations and high quality support for all young people. The school strives to achieve a zero exclusion rate, as a result young people feel included in school and benefit from opportunities to learn and achieve.
- Very positive relationships between almost all young people and staff are evident in classrooms and social spaces. Young people confirm that they have a key adult in the school that they trust and can turn to when needed. A highly supportive and nurturing environment has been created within the suite of accommodation in the pupil support area. Young people enjoy learning and socialising in these spaces, and having access to the breakfast club and range of lunchtime activities. This enhances their physical, social and emotional wellbeing and feelings of belonging and security in school.
- The work of the Nurture Strategy Improvement Group continues to streamline and implement its five-year plan for the school community. Supported by key partners such as the Educational Psychologist they have trained all teaching and support staff in an understanding that 'all behaviour is communication'. This has effectively supported the high standard of pupil-teacher relationships evident across the school and a very high level of commitment by all staff that everyone has a role in supporting the wellbeing of every young person. As a result almost all young people are very positive about the respectful manner in which they are treated and the open door approach from teachers and support staff.
- Across the school good use is being made of the range of wellbeing indicators to identify support for young people and improve their learning experiences. All young people complete a termly health and wellbeing check-in using the language of the wellbeing indicators. Pupil Support Teachers and Depute Head Teachers monitor the progress of young people very carefully through weekly caseload catch-ups and monthly meetings with partners. They make very good use of this data to consistently identify specific interventions to support young people's learning and development and to ensure that barriers to participation as a result of socio-economic disadvantage are removed. As a result almost all young people feel listened to and confident that their individual needs and concerns are being addressed. The school should continue to review the impact of Personal and Social Education PSE and Health and Wellbeing programmes in line with the National Benchmarks to ensure young people experience a progressive and challenging health and wellbeing curriculum.

- Young people in the senior phase demonstrate leadership and citizenship skills in the variety of roles and responsibilities that they undertake across the school. These include the Mentors in Violence Prevention, Peer Pals, the Hearty Lives programme, paired reading and pupil leadership roles such as Prefects. Those involved in the Mentors in Violence Prevention initiative are making significant contributions to the personal and social development of their peers through delivering lessons as part of the PSE programme. Young people in the senior phase speak very positively about the impact of the school's work in achieving the Rights Respecting School award at silver level, involvement as Sports Leaders, Renfrewshire School of Sport Education and volunteering opportunities. All young people in S3 are beginning to develop leadership skills through taking part in the Youth Philanthropy Initiative. The school should now consider how to further develop leadership opportunities for young people across S1-S3.
- The school has developed very positive relationships with a range of partners to support the learning and wellbeing of all young people. These partners speak very positively about their respective roles and feel valued and included in the life and work of the school. They describe the school as flexible, creative and solution focussed. This supports an inclusive and collaborative approach to meeting their needs and removing barriers to their learning.
- In particular, the work of the Home-link service has had a significant impact on the progress and wellbeing of looked after young people who they target and monitor closely from primary school. The newly appointed Community Learning Officer is beginning to introduce a range of activities and programmes to widen learning and development opportunities for all young people. The school should continue to develop its strategic overview of the impact of the work of partners and identify opportunities for further accreditation to enhance the attainment and achievement of all young people.
- Very effective transition processes have been established by the Extended Pupil Support team in partnership with Home-link services, Key workers, and Inclusion and Transition teachers. Easter and summer programmes, the 'I'm a P7 Get Me Out of Here!' event and 'Get Ready For Change' workshops for parents are evaluated highly by young people and their families. As a result of engagement with these activities, young people and their parents feel more confident and better prepared for the transition to secondary school. A targeted group of young people benefit from follow up transition work in S1 through the Keystone project which further supports positive wellbeing and healthy lifestyles
- An extensive range of interventions are in place to support the wellbeing and learning needs of young people who require additional support. These include resilience and confidence groups, mindfulness training, individual support from Lifelink mentors and counsellors. Young people view these support mechanisms positively, feel they are giving them confidence and helping them to cope with problems and challenges that they face. The school should now ensure that targets in all support plans are specific and measurable to support more effective evaluation of the impact of interventions for young people with barriers to learning.
- The development of the Equalities/Anti-bullying policy and the extensive work related to the achievement of the Rights Respecting School (silver award) has impacted positively on the ethos and culture of the school. The school values diversity and is committed to ensuring equality and inclusion of all. Learning related to equality and diversity is a feature of courses and programmes across all faculty areas. Overall, young people feel they are treated fairly, respected and listened to by others. They value difference and are encouraged to challenge any form of discrimination.

## 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
- equality for all learners

### Attainment in literacy and numeracy in the BGE

- The school provided data for young people's attainment in literacy and numeracy by the end of S3 for the latest two years. The data shows that the school considers that:
  - By June 2016, most young people had achieved third level of CfE in listening and talking, reading, and numeracy by the end of S3. The majority had achieved third CfE level by the end of S3 in writing. The school also reports that fewer than half had achieved fourth level in reading, writing, listening and talking and the majority had achieved fourth level in numeracy by the end of S3.
  - By June 2017, almost all young people had achieved third level of CfE in listening and talking, reading, writing and numeracy by the end of S3. The school also reports that a majority had achieved fourth level in reading, writing, listening and talking and numeracy also by the end of S3. All of the measures recorded for 2017 were an improvement on those recorded as being achieved by the previous S3 cohort of 2016.
- Teachers are increasingly using a range of assessment evidence, including results of standardised assessments and the National Benchmarks, to support professional judgement. Engaging in moderation activity is further supporting their understanding of the standards required to achieve a CfE level. The school reports increasing confidence in the reliability of its BGE data with time. This data will become even more reliable as teachers become more familiar with the National Benchmarks and engage in further moderation activity around literacy and numeracy

### Attainment in literacy and numeracy in the senior phase

- **Leavers:** Almost all young people have left school in the latest five years having achieved **literacy** at SCQF level 4 or better as part of a course award and in each of these years the school's performance in this measure has been either in line or significantly higher than the virtual comparator (VC) or national average (NA). The proportions attaining literacy at SCQF level 5 or better through units only and through the course award is improving in the school over the latest five years and overall has been in line with the VC. The proportions attaining literacy at SCQF level 6 has been in line with the VC in three out of the five latest five years and significantly lower than the VC in 2012/13 and 2015/16. Most young people who have left school in four of the latest five years have done so having achieved **numeracy** at SCQF level 4 or better through the course award. In the latest five years, this performance has mostly been in line with the VC NA and occasionally has been significantly higher. The

proportions attaining numeracy at SCQF level 5 or better through units only is showing significant improvement in the school over the latest five years, is significantly higher than the VC in latest two years and significantly higher than the NA in latest three years. The improvement in this measure is partly due in the latest two years to the school appropriately meeting the needs of a target group of young people largely studying at National 4 level but being appropriately challenged and achieving units at National 5 level. The proportions achieving numeracy at SCQF at level 5 or better through a course award is fluctuating over the latest five years and has been in line with the VC. The proportions achieving numeracy at SCQF at level 6 has been in line with the VC over the last five years.

### **Attainment in literacy and numeracy as young people move through the senior phase**

■ **In S4:** Almost all young people have achieved a **literacy** award at SCQF level 4 or better through a course award in four out of the latest five years. Proportions been in line with the VC and NA in most of the latest five years with the exception of 2012/13 and 2015/16 when they were significantly higher than the VC and NA. The proportion of young people achieving literacy at SCQF level 5 or better through a course award has been improving over the latest five years and has been in line with VC and NA. The proportions of young people who achieved **numeracy** at SCQF 4 or better and SCQF level 5 or better through a course award has overall been in line with the VC over the latest five years.

■ **By S5:** The proportions achieving **literacy** at SCQF level 5 or better through a course award and SCQF level 6 has been improving in the latest four years and has been in line with the VC with the exception of 2013/14 when it was significantly lower than the VC. The school has achieved its highest proportions out of the last five years for these two measures in the latest year. The proportions of young people achieving **numeracy** at SCQF level 5 or better through a course award has fluctuated over the latest five years and has been in line with VC and NA. The proportions of young people achieving numeracy at SCQF level 6 has been improving over the latest five years and in the latest two years has been significantly higher than the VC.

■ **By S6:** The proportions achieving **literacy** at SCQF level 5 or better through a course award and SCQF level 6 has been fluctuating in the latest five years and has been in line with the VC and NA. The school has achieved its highest proportions out of the last five years for these two measures in the latest year. The proportions of young people achieving **numeracy** at SCQF level 5 or better through a course award has fluctuated over the latest five years and has been in line with VC and NA. The proportions of young people achieving numeracy at SCQF level 6 has fluctuated over the latest five years and has been in line with VC and NA with the exception of the latest year where it is significantly higher than both.

### **Attainment over time**

■ **BGE:** The PT raising attainment has recently devised a whole school monitoring and tracking system, which will enable the collation of attainment data for cohorts as they move through the school from S1 to S3 across all curriculum areas. There is agreement with associated primary schools that this tracking system will be used across schools and will support continuity in learning. When embedded, it should enable progress of cohorts, groups and individuals to be better monitored and tracked on an on-going basis. It should also support the school in reducing any attainment gap, which it has identified between young people living with disadvantage and their peers. Senior managers, working with the PT raising attainment, recognise that building on the promising start further work will need to be done on this system to ensure it fully takes account of the findings of self-evaluation.

- **Leavers:** The attainment of young people as they leave school as shown by the complementary tariff score has been in line with the VC in three of the latest five years and significantly lower in two (2012/13 and 2015/16). The attainment of the lowest attaining 20% of leavers as shown by the complementary tariff score has been in line with the VC in three of the latest five years and significantly higher in two (2013/14 and 2014/15). The attainment of the middle attaining 60% of leavers as shown by the complementary tariff score has been in line with the VC in each of the latest five years. The attainment of the highest attaining 20% of leavers as shown by the complementary tariff score has been in line with the VC in two of the latest five years, significantly lower in two, (2014/15 and 2015/16) and significantly much lower in one (2012/13).
- **As young people move through the school:** The attainment of all young people in S4, S5 and S6, all based on S4 roll, and as shown by complementary tariff score has been in line with the VC in the latest five years. There are improving trends seen at S4, S5 and S6 in tariff scores over the latest five years. **In S4:** Fluctuating attainment is evident for the lowest attaining 20% in the latest five years. The attainment of the lowest attaining 20% has been in line with the VC in three out of the latest five years and significantly higher than the VC in two out of the latest five years (2013/14 and 2015/16). The attainment of the middle attaining 60% and highest attaining 20% groups is in line with the VC and showing improving trends over the latest five years. **By S5:** Fluctuating attainment is evident for the lowest attaining 20%, middle attaining 60% and highest attaining 20% groups in the latest five years. Attainment for all three groups has been almost always in line with the VC in the latest five years with the exception of the lowest attaining 20%, which was significantly higher than the VC in 2014/15 and of the highest attaining 20%, which was significantly lower than the VC in 2013/14. **By S6:** Fluctuating attainment is evident for the lowest attaining 20%, middle attaining 60% and highest attaining, 20% groups in the latest five years. Attainment for all three groups has been almost always in line with the VC in the latest five years with the exception of the lowest attaining 20%, which was significantly higher than the VC in 2012/13 and 2015/16 and of the highest attaining 20%, which was significantly lower than the VC in 2012/13 and 2014/15.

### Breadth and Depth

- **In S4:** Most or almost all young people have achieved one or more to five or more awards at SCQF level 4 or better in the latest five years. The proportions achieving five or more at SCQF 4 or better was significantly higher than the VC in 2013/14, 2014/15 and 2015/16. The proportion of young people achieving one or more to seven or more awards at SCQF level 5 or better at Grade C or better and A or better has overall been in line with the VC in the latest four years. Improving trends are evident over the latest five years at Grade C+ four or more and five or more and Grade A+ one or more and seven or more.
- **By S5:** The proportion of young people achieving one or more to five or more awards at SCQF level 6 or better at Grade C+ and Grade A+ has overall been in line with the VC. With a few exceptions, the school has achieved its highest proportions for young people achieving five or more awards at SCQF level 6 or better in the latest two years out of the last five-year period, although these proportions are still in line with the VC.

- **By S6:** The proportions achieving one or more to five or more awards at SCQF level 6 or better at Grade C+ and Grade A+ is overall in line with the VC. An improving trend is evident for one or more and four or more awards at 6C+ over the latest five years. Although performance in the latest year at SCQF level 6 was in line with the VC often the proportions achieved in the breadth and depth measures in this year were the highest noted out of the five-year period.

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

- Young people in the senior phase place a high value on the support they receive from teachers to take part in a wide range of lunchtime and after school clubs, groups and school trips. Some young people gain leadership skills through becoming class representatives, supporting peers, undertaking paired reading, mentoring and other volunteering opportunities. A number of choices are available in senior phase to enable young people to gain wider experiences and develop leadership. Young people with barriers to learning receive effective support through Pupil Support staff. Staff are working to improve overall analysis of participation across the school.
- There is considerable scope to increase the number of young people gaining accreditation through youth award programmes. Current numbers are low. The school is actively working to increase the range of accreditation opportunities for young people engaged in volunteering and taking part in sports and youth organisations. Saltire Awards have very recently been introduced to provide opportunities for accreditation of volunteering. The school is building on its work to celebrate achievement through assemblies, award presentations, the introduction of a new merit system and regular use of social media. Staff are aware that they now need to collate data of learner achievement.
- There are good opportunities for those young people in S4 - S6 to take on responsibilities for improving aspects of school life for themselves and their peers. They are gaining experience of working with others, improving their communication skills, gaining skills, which will support their potential career choices, and building better relationships across and within year groups. The school recognises the need to develop equal opportunities for those young people in S1 to S3 capitalising on the skills and experiences they have developed in primary school and their interests outwith school.

### **Equity for all learners**

#### **Attainment versus deprivation**

- **Leavers:** Almost 25% of young people living in SIMD 4 have achieved either significantly higher or much higher, when compared nationally to similar young people in three out of the last five years.
- **As young people move through school: In S4:** Almost 65% of young people living in SIMD 1-6 have achieved either significantly higher or sometimes much higher when compared nationally to similar young people in just over half of the occasions in the latest five years.
- **By S5 and by S6:** The proportion of young people who live in SIMD 4 have achieved either significantly higher or much higher when compared nationally, in four and three out of five of the latest five years respectively.

- **Exclusion levels:** The school is committed to inclusion as demonstrated by its significant reduction in exclusion levels in recent years. The school attributes its significant decline in the most recent years to a changing culture, staff training in restorative approaches and alternative approaches to exclusion.
- **Positive Destinations:** Almost all young people have left school for a positive destination in four out of the latest five years. In the latest year the proportion of young people leaving school for a positive destination is significantly higher than the VC having been significantly lower than the VC the previous year. **Staying on rates:** Almost all young people have stayed on at school from S4 to S5 in the latest five years and the proportions have been significantly higher than the VC and NA in the latest two years. The proportion of the S4 roll moving from S5 to S6 has been significantly higher than the VC in three out of the latest five years. The proportion of the S4 roll moving from S5 to Higher Education has been significantly higher than the VC and NA in three out of the latest five years. Almost all young people have moved on to a positive destination following S5 in the latest five years.
- In 2014/15 and 2015/16 young people in S6 had taken substantially fewer courses in S6 than their peers nationally. Staff have taken steps to maximise life chances for young people on leaving school. As a result, in 2017, 41% of S6 pupils at Renfrew HS took four courses compared to 38% nationally.
- PEF funding is being used to take forward the range of strategies proposed in the PEF plan. A governance board including staff, parents and pupils is soon to review the impact of the PEF plan. Currently, there is evidence of a few of the actions having a positive impact such as a reduction in behaviour referrals. It is unclear how some of the other strategies are going to be evaluated.

## Setting choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
  - Collaborative Learning and Improvement
  - Impact on Learners.
- 
- The school expresses its intentions for partnership working through the aim of '*nurturing positive relationships and effective partnerships*'. All partners demonstrate high levels of commitment to improving outcomes for learners within this aim. They understand the local community context well and offer positive learning experiences from a local and regional perspective. There is scope now to make sure that partnership working is fully included in the overall aims of the school, in order to embed joint working and shared learning.
  - The school has an active Parent Council. The Chair of the Parent Council values the way in which senior leaders support and work with the Council and consult them regularly about proposed school improvements. There is scope for the school to work more closely with the Parent Council to develop communication strategies. These should enable the Council to share their work more regularly with the wider parent body, and for the views of all parents to feed into the Council more easily.
  - Most parents who responded to a pre-inspection questionnaire say they receive helpful, regular feedback about how their child is learning. The majority of parents say the information they receive about how their child is doing reaches them at the right time. The majority of parents say they get advice on how to support their child's learning at home, although a few say they would like this to be enhanced. They acknowledge the school's use of social media and the school website to provide support for them. They also recognise the ways in which the school is trying to improve communication with them. Less than half of parents say the school takes their views into account when making changes. Additionally, less than half say the school organises activities where they can learn with their child. There is considerable scope for the school to improve its practice in these areas.
  - The school communicates well with parents in relation to the primary-secondary transition. Open evenings are held which provide support for young people and their parents. The school also involves parents fully in curriculum information evenings. Almost all parents who responded to a recent school evaluation say these assist them to support their child in their subject/careers choices. However, they would like more information on apprenticeship opportunities, as well as the school's partnership links with businesses. The majority of parents say young people are well-supported to make choices about taking the subjects that are right for them.
  - The Home-Link service is highly valued by parents, as well as associated primary school headteachers and staff. The staff communicate very well with parents and families, intervening as appropriate in providing targeted support for young people.

- The 2017-18 School improvement Plan (SIP) identifies broad, high level actions relating to the development of employability skills. However, the arrangements for implementing and measuring these actions are not sufficiently clear. It is not yet clear how partnership arrangements contribute to the SIP, particularly in relation to enriching the curriculum offer and vocational pathways. Currently, there are 35% of pupils registered on My World of Work, the national average for registrations is 42% and the SDS overall target is 75% or above. Learners should now engage more routinely with My World of Work website as a resource to help develop their career management skills.
- Senior leaders have negotiated a comprehensive partnership agreement for their work with Skills Development Scotland (SDS). The school and SDS work well together to identify pupils most at risk and they target services and resources appropriately. The staff work effectively with the local college to plan and support vocational learning pathways based on local labour market intelligence. However in the past year, there has been a significant drop in the number of learners engaging with these opportunities.
- The school has developed effective partnerships with local employers and agencies. Learners across all year groups engage well with these partnership initiatives to help build their confidence and employability skills. The local college, SDS, businesses and employers engage regularly and effectively with the school to promote their partnership offer. All partners are enthusiastic about their relationship with the school. There would be benefit in linking work with partners more closely to areas of the curriculum.

### Context of the Flexible Learning Renfrew

Renfrewshire Children's Services recently reviewed how they make provision for the most vulnerable young people. As a result, the newly formed Flexible Learning Renfrew (FLR) opened in August 2017. Young people are placed in the provision following a decision by Renfrewshire's Early Prevention Group that their needs would best be met in FLR. Whilst attending FLR all young people remain on the roll of their local mainstream school. Young people travel by taxi from the north and west of Renfrewshire, which is outside of the school's catchment area. At the time of inspection, 14 young people ranging from SI to S4, with social, emotional and behavioural needs, accessed the service on a part-time or full-time placement. There have been significant staff shortages and staff absence since the provision opened which have been addressed recently.

#### QI 1.3 Leadership of change

- Senior leaders have successfully led the establishment of the FLR as part of Renfrew High School. They have a clear vision for the provision which is that their approaches should be nurturing, restorative and inclusive. There is scope to develop further the roles of the headteacher and flexible learning coordinator to provide greater clarity of leadership in the FLR.
- A highly motivated team of staff lead by the very effective principal teacher (PT) are fully involved in self-evaluation processes in the school. Building on this, the PT has recently developed a calendar to outline QA processes across the year in the FLR. The FLR improvement plan is derived from the school's plan. It identifies the need to improve further young people's attainment in literacy and English, numeracy and mathematics and health and wellbeing.
- Staff are provided with opportunities to lead initiatives and the pace of change is effectively led and managed. For example, staff are leading on a health and wellbeing programme 'Know yourself' and teachers are engaging in professional enquiry about the use of feedback. Staff are at the early stage of developing a robust tracking system in literacy and English, numeracy and mathematics and health and wellbeing and the assessment evidence is beginning to demonstrate young people's progress.
- All young people contribute positively, for most of the time, to the life of the FLR. Through enterprises such as the MacMillan coffee morning and a Christmas fayre they are developing important skills for life and work and recognising the contribution they can make to the lives of others. A few young people have leadership roles such as chairing the pupil council and managing the petty cash system.

### **QI 2.3 Learning, teaching and assessment**

- Young people benefit from a warm, nurturing ethos where they feel respected and valued. Staff know young people and their families very well and as a result, young people demonstrate trust and respect for staff and peers. Almost all young people are motivated and engaged in learning most of the time. Almost all lessons are calm and young people behave well. A few young people are building their capacity to focus on tasks for an increasing length of time. Suitable individualised approaches and learning activities meet the needs of young people very well. There is an appropriate balance between teacher led, individual and small group learning and the pace of learning is appropriate. Additional Support Need Assistants engage very well with children to develop their resilience in order to prepare them to be ready to learn.
- Lessons are differentiated to meet the needs of all learners and as a result, almost all are making good progress. They are provided with effective oral and written feedback, which is helping them to grow in confidence and feel proud of their achievements. Young people are beginning to recognise how to improve their work through effective self-assessment. Good use is made of learning contexts outside of the FLR such as museums, shops, leisure facilities and outdoor learning. Effective use of digital technology is supporting young people in their learning.
- Staff use a range of observations to assess learning but there is not yet a systematic approach to assessment. Individual Education Plans are in place but these are not yet focused on addressing young people's barriers to learning. There is a lack of clarity as to how assessments and individual targets relate to pupil progress. A coherent approach to planning learning, teaching and assessment is needed. This would enable more systematic tracking of attainment.

### **QI 3.1 Ensuring wellbeing, equality and inclusion**

- Staff treat young people with dignity and respect supporting them to develop as confident learners. Almost all young people are making appropriate progress in almost all aspects of their health and wellbeing. They tell us feel safe and secure and enjoy attending FLR. As a result, attendance is improving for most young people.
- Staffs build very effective relationships with parents and, as a result, know the young people and their families well. Pastoral care needs are managed sensitively. Individualised transition programmes have enabled young people new to the provision, to settle quickly.
- Staffs demonstrate a nurturing approach to wellbeing. They use the wellbeing indicators very well to support young people's understanding of risk and responsibilities that affect their learning. Child plans take appropriate account of the wellbeing indicators.
- All young people have effective age appropriate opportunities to learn about healthy lifestyles through access to, for example, swimming and active sports. School leaders and staff take due account of the legislative framework relating to young people's wellbeing and additional support needs.
- The provision is aware of the socioeconomic background of the community they serve. FLR take account of those young people who are care experienced to ensure that they make appropriate progress in learning.

### **QI 3.2 Raising attainment and achievement**

- The FLR is beginning to record achievement in literacy and English, numeracy and mathematics and health and wellbeing, based on professional judgements. Young people are praised and encouraged in their learning and as a result are growing in confidence and resilience. The provision is now well placed to develop a more robust tracking system in order to better track young people's attainment.

All young people in the BGE are working within third level of Café across all areas. There is scope to consider additional qualifications for personal achievement and development.

- The FLR is beginning to develop wider achievement opportunities through the Princes Trust and the Royal Horticultural Society. There is scope to develop wider achievements and in doing so introduce tracking processes which ensure equality of opportunity.

### **QI 2.2 Curriculum theme Learning pathways**

- There is not yet a whole school curriculum rationale to support young people as they progress through the Broad General Education. The leadership team should consider how best to support staff to develop appropriate curriculum pathways in order to support progression in learning.

### **Choice QI 2.7 Partnerships**

- Almost all parents and carers speak very highly of the difference that attending the provision has made to their children's lives. They feel that the school keeps them well informed and are confident that the school is able to support the wellbeing and learning potential of their children. Staff communicate in a variety of ways with parents, though telephone calls, meetings and reports. A few parents feel that the provision could do more to support them in understanding what their children are learning and how they could help their children to learn at home.

## Explanation of terms of quality

The following standard Education Scotland terms of quality 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.

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