

Summarised inspection findings

St Andrew's Academy

Renfrewshire Council

SEED No: 8629439

24 April 2018

School Name **St Andrew's Academy**
Council: **Renfrewshire Council**
SEED number: **8629439**
Roll (Sep 2016): **1,402**

Attendance is generally below the national average.

In February 2017, 17.5% of pupils were registered for free school meals.

In September 2016, 35% to 40% of pupils resided in the 20% most deprived data zones in Scotland.

In September 2016, the school reported that 24% of pupils had additional support needs.

Key contextual information

St Andrew's Academy is a six-year denominational school in Paisley.

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

- Catholic values are central to the ethos of the school and are reinforced regularly through the school prayer. The headteacher is currently working with focus groups of staff, young people and the Parent Council to review the school's vision and aims. This group also intends to draw together a set of values which will reflect the current context of the school and be meaningful for the school community. The aim is that young people will have ownership of these values through their involvement. The headteacher is leading this and has plans to consult more widely with staff, young people, the wider parent body, clergy and wider partners. This review is being carried out at the same time as a new positive behaviour policy is being developed. The new school values will be central to the policy. The school believes that this is an appropriate time for such developments to be taken forward as the culture of the school is now sufficiently advanced. For example, a significant proportion of staff have been trained in restorative approaches.
- Through analysing a range of data, staff are increasing their understanding of the social, economic and cultural context of the school. The school, through its matrix of young people's needs and its analysis of young people's attainment and achievement, has been reliably identifying any attainment gap existing for some learners. Staff demonstrate a commitment to ensuring inclusion and making sure that young people are provided with a wide range of opportunities to fulfil their aspirations and enable them to be successful both within and beyond school.
- The headteacher, having been in post for approximately four years, has high expectations of staff and young people. He leads by example. He provides strong leadership across the school and to the rest of the senior management team (SMT) which consists of 4.4 depute headteachers and an education support manager. The school community has confidence in the direction of travel. The SMT work well together and convey a consistency of message with regard to school improvement which staff find helpful.
- In consultation with staff, the headteacher and his management team have developed a school improvement plan (SIP) with over-arching improvement priorities. These priorities are aligned with the national priorities of the National Improvement Framework (NIF). Departmental improvement plans (DIPs) now follow a similar format. Staff report that the new format is less bureaucratic and that it is helping them understand the interconnectedness of their departmental work with the school, local and national work. At times, the key actions to achieve the over-arching priorities in both the SIP and DIPs could be aligned better to the results of self-evaluation. There needs to be clearer ways of

evaluating improvement priorities in some cases to ensure that they are having a positive impact on outcomes for young people.

- A range of opportunities exist for professional reflection to support the process of change. All staff engage in annual professional review and development. A few teachers are undertaking the 'Into Headship' programme, and many are engaging with Renfrewshire Council's professional learning opportunities, many of which link with improvement priorities in the SIP. Staff attending professional learning opportunities or serving, for example, as SQA markers, are expected and are keen to cascade their expertise to colleagues. Teachers engage well together across the school. Through collegiate working, they are sharing professional learning both formally and informally in a number of areas including using assessment to support learning and growth mindset.
- The school has correctly identified the need to develop a consistency of high quality learning and teaching. With this in mind it has started a popular programme of 'learning walks' involving peer-to-peer classroom visits. Teachers report that they are becoming more aware of a wider range of practice through participating in these 'learning walks'. The key messages from the classroom visits have been collated and the positive messages shared with staff. The results have not yet been used to develop a shared understanding of high-quality learning and teaching and the actions required to bring consistency across the school. Staff demonstrate a collective commitment to achieving the priorities for improvement. The highly collegiate nature of the staff group places the school in a favourable position to take this initiative forward successfully now. To support an outward-looking approach, practitioners are directed at times to professional reading related to priorities in the SIP. In addition, young people and teachers have visited other schools in Renfrewshire and beyond to share ideas and practice. A helpful next step to improve the consistency of high quality learning and teaching would be to use research and evidence-based learning to inform learning and teaching strategies. Middle managers and depute headteachers have a key role to play as they link with their departments in taking this forward. There are currently no priorities in the SIP directly relating to learning and teaching pedagogy. A whole school focus on learning and teaching would support improved consistency of high quality learning and teaching across the school.
- Leadership at all levels is encouraged across the school. Middle leaders and non-promoted staff undertake a range of activities to develop their leadership skills. These include, leading and contributing to working groups such as learning and behaviour, literacy, numeracy, recognising positive achievement and social media and communication. Middle managers and a few other members of staff apply their leaderships skills and support the strategic direction of the school by serving on the extended management team. A few take up opportunities to develop leadership skills through various shadowing opportunities to spend time with a colleague carrying out another role. Temporary leadership posts such as PT attainment, funded through the Scottish Attainment Challenge (SAC) or project leader roles, have been created to take forward key areas which are linked to priorities in the SIP. The project leaders' work is being evaluated on an ongoing basis and is having an impact in areas such as improving aspects of wellbeing for a group of identified young people. Other teachers are also making a valuable contribution to school improvement through taking a lead in areas such as interdisciplinary learning and science, technology, engineering and mathematics (STEM). This collaborative approach is helping to ensure that staff have an understanding of the school's over-arching approach to change.

- Young people are encouraged to take on leadership opportunities in a variety of ways. This includes through the pupil council, pupil senate, or student leadership team. Young people are playing a key role in developing the new promoting positive behaviour policy. More recently a group of young people at S6 in the Learning to Learn (L2L) committee have commendably created a valued study guide for pupils.
- As the school continues to develop its approaches to school improvement, there is scope to involve young people, parents and partners further in shaping school improvement.
- Staff are appreciative of the headteacher's drive to secure additional resources, staffing and funding whenever possible. They appreciate his consultative approach. For example, they were consulted on the decision-making processes around the allocation of the Pupil Equity Fund (PEF) and changes were made to the plans as a result of their input. The school can identify how it will evaluate the impact of some of the measures of the PEF on young people's development in literacy, numeracy and health and wellbeing. It should ensure that it puts in place methods to evaluate the impact of all of the measures.
- Senior managers have ensured that the school is data rich. The headteacher's analysis of statistical data is detailed and well-focused on closing any attainment gap. The information is clearly communicated to staff. In turn, staff are well supported to carry out their own rigorous analysis of their departmental statistical data of performance at the senior phase. The school has very successfully raised the attainment and achievement of young people in the senior phase in recent years. For example, it has successfully reduced the attainment gap as shown by the proportions of awards in literacy and numeracy at all stages and at almost all SCQF levels of young people living in disadvantage and their peers. The school is well-placed now to extend these approaches to collecting, analysing and using data at the broad general education (BGE) to ensure appropriate pace and challenge in young people's learning. Other notable improvements have been the increased opportunities for young people to achieve at the senior phase, opening up a range of learning pathways to them. The school has developed a range of social media communication channels to engage with young people and stakeholders. Well-maintained and accessible information on the website, school app and social media platforms provides news and learning materials which support stakeholders well. These mechanisms support interaction with the school and strengthen the sense of community.
- The school works well with Skills Development Scotland (SDS), college, university and local authority partners to ensure a wide range of options are available in the senior phase. Formal evaluations of work with key partners are supported by useful informal feedback, and provision is adjusted each year to accommodate the needs of learners.
- The School Partnership Agreement with SDS is a useful and live document with challenging and detailed activities and outcomes. These are delivered well, and through genuine partnership with school and SDS staff. The career provision is well planned to ensure all young people are well served, and that they are all aware of the wide range of learning and career options available to them.
- The school has responded well to the priorities of the Developing the Young Workforce (DYW) programme, and has an internal working group who help support positive change. It works well with departments to initiate and coordinate good practice, and have helped encourage a real and regular focus on career planning. Labour market information is used

widely by the school to help young people make informed decisions about career choice on leaving school.

- There is limited engagement with businesses or employers beyond providing work placement opportunities. The few employers who work with the school contribute well to the employability of young people, but there are relatively few engagements where employers help with career decisions, job applications or interview preparation.
- The school involves a good range of community partners to help improve outcomes for young people. Partners are positive about engagement with the school. They feel well informed and involved in planning at individual and department level. However, there is a need now to involve partners in whole school planning and self-evaluation.

2.3 Learning, teaching and assessment

good

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

- The school has a nurturing ethos and staff are highly committed to delivering positive outcomes for all young people. Overall, young people benefit from positive relationships with their teachers. In focus groups, young people talk about being encouraged by all staff to do their best and feeling well supported. They describe a real celebration of their successes and achievements. Most young people talk with pride about their school and what they can achieve if they work hard and take advantage of the opportunities available.
- Most young people are engaged, motivated and well behaved. They engage positively when learning activities are planned well and matched appropriately to their needs. In most lessons, young people have a clear understanding of the purpose of their learning and what is expected of them. Success criteria and learning intentions are shared in almost all lessons. However, the quality and impact of this is variable. In the BGE in particular, there is scope for young people to be more involved in reflecting on their learning and what they need to do to improve.
- Young people appreciate the opportunities for wider achievement and out-of-class learning. In focus groups, young people welcome the range of clubs, activities and trips on offer. They also speak highly about out-of-class learning, including additional supported study. Young people believe these experiences have helped them to grow in confidence and develop skills such as public speaking and team work. The school's L2L initiative is broadening young people's understanding of revision strategies.
- Staff seek the views of young people on a whole school basis through house councils and the pupil senate. Evidence gathered in the course of the inspection indicates that the majority of young people feel that the school listens to their views. There is scope to ensure a clearer understanding of how their views are being taken into account in shaping the life of the school.
- In most lessons observed, teachers delivered well-structured lessons on a whole class basis, with clear explanations and instructions. Teacher presentations were enhanced by visual resources displayed on the interactive whiteboards. However, the majority of lessons are overly teacher-led with limited scope to meet learner needs and interests. In most classes, assessment approaches are used to manage the pace of learning and gauge knowledge and understanding. However, there is a need to ensure that classroom activities and the pace of learning are appropriately matched to the needs of young people. In a few instances, this has resulted in a lack of engagement and disruptive behaviour. In

a minority of lessons, teachers are extending the depth of learning and critical thinking through higher order questioning.

- There is a need to ensure that the school develops existing good practices to open up more opportunities for independent learning and ensure young people are more appropriately challenged in their learning. Staff should continue to develop their approaches to differentiation. Young people would benefit from more opportunities to lead learning and exercise choice. There is scope to develop the use of digital technology in lessons to enhance learning.
- The school has identified the need to support young people in the articulation of skills for learning, life and work. Plans are already in place to develop a 'Skills Matrix' and for young people to build a personal skills profile on My World of Work (MyWOW), linked to their learning in curriculum areas.
- Across the curriculum, a range of assessment approaches are being used effectively to capture the progress being made by learners. In the BGE, this could be developed further to ensure assessment evidence is robust and reliable and demonstrates breadth, challenge and application of learning.
- In most lessons in the senior phase, young people receive helpful feedback on their learning through target sheets and learning conversations. Overall, good use is made of assessment standards from National Qualifications to support young people to self-assess and benchmark their work. This is helping them to identify what they need to do to improve. In the BGE, feedback is limited and young people do not have a robust understanding of what they need to do to make progress. There is scope to improve the consistency of correction and formative comment. This will support young people to develop a greater awareness of themselves as learners and, through identifying next steps, encourage them to accept greater responsibility for their own learning. Young people would benefit from having a clearer understanding of the skills they are developing through their learning and how to build on them.
- Across curriculum areas, teachers are developing their confidence in their use of the National Benchmarks. This is being supported through planned moderation of young people's work. As agreed, teachers should continue to engage further with the National Benchmarks. There is evidence of developing practice in the BGE where departments are revisiting their courses to reflect national standards. This, however, is not yet consistent. There is scope to develop further the use of assessment in planning learning in a way that ensures appropriate levels of challenge for all.
- The school has already signalled its plans to develop its BGE tracking systems to take account of the National Benchmarks and the Scottish National Standardised Assessment data. In the BGE, the school is developing its arrangements to track young people across a range of measures. This is allowing the school to filter information to take account of personal circumstances. Young people's attendance, effort, behaviour and progress are recorded through two tracking reports and a full report. Concerns highlighted are being addressed through a range of school strategies.
- Robust arrangements are in place to track the progress of young people in the senior phase. Most young people are aware of their working grade as well an aspirational target, agreed with the school, for each course of study. Most young people have a clear understanding of

what is being expected of them and, where appropriate, what they need to do to improve. An advanced mentoring programme is in place to support learners in the senior phase, with more specialised interventions being offered through the Don Bosco wellbeing base. Identified young people are offered additional support through agreed targets and reviews, advice on study skills and flexible arrangements to catch up. This having an impact on improving young people's attainment in National Qualifications. Young people appreciate the advice and support which they are receiving.

- Almost all young people facing barriers to their learning, including the impact of socio-economic disadvantage, are being effectively identified and supported through a range of interventions. This tracking is particularly effective in the senior phase. The school's tracking of participation in out-of-class events is being used to work towards equity of access for all young people.

2.2 Curriculum: Learning Pathways

- In S1 to S3, young people experience learning in all curricular areas. In S1 and S2, progressive courses are planned using the experiences and outcomes. At S3, young people begin to specialise through subject choices while maintaining learning in all eight curriculum areas. These arrangements are extending young people's learning at S3 beyond third level in specific subjects of their choice. There remains sufficient flexibility to choose different options in S4. Some young people would benefit from the opportunity to consolidate their learning at third level in S3 before progressing beyond this. The school should ensure that young people receive their entitlement to learning across all experiences and outcomes in all curricular areas in the BGE. In particular, the school should consider how they will ensure the delivery of the 1+2 languages policy.
- Learning pathways in the senior phase provide a wide range of courses and SCQF levels. Young people have access to a range of learning opportunities in school, within other schools and through college and other partners. Many young people take advantage of these opportunities and progress well in their learning. Senior leaders are continuing to keep the curriculum under review to ensure it meets the needs of all young people. The school should continue to monitor the experiences of young people as they move from S3 to S4 to ensure that pathways to National Qualifications take full account of prior levels of attainment.
- Young people in the Don Bosco wellbeing base benefit from learning pathways designed to meet their needs. They achieve well through Forrest Schools and the Young Enterprise Scotland (YES) Academy. A few are gaining Duke of Edinburgh's, John Muir and Saltire awards. Young people successfully progress through programmes and exclusion rates are low. The Junior Pathways Programme provides young people with an alternative pathway that links well to employment opportunities, for example, in fitness coaching, construction and hairdressing.
- The school is continuing to develop a shared understanding of literacy and numeracy as a responsibility for all across the curriculum. There are active literacy and numeracy committees who are involved in the creation of resources to support staff and learners. The school should continue to move forward with its plans to develop a consistent approach to developing literacy and numeracy skills across the curriculum with confidence. The school is aware that developing a shared understanding of health and wellbeing as a responsibility for all is at the early stages of development.
- The school has responded well to the priorities of DYW supported by their internal working group. Good quality careers support, a wide range of vocational routes including Foundation Apprenticeships, and a strong focus on positive destinations are leading to positive outcomes for senior phase learners. Work experience opportunities also work well for almost all learners although greater involvement of business partners as visitors, mentors and advisors would be helpful in ensuring a stronger focus on vocational skills and the world of work.
- Staff work well in partnership to plan and support flexible learning pathways. High levels of engagement with the college ensure regularly revised and updated programmes are on offer, providing young people with a range of suitable opportunities. Arrangements with several universities have ensured constructive and helpful taster opportunities which are

helping prepare young people to progress. However, there is limited use of business partners in the planning or delivery of the curriculum, or to support work on employability.

- SDS, college and university involvement in parent evenings and developing briefing materials has encouraged and underpinned well-informed parental support. The school has ensured staff awareness of the Careers Education Standard through inputs from SDS partners. The widespread use of MyWOW has ensured that the main aspirations of the standards are met, and young people are being supported well in their career planning.
- The school has a work placement system in place, and it is used well by almost all young people who have helpful placement experiences. While the work placement programme is well-structured and includes a level of planning and reflection, young people do not always get the full benefits of a useful work placement. The school should further develop its planning to ensure placements are more tailored to the needs of young people and more consistent with the good practice highlighted within the Work Placement Standard.

2.7 Partnerships: Impact on learners - Parental Engagement

- The school uses a wide range of methods to communicate with parents to good effect such as the school website, social media and the school app. The school's increasing use of social media is encouraging more parents to engage with their child's education. Most parents who responded to the pre-inspection questionnaires felt that communication was timely.
- Parents are encouraged to attend information sessions led by the school and parental contact evenings which are well attended. Parental comments after these events are positive overall. There is scope to use these opportunities further to elicit parental views on a wider range of issues affecting the school.
- The school recognises that there is scope to increase parental engagement with their child's learning and is proactively communicating with those parents who are unable to attend learning events. As planned, the school should continue to develop departmental home-school learning resources to increase parental awareness of ways they can support their child's learning.
- The active Parent Council has been consulted on the school improvement plan and is engaging with the school in developing the vision, values and aims and a new learning and behaviour policy. In order to share more information about the work of the school, a leaflet explaining the improvements planned by the school for the next session has been distributed to parents. The Parent Council is not fully representative of the diverse context of the school. Work should continue to encourage parents to become involved in the work of the Parent Council.

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

Evidence for 3.1 has been revised to take account of additional evidence submitted by the school.

- A caring and nurturing ethos is evident across the school community underpinned by strong Catholic values. The school prayer encourages hard work and being kind to others. It is said daily in class and reinforces the high expectations the school has for all its young people. Almost all parents and partners are highly positive about the caring and welcoming ethos and the resulting positive relationships which are central to St Andrew's Academy.
- The wellbeing of young people sits at the heart of the school and there is a strong commitment to improving outcomes for all young people. Pupil support staff have a good understanding of the wellbeing indicators and use these in planning support for young people. Young people talk confidently about keeping themselves safe, fairness and their own wellbeing. The pastoral care team have high expectations for the care and welfare of the young people in their caseload. They work very well as a team and blend their experiences and skills to make sure there is a consistent approach to the delivery of pupil support across the house groups. Staff across the school understand their responsibility to monitor young people's wellbeing and raise wellbeing concerns with the pastoral team as appropriate. As a result, most young people feel safe and cared for in school and feel that there is someone they can talk to if they have concerns.
- There is a strong focus on developing young people's health and wellbeing through the weekly 'personal learning' period in S1 to S3. Learning includes personal safety, children's rights, identity, discrimination and anti-bullying. This is supporting young people to develop the knowledge, understanding and skills they need for their physical, mental and emotional wellbeing. As the school takes forward its plans to revise the personal and social education (PSE) programme to ensure it is progressive and relevant, staff should make use of the Health and Wellbeing Benchmarks. The 'Hearty Lives' programme is well targeted at groups of young people and is supporting them to be healthier, active and promoting personal achievement. It is also providing good opportunities for young people to support their peers and develop leadership skills, for example, through buddying or the work to create a study skills pack for their peers.
- The school has a number of appropriate improvement priorities that relate to health and wellbeing. Senior staff should develop a clear and coherent strategic overview of this work. This would clarify how work across all areas of learning is leading to identifiable improvements in the wellbeing of young people. There should be a continued focus on

developing staff's understanding of the wellbeing needs specific to the young people of St Andrew's Academy.

- The school has developed positive and productive partnerships to support young people requiring additional support. These partners speak very positively about their role within the school community, feeling valued and included in the life of the school. The school 'Extended Support Team' (EST) offer an effective mechanism for linking with partners and the focus of their work is targeted directly at supporting young people. For example, partnership work with Barnardo's is supporting children's advocacy and has had a positive impact on the engagement and achievement of a number of young people.
- The school offers highly effective support facilities, which include the Don Bosco wellbeing base, support for learning base and the Home Link Service where high quality support is provided and tailored to meet individual needs. This is leading to young people with diverse needs feeling well supported to learn and achieve. Staff within the support bases offer provision across the school day. Young people are benefitting from the welcoming, safe environment which these areas provide. The work of the wellbeing and support for learning bases is promoting a sense of inclusion and resulting in improved attendance, increased engagement in learning and improved levels of attainment for the young people who access them. The school's rigorous monitoring and tracking of the progress of young people facing additional challenges, such as care-experienced young people, is resulting in improved outcomes. Interventions and supports such as EST tutors and the mentoring programme are well targeted at young people.
- Staff within each support area have a good understanding of their roles and responsibilities within the pupil support structure. Senior staff recognise that there is now scope to ensure a clearer, more streamlined planning process that enables staff to assess and plan interventions to meet young people's needs in a coordinated and integrated way. The impact of specific interventions on learners could be monitored more closely to identify when more targeted action is required. This would enable resources to be used more effectively to support individual young people. Young people are able to self-refer to the support bases. This is enabling them to take more responsibility for their own wellbeing needs.
- Young people with additional support needs attain and achieve very well. However, there is a need to ensure that all young people with identifiable needs are assessed for support plans using the local authority staged intervention process. A few young people who may require additional support would benefit from an appropriate plan to help them progress in their learning. This includes young people who display challenging behaviour. The school should ensure that those young people who do require a plan have appropriate targets in place that are monitored regularly. Staff should consider how to engage young people and parents more purposefully in the planning and reviewing of targets.
- Almost all staff across the school are very supportive of all young people. Learners are appreciative of this and spoke about how hard staff work for them. The school is in the process of updating its policy on positive behaviour and learning and a significant proportion of staff have recently been trained in restorative approaches. Senior staff should continue to build on these approaches to further promote the school's expectations about inclusion and respect.

- There is a clear focus on developing respect, tolerance and understanding of the diverse school community. As a result, young people can talk about their understanding of discrimination and unfairness and the implications of these on others. A few young people expressed a desire to be more included in the life of the school. The school has a number of effective programmes in place that support inclusion and are developing young people's confidence. Staff should continue to work with young people to identify wellbeing needs that these programmes could address.
- Most young people feel that bullying is dealt with effectively. Almost all agree that there is someone they can go to if they feel upset or concerned about something. The school has recently revised its anti-bullying policy in consultation with Respect Me. Young people were actively involved in the development of the policy. It has a focus on developing respectful relationships and promoting the school values of respect, tolerance and inclusiveness. The school should continue to monitor the impact of this policy on young people's perceptions about bullying and the feelings of a few that they are not always treated fairly and with respect by other young people.
- The school needs to review the procedures for attendance anomalies to make sure they are followed up promptly, especially for vulnerable young people.
- The school catering provider was not able to demonstrate that all nutrient regulations are currently being met. In addition, a few food and drink standards for lunch and outwith lunch provision are not being met, for example, provision of drinks and savoury snacks that do not meet the specification. The school and catering service should work together to address these aspects and work with young people to look at suitable alternatives.

3.2 Raising attainment and achievement

very 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

BGE

- Over the past two years, the school reports that almost all young people have achieved the third Curriculum for Excellence level by the end of S3 in literacy and numeracy. A majority of young people achieved the fourth level.
- Staff in the English and Mathematics departments have identified a range of periodic assessment to support consistency in the robustness of their assessment data and have engaged in moderation activities at school level and at local authority level through subject networks. This is leading to more confident and reliable assessment judgements.

Senior phase

- Improving the number of young people leaving with an award in both literacy and numeracy has been a priority for the school. Literacy and numeracy as a combined measure has improved steadily over the latest three years at both SCQF level 4 or better and SCQF level 5 or better. At SCQF level 4 or better, performance has improved from significantly lower than the Virtual Comparator (VC) in 2013/14 to in line with the VC in 2015/16. At SCQF level 5 or better, it was significantly higher than the VC in 2015/16. In the latest year, almost all left with both literacy and numeracy at SCQF level 4 or better and most left with both literacy and numeracy at SCQF level 5 or better (less than half achieved this in 2011/12).

Attainment of young people in literacy by the time of leaving school:

- The percentage of young people attaining literacy at SCQF levels 3 or better, 4 or better and 5 or better has increased steadily from 2011/12 until 2015/16. Over the latest three years, attainment at these levels has been consistently above the VC, sometimes significantly higher. Performance at course level at SCQF level 4 or better shows the same steady improvement and has been significantly higher than the VC in two out of the latest three years. Performance at course level at SCQF level 5 or better and SCQF level 6 shows a significant improving trend with attainment at both levels above the VC in the latest three years. The percentage of young people achieving SCQF level 6 was significantly higher than the VC in 2014/15.

Attainment of young people in numeracy by the time of leaving school:

- The percentage of young people attaining numeracy at SCQF level 4 or better and 5 or better has improved significantly over the past five years. Performance compared to the VC has improved from below the VC, sometimes significantly lower, to, in the latest year, in line with the VC at SCQF level 4 or better, and significantly higher than the VC at SCQF level 5 or better. Performance at course level at SCQF level 4 or better shows a strong

improving trend and is broadly in line with the VC. The percentage of young people attaining numeracy at SCQF level 5 or better as part of a course has declined over the latest three years and in 2015/16 was significantly lower than the VC. The percentage of leavers attaining numeracy at SCQF level 6 has fluctuated but remained broadly in line with the VC over the past five years.

As young people move through the senior phase:

Literacy

- **In S4**, the percentage of young people attaining literacy at SCQF level 4 or better or level 5 or better shows an overall improving trend and has been often significantly higher or much higher than the VC. Performance at course level at SCQF level 4 or better and SCQF level 5 or better has been consistently above the VC, sometimes significantly higher. In the latest year, performance at SCQF level 4 or better at course level dipped but remained in line with the VC.
- **By S5**, the percentage of young people attaining at SCQF level 5 or better (course and award) and SCQF level 6 shows a strong improving trend and is often significantly higher than the VC, occasionally much higher.
- **By S6**, the school has improving trends across every measure and over the five-year period performance is strong in comparison to the VC. The percentage of young people attaining literacy at SCQF level 5 or better and SCQF level 6 is often significantly higher or much higher than the VC.

Numeracy

- **In S4**, the percentage of young people attaining numeracy at SCQF level 4 or better shows an overall improving trend and has been broadly in line with, occasionally significantly higher than, the VC. Although performance at SCQF level 5 or better shows strong, steady improvement over the five-year period and was significantly much higher than the VC in the latest two years, there is a decline in course level attainment at SCQF level 4 or better and SCQF level 5 or better over the past three years.
- **By S5**, the percentage of young people attaining at SCQF level 5 or better shows strong steady improvement and is often significantly higher or much higher than the VC. The percentage of young people attaining numeracy as part of a course at SCQF level 5 or better does not show the same improvement but remains broadly in line with the VC (which has declined over the five-year period). The percentage of young people attaining numeracy at SCQF level 6 shows improvement and is significantly higher than the VC in the latest two years.
- **By S6**, the school has improving trends across every measure and is significantly higher than the VC for the percentage of young people attaining numeracy as part of a course at SCQF level 4 or better, SCQF level 5 or better and SCQF level 6 in the latest year.

Attainment over time

BGE

- Progress over time in the BGE is tracked at department level. Staff use this to monitor progress and report to parents. Data shows that young people are making progress from prior levels of attainment.

- The school has plans to introduce a system to track progress of cohorts, individuals and groups of learners at whole school level. This will enable staff to analyse progress better and allow senior leaders to be more robust in demonstrating ongoing progress over time in the BGE. As the school begins to build a more comprehensive profile of young people's learning as they move through the BGE, there is scope to review the range of evidence currently being gathered in the individual curriculum areas. Robust data will support the school in measuring young people's attainment over time, as well as ensuring that information gathered is being used effectively to plan prompt interventions.

Senior phase

- **The average complementary tariff score for all leavers** has improved over the past five years. There was a decrease in the average complementary tariff score in the latest year although it remains broadly in line with the VC. The lowest attaining 20% and middle attaining 60% show the same pattern. The average complementary tariff scores for the highest attaining 20% are broadly in line with VC in the latest year but have declined relative to the VC from consistently above, sometimes significantly higher, over the previous four years.
- **At S4**, the average complementary tariff scores for the lowest attaining 20% and the middle attaining 60% show improvement over the five-year period and are sometimes significantly higher than the VC. The scores for the highest attaining 20% have remained broadly consistent and are in line with the VC.
- **By S5**, the same improving trends can be seen for the lowest attaining 20% and the middle attaining 60% which are generally above the VC. The scores for the highest attaining 20% has moved from significantly much higher than the VC to in line with the VC over the five-year period.
- **By S6**, the average complementary tariff scores have improved over the five-year period for the lowest attaining 20% and the middle attaining 60%. In the latest year, the scores for the middle attaining 60% are significantly higher than the VC. The scores for the highest attaining 20% are often significantly higher than the VC.

Breadth and Depth

- **At S4** - The percentage of young people attaining one or more to seven or more courses at SCQF level 4 is often significantly higher than the VC. The percentage attaining five or more to seven or more courses has a declining trend although it remains above the VC. At SCQF level 5C or better, the school has been consistently above the VC, occasionally significantly higher for those attaining one or more to seven or more courses. Percentages of young people attaining five or more to seven or more courses has been significantly higher for two of the five years since 2012/13. The percentage decreased in the latest year but remains above the VC.
- **By S5** - At SCQF level 4 or better, the percentage of young people attaining one or more to seven or more courses has improved over the five-year period. In the latest three years, the school is generally significantly higher than the VC. At SCQF level 5C or better, the percentage of young people attaining one or more to three or more courses has a strong improving trend overall. At four or more, five or more and six or more courses, percentages have declined in the latest year. This is a result of the high performing cohort in S5 in session 15/16. The same dip can be seen in S4 at SCQF level 5C or better in 2015/16. The percentage of young people achieving seven or more courses at SCQF

level 5C or better fluctuates but is consistently above the VC and significantly higher in the latest year. At SCQF level 6C or better, the percentage of young people attaining one or more to four or more courses has improved over the five-year period. Performance declined in the latest year but percentages remain above the VC and have been consistently above, occasionally significantly higher, over the latest five years.

- **By S6** - At SCQF level 5C or better, the percentage of young people attaining one or more to five or more courses has improved significantly over the five-year period. In the latest year the school is significantly higher than the VC for two or more to five or more courses and is above the VC for six or more to eight or more courses. At SCQF level 6C or better, the percentage of young people attaining one or more to six or more courses show a significant improving trend over the five-year period. In the latest year the school is significantly higher than the VC across these measures. At SCQF level 7C or better, the percentage of young people attaining one or more courses has been consistently above, often significantly higher or much higher than the VC. The percentage attaining two or more courses has declined in recent years. It was previously significantly higher but remains in line with the VC.

Overall quality of learners' achievements

- Across the school, young people access a wide range of achievement opportunities. Many participate in sports, music and other activities at lunch times and after school. A significant number of young people in the senior phase complete the Caritas award, helping them to engage with their community and their faith. Participation in the Active Schools programmes is leading to young people becoming more active and involved. A few progress to clubs and groups outside of school including The Renfrew School of Sport. However, young people's achievements are not yet linked to the development of skills. Capturing this would assist the school to fully assess the impact of wider achievement. Gathering data on participation and achievement would also identify gaps in provision and lead to more effective targeting of those not engaging.
- The school fosters a culture of volunteering and giving back to its community. Many young people at the senior stages gain Saltire and Duke of Edinburgh's awards. Young people's achievements are regularly celebrated at well-attended award ceremonies. A few young people are recognised for community involvement through the Mark Scott Leadership award, John Muir Award and Young Volunteer of the Year. Learners in the senior school contribute through paired reading and buddying with younger students. They talk positively about the sense of pride across the school as a result.
- Targeting learners requiring support to achieve is well-developed through partnership with community learning and development. Young people from disadvantaged backgrounds are completing Duke of Edinburgh's awards and developing skills for life. Young people are gaining outdoor learning experience through the Forest School programme. Adult learning outreach workers identify parents requiring literacy and numeracy support through regular attendance at parents' nights.
- MSYPs (Members of the Scottish Youth Parliament) are articulate and committed to improving youth voice across the school. They are well supported to participate in events outside school including at a debate in the Scottish Parliament. They have active links with Renfrewshire Youth Voice and are engaged in a campaign to improve PSE in schools across Renfrewshire.

Equity for all learners

- The school has a strong commitment to ensuring equity for all learners. It is raising the attainment of those young people who reside in areas of the highest social and economic disadvantage. The complementary tariff scores for leavers residing in deciles 1 and 2 are consistently above the national figure. For decile 2, they are sometimes significantly higher than the national figure.
- In literacy, the gap in attainment between young people leaving school who reside in the 30% most and least socially and economically disadvantaged areas has reduced at SCQF level 4 or better and SCQF level 5 or better over the latest three years. In numeracy, the gap has reduced at SCQF level 4 or better. It remains unchanged at SCQF level 5 or better although the percentage of young people leaving school who reside in the 30% most disadvantaged areas attaining at this level has improved from 45% to 70%.

Destinations

- Over the last five years, an increasing percentage of young people have moved to a sustained positive destination. In the latest year, almost all leavers moved to a positive destination. The school performs in line with the VC.
- The percentage of young people going on to higher education (HE) is in line with the VC, occasionally significantly higher. The percentage of young people residing in areas of the highest social and economic disadvantage going on to HE is generally above the VC and notably above the national figure.

School choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

- Staff are committed and show a determination to 'Getting It Right For Every Child'. The Extended Support Team (EST) aim to ensure that young people are at the centre of the school's approach to planning and decision-making in relation to meeting their needs.
- The school should strengthen arrangements to ensure that each young person has regular opportunities to discuss their learning and progress with a 'key adult' who knows them well. Every young person should be given the opportunity to reflect on their progress, develop an understanding of their personal achievements, attainment and skills development to support them to plan for next steps. The school, through EST tutors, aims to ensure that young people who require targeted support have a point of contact who can offer appropriate advice. This now needs to be evaluated to ensure that all young people cite the positive impact of this arrangement.
- Young people are appropriately supported in their transition from primary to secondary school through a variety of well-planned events and activities. Through this, young people are becoming familiar and more confident in the secondary school environment, meeting new teachers and forming new friendships with peers from other primary schools. A very well-organised extended induction programme, including 'Home Link Summer Programme' and 'peer supporters', is in place over the summer for young people with additional support needs.
- Young people benefit from a high level of good quality careers advice. The school has piloted useful work with senior phase young people acting as MyWOW ambassadors, helping others to sign up to the website to make use of available resources. The school provides useful printed and web based resources, which help young people and their parents to make well-informed subject choices and career decisions. Individual interviews with school and SDS staff are well structured, highly regarded and effective in helping young people make their own decisions.
- The quality of relationships and the climate for learning within the support area of the school is a major strength. Staff's commitment to creating a positive and purposeful environment characterised by mutual respect, trust and confidence is strong. Interactions between members of the support team are positive and focus on the needs of young people. Support for learning staff provide high quality support for young people, working across all stages to support them in their learning and achievement.
- Young people would benefit from a move to more uniform documentation that can be used by all staff who provide a range of targeted support. Staff are not always clear about the statutory requirements attached to the different support plans. Putting in place a single planning process that enables staff to assess, action and review young people's needs in a coordinated and integrated way would be beneficial. The school should continue to set a planned programme of reviews for young people requiring additional support with the involvement of parents, young people and partners where possible.

- Confidential information about individual young people's needs is shared with staff at the start of each session through 'pupil profiles'. This includes helpful information about strategies which staff can use to help meet learning needs. Support for learning staff recognise the need to evaluate these more rigorously and robustly to ensure that young people feel included and involved and have an understanding of the progress they are making in their learning.
- Young people in the wellbeing base are very well supported and feel a sense of belonging. They feel that the base is a safe haven where they can go for support. There are a number of targeted interventions in place that are resulting in young people feeling safe, cared for and nurtured. Young people in the Don Bosco wellbeing base have shown an improvement in their attendance, developed social skills, and improved attainment. More widely, they have engaged successfully with their learning and school more generally. Plans for individual young people should include stronger links and routes back into mainstream classes wherever possible, and the necessary support to make this successful. Staff within the wellbeing base including the Home Link Service, should ensure that support plans exist for these young people identifying specific outcomes that can then be evaluated more regularly and robustly to demonstrate impact. A good start has been made in this area with the use of 'Glasgow Motivation Wellbeing Profile' that acts as a useful tool for ascertaining the views of young people. Overall, there are features of highly effective practice within this area.
- The school has completed the 'Readiness Assessment Checklist' and is ready to take forward its plans to develop a 'nurturing approach' across the school. This should help to address the perception of a few young people that they do not experience the same understanding, acceptance and support in mainstream classes as they do in the wellbeing base.
- The school has highly effective links and relationships with a wide range of agencies supporting young people who are experiencing barriers to learning. The EST are aware of the importance of communicating and working with colleagues from other agencies, especially when a young person needs extra help. They should develop confidence in sharing information appropriately with other agencies to safeguard young people's wellbeing and to secure support when it is required.
- Overall, staff are fully supported to take positive and proactive steps to ensure that potential barriers which may hinder learning are promptly identified and addressed effectively. The school has developed effective ways of ensuring all young people have the support they need to achieve well. In moving forward, a shared and clear understanding of barriers to learning and additional support needs using Renfrewshire Councils' staged intervention process has the potential to streamline arrangements for identifying and monitoring the progress of young people who benefit from targeted support.

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.

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