

# Summarised inspection findings

**Saint Paul's R.C. High School**

Glasgow City Council

18 June 2019

**School name:** Saint Paul's R.C. High School  
**Council:** Glasgow City Council  
**SEED number:** 8432139  
**Roll (Sep 2017):** 802

## Key contextual information

Attendance is generally in line with the national average.

In February 2018 38.3 per cent of pupils were registered for free school meals.

In September 2017 81.5 per cent of pupils on the school roll live in the 20 per cent most deprived data zones in Scotland.

In September 2017, the school reported that 49 per cent of pupils had additional support needs.

<b>1.3 Leadership of change</b>	<b>very good</b>
<p>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:</p> <ul style="list-style-type: none"> <li>■ developing a shared vision, values and aims relevant to the school and its community</li> <li>■ strategic planning for continuous improvement</li> <li>■ implementing improvement and change</li> </ul>	

- The school's vision and values permeate the life and work of the school. Learners are placed at the centre of everything the school strives to achieve. The school vision links well with the school's spiritual mission to 'Aiming for the higher gifts'. Based on strong Gospel values, staff nurture young people very well enabling them to become well-rounded citizens. Consistent role modelling of the school's values by leaders at all levels supports the continuing development of a very positive school ethos.
- Senior leaders and staff model self-evaluation practices very well. The robust and coherent cycle of ongoing reflection and review supports school improvement well and avoids bureaucracy. Training is provided for all staff in the use of Insight analysis and this is enabling staff to improve their understanding of attainment standards. Local improvement groups (LIGs) are strengthening professional reflection and provide very strong support and challenge for staff. Staff are supported well through the use of informal and formal teaching and learning observations. These provide well-crafted evaluations to support improvement. Staff work well together sharing resources and lessons plans. This is helping to improve pedagogy. Depute heads provide helpful support and challenge to their designated subject departments.
- Across the school, there is a great deal of enthusiasm and willingness from staff to contribute to departmental and whole school improvement. The current school improvement plan has three key development actions which take account of local and national priorities including the National Improvement Framework (NIF). There is a strong focus on learning and teaching, nurturing approaches and continuing improvement in raising attainment. Impact from improvement plans includes the fully embedded use of high quality nurturing approaches and continuing improvement in the quality of learning and teaching. There are valuable links between improvement planning and Career-Long Professional Learning (CLPL).

- Middle leadership is strong. Faculty heads and principal teachers lead their teams well and are passionate about the continued development of a creative curriculum that supports learners appropriately. Strong collegiate work ensures a clear flow of intelligence to and from departments and faculties. Departmental quality assurance calendars protect valuable time for important professional engagement activities. The headteacher allocates specific time and cover to enable staff to benefit from valuable courses linked to school improvement. Staff opt in regularly to participate in valuable professional update sessions, for example, on the development of digital learning and approaches to supporting young people with dyslexia. Class teachers engage effectively with opportunities to deliver as teacher leaders. This includes taking a lead role in the Teacher Learning Communities (TLCs). The Chair and members of The Parent Council are active in the life of the school. Parents raise funds to support music events and fund additional sports equipment.
- The rationale and design of the curriculum is clear and supports the school's strong vision of developing learners who can demonstrate the skills and attribute of the four capacities within Curriculum for Excellence. In the broad general education (BGE) and the senior phase, senior leaders and staff continue to lead new curriculum developments to extend curriculum choice and accreditation. Tracking and monitoring in the BGE and the senior phase is very strong, providing senior leaders with very clear and detailed information to support learner improvement. As a team, senior leaders interrogate attainment data twice a term. Resulting interventions such as individualised learning sessions are supporting young people to improve.
- Leadership is a significant strength of the school. The headteacher has been in post for 11 years and is a highly effective leader who is very well respected by staff, parents and learners. She is well respected by the local community and is also soon to be appointed as president of the Catholic Headteachers Association of Scotland (CHAS). This additional post provides her with a strong overview of Catholic education in areas such as equalities, leadership and quality assurance. Together with her senior leaders, she provides strong direction, characterised by openness, kindness, empowerment, consultation and collaboration. The five deputies (including one acting deputy head), work well together and have very clear roles and responsibilities. In the pre-inspection questionnaire, almost all staff and parents respond that the school is led well. This experienced leadership team has an expectation of delivering high standards of care and support for all.
- Young people's leadership is developing very well through the wide range of opportunities provided. This includes, learners supporting learning and teaching as sport or dance leaders. Learners have lead roles such as young ambassadors, senior prefects, school pupil parliament members, and leadership roles linked to citizenship and charity work. They lead a variety of daily activities including volunteering, peer support ambassadors and anti-bullying mentors. Pupil leadership is strengthened further through their use of How good is OUR school? Commendably, young leaders of learning have adapted the present learning and teaching policy providing a child-friendly version which is helping learners to express their learning successes and areas for improvement better.
- The school in partnership with the local authority, offers a valuable programme of CLPL. Senior and middle leaders use professional review and development (PRD) sessions well. Together, they are agreeing professional learning needs of staff, which are linked in well to improvement planning. Staff comment how much they appreciate the educational research opportunities and regular in-house training which is helping develop their enquiry skills. This very strong commitment to professional learning, including at postgraduate level, is supporting all staff, including probationer teachers well. A number of staff benefit from working as markers and verifiers with SQA.

- The school has set out clear and cohesive plans for the use of Pupil Equity Funding (PEF). After consultation various staff leadership development opportunities were put in place which are already leading to school improvements. The addition of an attendance officer is demonstrating improvement in pupil attendance. The use of a key worker to support employability and enterprise developments is impacting positively on learner destinations. The campus police officer works well in partnership with the school, supporting positive use of social media, drug prevention awareness and avoidance of anti-social behaviour. The Young Leaders of Learning (YLOL) project is developing learner voice well. Targeted support from additional staffing is in place to support improvements in literacy and numeracy.
- Relationships with a wide range of partners are strong, welcoming and built on trust and respect. Partners are enthusiastic and highly committed to improving positive outcomes for learners. There would be added benefit from involving groups of partners more actively in school improvement planning. This would allow the school to maximise the collective capacity of partners to impact on learners' experiences and outcomes. As a next step, the school should also consider inviting partners, where appropriate, to participate and share practice as part of CLPL opportunities.
- School leaders recognise the need to implement fully national priorities such as Developing the Young Workforce, the Career Education Standard (CES) and Work Placement Standard (WPS). There are a number of initiatives in place across the school, and senior leaders have recognised the need to continue to develop a consistent approach to delivery across all subject areas. Senior leaders recognise that implementation of both the CES and WPS is at a very early stage, and that this should be a focus for all departments. The health and wellbeing (HWB) programme has a focus on the delivery of the CES. Young people are encouraged to reflect on their career management skills (CMS) before and after the careers programme.

## 2.3 Learning, teaching and assessment

very good

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

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The values of the school are consistently modelled by young people and staff in classrooms and across the school. Saint Paul's R.C. High School is a community in which there is a widespread respect for learning. As part of the inclusive school ethos, young people get on well together and with staff. Young people are keen to learn and feel that they are valued as individuals. Almost all young people feel staff help them to understand how they are progressing with their learning. They show determination to succeed and are appreciative of the nurturing approach adopted by all staff.
- In most classrooms, young people's progress and engagement is enhanced effectively through them knowing the key aspects of learning that are expected. When such references are re-visited, levels of understanding and engagement are further improved. In a few lessons, learning is confirmed through thoughtful plenary activities. In most classes young people are motivated by a good range of learning experiences in a calm and purposeful environment. Staff are very aware of the socio-economic context of the school and support learners in practical ways. Young people's progress and engagement are also very well supported through the provision of well-attended learning activities outwith the timetable. These include a range of masterclasses and revision sessions at weekends which are resourced to prioritise equity of participation.
- Young people are proud of their school and demonstrate courtesy and the core values of the school community. This creates a culture in which learning can thrive. Young people engage significantly in wider aspects of school life and the local community. Their learning experience is extended through for example, engagement in a citizenship programme within S2, taking part in the Youth Philanthropy Initiative (YPI) and senior pupils leading a programme to support young pupils to influence positively the attitudes and behaviour of their peers.
- There is a wide range of opportunities for young people to engage in activities that improve learning. For example, the YLOL have played a significant role in determining a definition of high quality learning experiences to be expected at Saint Paul's R.C. High School. Similarly, a Pupil Parliament affords an opportunity to hear pupil voice. Young people in the senior school support learners in S1 and in cluster primary schools to develop their literacy and numeracy skills. Very well-planned, progressive opportunities for leadership are in place across all year groups. In S3, young 'chemistry ambassadors' trained by university staff, lead learning for their peers. Where young people are leading learning and taking responsibility they enjoy the challenge and take personal pride in their achievements. Such leadership roles, along with those as senior prefects, develop self-confidence and a sense of working in partnership with the staff of the school.
- Increasingly, young people are given the chance to offer feedback on their learning experiences. For example, a survey of all learners in S1-S3 provided senior leaders with young

people's views of their learning experiences and how they could be improved further. There is growing use of the resource 'How Good Is OUR School?' Young people report that this activity increases their commitment and sense of being valued. Staff should continue to support the consistent application of this approach across the school.

- Teachers show high levels of commitment to improving experiences and outcomes for learners. They frequently use research evidence to influence changes to their practice. In focus groups and in pre-inspection questionnaires, almost all young people said that staff encourage them to do the best they can. Through the influential work of the TLCs, a clear definition of expectations for high quality learning and teaching has emerged. All teaching staff are engaged in these groups. Such collaborative working is a key driver for continuing improvement in learning and teaching across the school through the sharing of effective practice. Staff also benefit from very well-focused professional learning. Significant aspects of such programmes are led by teachers themselves. Teachers who are new to the school are well-supported and have a clear understanding of the school's expectations.
- Almost all young people and most parents who engaged with Inspectors, provided positive feedback on the quality of teaching across the school. Almost all lessons are thoroughly planned and structured well. Teachers know young people well and communicate with them in an engaging manner. In almost all lessons they share the purpose of learning. This is not always consistently revisited to highlight the progress and success of learners by the end of a lesson. Senior leaders are exploring ways in which the development of skills for life, learning and work can be integrated across all curricular areas. In most lessons, teachers provide opportunities for young people to work in pairs, groups and independently. High levels of engagement and understanding by learners are evident.
- In almost all subject areas across the school, there is strong practice in the quality of teaching. In order to improve consistency in the quality of learners' experiences across all departments, teachers should continue to share highly effective practice. Senior leaders are aware of the need to continue to secure improvements in the quality and timing of feedback that supports progress in learning for young people. Similarly, ensuring that sufficient challenge to inform the pace of learning is appropriate in meeting the needs of all learners, is an area for continued focus.
- Learning in a digital context is increasingly benefitting learners. For example, in music, mathematics, physical education (PE), modern languages and social subjects learning is enhanced through imaginative application of interactive contexts for learning. Social media platforms are used by teachers to share effective practice. Currently, the infrastructure needed to support widespread use of digital technologies does not allow teachers to consistently plan for effective learning experiences in this context.
- A wide range of useful approaches to assess and support the progress of learners is employed within the BGE. This includes well-developed approaches to formative assessment in addition to formal assessment activities. Increasingly, peer and self-assessment by young people are used. This is deepening learners' understanding and increasing their engagement in learning. Teachers are increasingly more confident in how to use National Benchmarks. These are being referred to effectively to confirm the progress young people make and the level at which they are successfully learning.



- Following effective professional learning focused on moderation, teacher professional judgement of achievement of a Curriculum for Excellence level is increasingly reliable. Collaborative working with other schools through the LIG and the Learning Community has increased consistency of practice. Outcomes for learners have been enhanced through such moderation activities focusing on all aspects of the learning process as well as data linked to assessment events.
- The use of reliable assessment data is helping teachers to identify the next steps in learning that young people should take. Through learning conversations with teachers and reports to their parents, young people gain awareness of their strengths and areas for further development. This data assists young people in making informed decisions regarding the selection of the most appropriate learning pathways at times of transition. Increasingly, teachers are using this data to evaluate the effectiveness of learning and teaching, and plan the implementation of appropriate revisions to their practice.
- In the senior phase, assessment data is analysed thoroughly. Staff are very aware of how to distil key messages regarding young people's performance. Supported by senior leaders they use this analysis to plan and review how courses are delivered.
- Within the BGE, there is very effective tracking and monitoring of learners' progress. This is assisting in the identification of instances of under-achievement and supports teachers in making appropriate interventions. Teachers and senior leaders are able to evaluate the progress of learners across all curricular areas. The ability to evaluate the needs and progress of different groups of learners with a variety of barriers to learning is supporting the school in achieving equity of outcome for all young people.
- In the senior phase, robust approaches to tracking and monitoring provide teachers with regular data on young people's progress. Supported through a clear tracking and reporting calendar, teachers identify and respond to identified areas of concern. There are also systems in place to track and monitor the participation of young people in activities and opportunities for wider achievement. Overall, the school's approaches to tracking and monitoring are having a positive impact on young people's experiences and outcomes. The school's approaches to tracking and monitoring at all levels are being adopted by Glasgow City Council as a model of effective practice to share with other schools.

## 2.2 Curriculum: Learning pathways

- The school's vision is for all young people to achieve their full potential in a nurturing environment which equips them with skills for learning, life and work. Senior leaders are committed to providing a curriculum which promotes equity and raises attainment for all young people. As a key priority, they work to secure positive and sustained destinations for almost all young people. The curriculum framework has been developed over time through ongoing self-evaluation and consultation with stakeholders. Plans for a full curricular review to consider both the BGE and senior phase are in progress.
- Young people have the opportunity to study from a broad and appropriately wide-ranging curriculum in S1 and S2. In S1, learners choose an elective with an opportunity to gain a Dynamic Youth Award. At the end of S1, young people have greater personalisation and choice within the curricular areas of technologies and expressive arts. During S2, a citizenship period enables all learners to participate in the YPI. S1 and S2 courses provide learning at third level for most young people.
- At the end of S2, young people make choices for specialisation. Senior leaders should ensure that all young people experience a BGE in line with national expectations. In S3, the Skills Academy provision allows learners to choose from a range of options including Duke of Edinburgh, and Dance and Sports Leaders.
- Young people are given the opportunity to learn in a variety of contexts. All S1 learners participate in an outdoor learning experience which allows them to build skills in orienteering, outdoor cooking and woodcraft. This can contribute to a John Muir award. Young people experience a few interdisciplinary learning (IDL) opportunities in the BGE. Senior leaders are aware that more work is required to further enhance IDL provision, particularly in relation to skills development, and have correctly identified this as an improvement priority. In S2, a discrete period of computing has been added to the curriculum this session. A digital learning evaluation has been completed by all faculties and areas for development have been identified. Teachers are keen for digital learning to be further integrated into the curriculum, as infrastructure becomes available as part of the local authority's digital implementation strategy.
- Towards the end of S3, a range of opportunities is provided to allow young people to start planning their learning pathways through the senior phase. Young people are provided with the opportunity to study seven courses leading to qualifications in S4. At S5 and S6, young people study five courses. The 'Pathways into S5' programme is designed for S4 pupils who are engaged in National 3 and 4 qualifications. Bespoke arrangements both in and out of school are made for learners taking part in the 'pathways into S5' programme and culminate in a celebration event for young people and their parents.
- During the senior phase, the curriculum provides a wide variety of pathways to gain accreditation and qualifications. These are delivered by the school or at local colleges to support entry to employment, further or higher education. Senior leaders should continue as planned, to explore ways to raise awareness of learning pathways such as Foundation Apprenticeships, which currently have a very low uptake. The school has introduced a range of achievement opportunities for young people, for example, the Caritas Award and Mentors in Violence Prevention (MVP) which broadens their learning. There is scope to develop young people's understanding of skills for learning, life and work which are being developed across the curriculum. This would be supported by the addition of more detail about skills in the course choice booklets.



- Skills Development Scotland (SDS) careers advisers provide pupils with relevant support to develop their CMS through the delivery of the School Partnership Agreement (SPA). This includes useful group-work sessions and one-to-one interviews. Most young people feel well prepared and have a good awareness and understanding of routes to employment beyond school. Some young people make use of My World of Work (MyWoW). A MyWoW ambassador programme has recently been introduced to raise awareness of MyWoW resources, which help young people make informed choices and decisions about their future.
- Implementation of both the CES and WPS are at an early stage. Staff have established partnerships with two major employers. These include Strathclyde University and a national energy company, which allows a range of opportunities across curricular areas for young people to develop their awareness of the world of work. There are opportunities for staff to build on these partnerships to develop their awareness of labour market intelligence and to link learning to employment routes for young people. Helpful links with employers are supporting young people by offering opportunities such as work placements and carrying out mock interviews.
- All teachers recognise the importance of further developing literacy, numeracy and HWB as a responsibility of all. There are a number of literacy initiatives across the school, for example, the development of a correction code and a 'literacy standard' for writing, which are visible in all classrooms. Awareness of literacy across the curriculum is being raised by the principal teacher of literacy and a recent whole staff sharing effective practice session has been used to this end.
- The numeracy group has consulted with teachers and young people across the school and both the Learning Community and the local improvement group of schools (LIG), to review existing approaches to the teaching of numeracy. Following this consultation, approaches have been developed which are providing more challenge and enjoyment for young people during numeracy lessons. The local authority numeracy initiative, Glasgow Counts, is providing teachers with the opportunity to update their approaches to teaching numeracy. A principal teacher of numeracy has been appointed, using PEF monies. This post holder supports the learning and teaching of numeracy in S1 and associated primary schools. Teachers have analysed the impact of this numeracy support and believe that young people are more confident in numeracy. Regular professional dialogue and sharing of resources are improving teacher confidence when teaching numeracy. Future plans discussed during inspection include the development of more robust approaches to measuring the impact of chosen interventions and further development of meaningful links across departments.
- Almost all staff are aware of their responsibilities for developing HWB across the curriculum. The HWB committee has helpfully mapped the experiences and outcomes across all curricular areas. Where gaps were identified, provision has been made to ensure all young people experience all aspects of HWB appropriately. As planned, staff should continue to raise awareness of this key responsibility of all.

## 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 a clear sense across the school that it is everyone's job to get it right for every young person in Saint Paul's R.C. High School. Relationships across the school are very caring, positive and friendly. Staff work well together to ensure that young people are included in the school and achieve in a wide range of activities. Significant work has been undertaken to develop staff's understanding of nurturing principles and the impact of adverse childhood experiences. This is helping staff in their work to improve outcomes for almost all young people. Attendance of young people at school is improving and the number of young people who are excluded from school has reduced. Most young people feel listened to, respected and actively involved in decisions made about their learning.
- Staff across the school take a holistic view to supporting young people. Led well by senior leaders, a few promoted teachers have a combined pastoral care and additional support for learning role. A number of other teachers have enhanced roles with regard to supporting young people. All staff recognise their role in supporting young people to achieve and are supported to do so through regular professional learning events. Almost all staff work effectively to address the main barriers to learning which young people face. As a result almost all young people feel safe in school and that they have someone with whom they can talk about any concerns.
- Staff respond well to issues raised by young people. For example, in response to a growing need to promote positive mental health, all staff have been trained in mental health first aid and trained counsellors now form part of the staff team. They work with young people to address issues of self-confidence, anxiety, anger, self-harm and other related issues. A few teachers have been trained to deliver stress control workshops to young people, their parents and staff. These workshops support young people to enable them to recognise when stress is affecting them and techniques to boost their wellbeing. This approach has been reviewed, evaluated and further developed to provide a bespoke programme for young people, and also staff and parents. This innovative initiative was filmed recently by the BBC. As a result young people and teachers have spoken at national conferences about the positive impact this is having on their lives.
- The whole school approach to developing a nurturing environment where young people are able to develop and grow is exemplary. Led by the nurture group development committee, all teachers and an increasing number of support staff now have an awareness of nurturing principles with a few having undertaken further professional learning. This is a priority for staff in the school and underpins all that they do. As a result more teachers understand various behaviours displayed by young people and staff have developed a more supportive, solution-focused approach to any issues that arise. This in turn, is leading to improved attendance by young people and more positive relationships between them and staff. With valuable support from partners, children from both primary and secondary nurture groups

worked together in drama, creative writing and storytelling sessions, ultimately producing a storybook of their journey. This led to improved confidence and self-esteem in those who took part. Almost all young people who have been supported in this approach have achieved success later in their school career. A few staff have been involved in delivering training in nurturing approaches for staff in other schools and lead the quality assurance team for Glasgow City Council. Staff within the school have a clear plan for further developing this approach, including outdoor learning both within the school and with partners in the learning community. As a result of the very effective work in this area the school has twice recently been a finalist in the Scottish Education Awards for HWB.

- Almost all young people are able to talk knowledgeably about the impact of the wellbeing indicators on their daily lives. They are able to discuss confidently how staff in the school help and encourage them to overcome difficulties. For example, by developing a positive mindset, encouraging them to attend some of the many clubs on offer or attending some of the opportunities for supported study. Often these discussions take place during HWB classes which are taught, where possible, by pastoral care teachers. This helps positive relationships to thrive and ensures that young people are very well supported across all transitions through and beyond school. As part of the HWB curriculum, a personal support programme from S1 to S6 develops aspects of young people's mental, emotional, social and physical wellbeing. This covers contemporary issues and encourages young people to reflect on their role in society. Teachers should continue to review the personal support programme, together with young people and partners, to ensure relevance and progression in learning.
- The HWB committee is proactive in planning improvements across the school. A clear policy has been developed which details expectations in the curriculum and the learning environment for young people along with a helpful quality assurance calendar. Plans include introducing 'health ambassadors', developing resilience in young people and supporting the wellbeing of staff. Across the school there is scope to ensure that all teachers recognise their role regarding HWB, responsibility of all, by being more explicit in the links with HWB and wellbeing indicators.
- A comprehensive and rigorous transition programme from primary to secondary school is reducing perceived anxieties of young people and helping them settle into secondary school well. Young people are encouraged to 'Bring an Adult to school' which is increasing parental awareness of the values of the school and learning. This approach also helps parents experience activities which their child will experience and encourages early communication with staff in the school.
- Staff in the school support young people's needs very well. Following Glasgow City Council's staged intervention model, young people's needs are identified well and appropriate strategies put in place to support them. Information is shared with staff appropriately. This is leading to all class teachers having a better understanding of how to meet the needs of young people in their classes. For those young people who require specific support plans, account is taken of each of the wellbeing indicators. Specific targets are set and the views of young people and their parents are also recorded. Class teachers are also involved in setting targets for young people with support plans. There is scope to streamline aspects of planning and recording systems. Further consideration needs to be given to whether care experienced young people meet requirements for a co-ordinated support plan.
- A wide range of school policies and procedures demonstrate a thorough knowledge and implementation of most current guidance and codes of practice relating to wellbeing, equality and inclusion. The anti-bullying policy is currently being updated to ensure that it fully reflects current national guidance. A pupil support handbook, as well as a comprehensive quality

assurance programme including key dates for tracking and monitoring progress, is helping staff ensure timeous review and update of young people's progress. This also supports early and effective interventions as required.

- A wide range of targeted interventions are provided for young people who present with a variety of potential barriers to learning. These include specific pupil profiles provided to staff with identified strategies, weekly directed group work, attainment drop-in sessions, as well as yoga and relaxation sessions for identified young people. Additionally staff in the school provide a helpful monthly newsletter around supporting young people with autism which includes relevant and recent research. Parents appreciate the workshops which are provided for them to understand better how to support their child with autism.
- A variety of mentoring programmes are employed within Saint Paul's R.C. High School to promote equity of access and achievement for all young people and to prepare and support all young people to move into a positive destination beyond school. Examples include the intergenerational mentoring programme which aims to support young people hoping to go to university. This works well for a few young people in the school. Volunteer adult mentors work closely with identified young people through a series of one-to-one mentoring meetings focussing on self-esteem. Young people who have experienced care are supported by one-to-one mentors to set, experience and follow their education and employment pathways to achieve, attain and progress to a positive post school destination. Information provided by the school indicates that more young people who were mentored in this way returned to school for S5, achieved 1+ subjects at SCQF level 5 and moved onto a positive destination. Senior pupils support younger pupils well as ambassadors for the established MVP programme. This has led to a reduction in bullying incidents in the school.
- Approximately a quarter of the young people identified as having additional support needs have English as an additional language. There is a robust process for supporting these learners which includes detailed individualised strategies to help classroom teachers better support them. As a result learners, for whom English is an additional language in Saint Paul's R.C. High School are very well supported and attain very well.
- Through the work in Religious and Moral Education (RME), HWB and in other areas of the curriculum young people are developing a greater awareness of other people, cultures, religions and beliefs. They recognise and value individual similarities and differences. Most young people talk positively about their experiences of being included, engaged, involved and valued in their school. There is scope to actively promote young people's awareness of different cultures and of diversity throughout the curriculum. Annually, a few young people take part in the Mark Scott, Leadership for life award. Working together with young people from a non- denominational school they are raising awareness of the impact of sectarianism on society.



## 3.2 Raising attainment and achievement

good

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

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

### Attainment in literacy and numeracy

#### Broad general education

- The school provided BGE data which demonstrates a positive and overall improving picture of attainment in literacy and numeracy by the end of the BGE. In 2018, by the end of S3, most young people achieved Curriculum for Excellence third level in reading and listening and talking. Most young people achieved third level in writing and in numeracy.
- The school provided information to show that a minority of young people achieved fourth level in literacy and numeracy by the end of S3 in 2018. Senior leaders have correctly identified attainment at third and fourth levels as a priority for improvement. They are providing opportunities for staff across the school to strengthen teacher judgement of a Curriculum for Excellence level through ongoing moderation activity across the cluster and LIG. Senior leaders and staff are also working with colleagues across the cluster to develop their understanding of the National Benchmarks and engage further in moderation activities. Staff have a clear vision of how moderation should be developed in order to arrive at the most robust and reliable teacher judgements of achievement of a Curriculum for Excellence level.
- Most young people achieve a literacy qualification at SCQF level 4 or better, before leaving school. This has shown improvement to almost all young people achieving a literacy qualification at level 4 or better in the most recent year. Most young people achieve a numeracy qualification at SCQF level 4 or better, before leaving school. In literacy and numeracy, the school is using PEF funding very effectively to deploy extra resources, including a group of specialist staff with wide-ranging remits, to provide targeted and universal support for those young people who require it. These interventions and support strategies are demonstrating positive impact for the outcomes for targeted groups of young people.
- Senior leaders have deployed additional staffing resources through PEF funding to support capacity building of staff in the use of data to help inform continued improved outcomes for young people. Teachers use professional judgment, and a range of other assessment tools, as well as internal class tests using National Benchmarks as part of their approaches to monitor improvement in attainment. The school has in place robust approaches to tracking and monitoring of young people's attainment and achievements. These approaches are being shared and adopted more widely across the local authority. Staff have benefitted from and at times led, local authority training for moderation activities in literacy and numeracy. This promotes an improved understanding of standards in partnership with cluster primary colleagues and other secondary schools across the LIG. As a result, senior leaders monitor and are confident that staff are demonstrating increased confidence in their judgement of achievement of the Curriculum for Excellence levels.

## Senior phase

### Attainment of young people in literacy and numeracy by the time of leaving school

- Young people are attaining levels of literacy which are supporting them well to access future learning pathways, by the time of leaving school. Most young people leaving school in the past five years have attained literacy at SCQF level 4 or better. Overall in the last five years, the majority of leavers attained literacy at SCQF level 5 or better. This is an improving picture and over the past three years, is in line with the Virtual comparator (VC). The percentage of S5 leavers attaining literacy at SCQF level 4 or better is improving. From S5, the percentage of leavers achieving literacy at SCQF levels 3 and 4 or better has been significantly much higher than the VC. For literacy at SCQF levels 5 and 6, achievement is broadly in line with the VC over the last five years.
- The school is raising the attainment and achievement well of young people in numeracy by the time of leaving school. Importantly, this is an improving picture. Most young people leaving school in the past five years have attained numeracy at SCQF level 4 or better. In the last five years, the majority of leavers attained numeracy at SCQF level 5 or better. In the last year for all leavers, attainment in numeracy at SCQF level 5 or better was significantly much higher than the VC. Senior leaders provided evidence of targeted interventions for young people who require it, to support improvement in numeracy. By the end of S5 over the last two years, attainment in numeracy at SCQF level 5 or better has been significantly much higher than the VC. The percentage of leavers achieving at SCQF level 6 or better is broadly in line with the VC over the past five years, and has shown signs of improvement in the latest year.

## Attainment over time

### Broad general education

- Robust approaches to tracking and monitoring allow staff to track the progress of all learners including targeted cohorts of learners with a variety of needs for support and challenge. Staff are tracking and monitoring young people's wider achievements. Moving forward, this should also include the monitoring of the skills that young people are developing in wider activities. This will allow them to make more connections across their learning through the particular skills they are developing.
- In order to provide support and challenge to all staff, senior leaders and pastoral care staff track progress across all departments. Tracking and monitoring data is updated regularly and interrogated by senior and middle leaders. This supports staff to design agreed strategies and actions to support learners and help drive improvement across the school. Most staff interrogate data confidently to target particular groups of learners, including those most at risk.
- Teachers are becoming more skilled at analysing subject data in the BGE. This is helping to support targeted groups of learners with appropriate interventions to help them to improve. Senior leaders have provided data to evidence impact from interventions for targeted groups of learners, including those most at risk. This data demonstrates an improving attainment picture for those learners who require additional support in their learning and those most at risk of not achieving as a result of socio-economic inequity.

## Staying on rates

- The percentage of young people staying on at school at the end of S4 is currently above the national figure. A few young people now leave at the end of S4 and this is an increasing picture. In the latest year, the school has improved the number of young people going on to positive destinations. In the most recent year, almost all young people progressed to a positive destination. Staff work very well with a wide range of partners including SDS, Active schools and the South West Arts Media Project (SWAMP), with the aim of achieving 100% positive

destinations for all young people. Staff have designed bespoke packages to engage and instil aspiration in the most disengaged learners. For example, notable strengths that the school has developed are the S1-S4 personal achievement award in PE and the 'boys of ambition' support programme. These programmes help young people feel included in the work of the school.

## **Senior phase: Attainment over time**

### **Leavers**

- Information on raising attainment shows the average total tariff scores of the lowest attaining 20% of all leavers broadly in line with the VC, and showing improvement over the last four years. The average total tariff scores of the middle attaining 60% of leavers are in line with the VC over the last five years. For the highest attaining 20% of leavers, the average total tariff scores have improved to in line with the VC last year, having been significantly lower or much lower than the VC in 2016 and 2017.

### **How well is the school improving young people's attainment as they move through senior phase in school?**

- In S4, the lowest attaining 20% of young people are attaining in line with the VC and average complimentary tariff scores are significantly higher in three out of the last five years. The middle attaining 60% of young people and the highest attaining 20% are attaining in line with the VC over the last five years.
- In S5, the lowest attaining 20% of young people are performing in line with the VC. This was significantly higher in 2016/17. The middle attaining 60% are attaining in line with the VC over the last five years. The highest 20% of young people are generally in line with the VC over the last five years, with the exception of 2015/16, where they attained significantly lower than the VC.
- By S6, the lowest attaining 20% of young people are performing in line with the VC over the last five years, and improving to significantly higher in the latest recent year. The middle attaining 60% are broadly in line with the VC over the last five years and the highest attaining 20% of young people are also performing in line with the VC.
- As a priority across the senior phase, senior leaders and staff should continue as planned to improve the attainment of the highest attaining 20% of young people. Senior leaders and staff should continue to review the numbers of young people entered for national qualifications in the senior phase, in line with national guidance.
- There are currently 107 young people across the school for whom English is an additional language (EAL), with varying levels of proficiency. Evidence supplied by the school shows the cohort of young people with EAL who are currently in the senior phase, is attaining very well.
- Almost all young people who require additional support in their learning are attaining well. The robust approaches in place to track and monitor the progress of cohorts of young people allows staff to design and review regularly, interventions to support young people to get the best out of their learning experiences.

## **Breadth and depth**

### **Qualifications**

- In S4, the percentage of young people attaining SCQF level 3 or better is significantly much higher than the VC for two or more to four or more courses in each of the last five years. The percentage of young people attaining at level 4 or better is significantly much higher for two or more to five or more courses over a four year period, with the exception of the most recent

year, where this is in line with VC. The breadth and depth measures for SCQF Level 5C or better are in line with the VC and significantly higher in 2015/16 for one or more courses. The breadth and depth measures for SCQF level 5A or better are in line with the VC. At individual subject level, senior leaders are aware of the need to review presentation policy procedures and consistency of learning and teaching approaches, in order to improve quality of course passes for young people.

- There have been improvements in the attainment of SCQF level 4 or better for five or more and six or more courses. The percentage of young people attaining at SCQF level 5C or better is significantly higher than the VC in the last two years. Attainment of SCQF level 5A or better is generally in line with the VC in the last five years for one or more to six or more courses. For one or more to five or more courses at SCQF Level 6C or better, results are broadly in line with the VC over the last five years. For one or two or more courses at SCQF Level 6C, attainment has been significantly higher than the VC in at least one of the last five years.
- By S6, the breadth and depth measures for SCQF Level 5C or better, for one or more to nine or more courses, are generally in line with the VC in the last four years with the exception of 2017/18. Here, attainment of one and two or more courses has improved to significantly much higher than the VC, and showing signs of improvement over the last three years. By S6, attainment at SCQF Level 5A or better for one or more to four or more courses is in line with the VC over the last four years. By S6, at SCQF Level 6C or better for one or more to three or more courses the school performs broadly in line with the VC, and there is an increasing percentage of young people achieving at this level in the last two years. By S6, the breadth and depth measures for SCQF Level 6A or better for one to six or more courses are generally in line with the VC. This has improved to significantly higher in 2014/15 for two or more and three or more courses.

### **Overall quality of learners' achievements**

- Young people are achieving a wide range of additional skills and attributes in sport, culture, leadership, global citizenship and through a broad range of clubs. They demonstrate confidence by for example, participating in local environmental projects and experiencing the Outdoor Education Schools Programme. Young people's understanding of global issues is improving through outcomes gained from supporting Advent and Lenten charities in developing countries. The school's Crystal award framework maps the wider achievement offer from S1 to S6 and across departments. Senior leaders track and monitor participation levels to identify any young people who are not yet involved in any of the achievement offers. Building upon this strong practice, there is now scope to open out this framework to capture the skills that young people develop and use this intelligence to ensure appropriate wider achievement progression for all young people.
- Young people's performance skills are improving well through taking part in a wide range of school activities including the choir and school samba band. Strong partnership work with employability programmes is enabling young people to demonstrate better concentration and improved attendance. A range of residential trips including the creative and performing arts and also the science, technology, engineering and mathematics (STEM) weekends, are developing a broad range of social and cultural skills. Young people are given a wide variety of opportunities to develop leadership skills. This includes for example, acting as anti-bullying ambassadors, senior school prefects, sports and dance leaders and gaining the Scottish Football Association (SFA) refereeing award.
- There is a range of recognised and accredited youth awards on offer to young people, for example, Duke of Edinburgh's Award, Caritas Award, Food Hygiene Award and Sports Leader

Awards. Participation in these award programmes is growing and impact as a result of sports participation and leadership is improving. Staff recognise and celebrate the achievements of young people well in a variety of ways including junior and senior award ceremonies, achievement certificates, social media and the use of a rewards system. This is resulting in young people feeling valued and motivated to participate fully in the life of the school. Young people in the BGE are developing a range of skills such as team working and communication skills through participation in the 'Braveheart Enterprise challenge'.

- Young people are improving their team work and fitness through participation in a wide variety of sports such as, rugby, football and athletics. A few young people compete at county and national level for example in athletics and swimming. Young people are developing their resilience well through, for example participation in nurture activities, working with others and improving their communications skills. Staff's policy of encouraging all learners to remain at school beyond S4 is supporting learners to gain a wider range of accreditation.
- Active Schools are at the early stages of tracking non-participation in wider achievement in and out of school. A successful model of one-to-one interviews is identifying young people who are participating in a range of activities outside of school. Importantly, this is also highly effective at identifying non-participation. Active schools are beginning to use this information to develop new opportunities responding to young people's interests.

### **Equity for all learners**

- Senior leaders have developed a popular and comprehensive study programme to support young people in the senior phase funded by the PEF. This includes, supported study classes, master classes, Saturday school and Easter school sessions. Senior leaders and teaching staff provided evidence to show that these support sessions and in particular the master class sessions, are having a significant impact on levels of engagement, confidence and enjoyment across a number of subject areas. Staff work relentlessly to maintain the very positive levels of engagement and participation in these extended offers to young people.
- Senior and middle leaders have identified a group of learners in the senior phase who would benefit from involvement in a mentoring programme. This programme consists of an internal and external approach to supporting young people. Internally, a few school staff act as mentors supporting young people to improve their study skills, exam technique and attendance at the wide range of supported study classes on offer. Inspectors discussed and agreed with staff the benefits of supporting and training additional staff to build capacity into the mentoring programme. Externally, and in partnership with the University of Strathclyde, the Glasgow Intergenerational Mentoring Network draws on the experience of volunteer adult mentors to support young people, especially those facing socio-economic challenge hoping to enter higher education. This initiative is at the early stages of implementation and overall impact has not yet been evaluated.

### **Attainment versus deprivation**

- The Scottish Index of Multiple Deprivation (data from September 2017), shows a profile where most (over 80%) of learners live in deciles 1 and 2. Attainment for those young people leaving school in the latest year and living in deciles 1 and 2 is overall in line with similar data zones elsewhere in Scotland based on average total tariff points. The school has been building in targeted support for specific groups of young people to mitigate poverty-related underachievement. This includes evening classes, masterclasses and Saturday school. In literacy, numeracy and HWB, PEF has been allocated to provide targeted staffing to closing the poverty related attainment gap in these areas. For deciles 3 to 10 attainment is generally in



line with the national average in the latest two years. Senior leaders are able to identify the small number of young people from this decile and reasons for this lower tariff score.

- The school is fully committed to ensuring equity for all. Attendance is in line with the national average. The number of exclusions has been below the national average over the last five years. Senior and middle leaders have been monitoring and tracking the progress of specific groups of young people to maximise their attendance and success in their learning.

#### **How well is the school improving or maintaining positive and sustained destinations?**

- In the last two years, there has been an increase in leavers entering positive destinations. In the latest year almost all young people have entered a positive destination, such as college, higher education or employment. The school has been in line with the VC for this measure for each of the latest five years with the exception of 2015/16 where the percentage entering positive destinations was significantly below the VC. The percentage of young people moving on to further education following S5 has steadily increased over the latest five years. The percentage of young people moving on to a positive destination from S5 has gradually improved to become significantly much higher than the VC in the latest year.
- Staff work effectively with a wide range of partners to provide opportunities for learners to develop skills for learning, life and work. Support from a variety of staff including an employability officer, PT inclusion and SDS careers coaches is contributing to the increased positive destinations statistics and reduction in unknown destinations.



## Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- impact on Learners

- The Parent Council (PC) is highly supportive of the school and believes that parents are fully consulted on school improvement priorities and strategic developments. For example, the PC has been fully consulted on the development of the school improvement plan, development of the school vision, values and aims and aspects of the construction of a new extension to the existing building. Parents are very positive about the effective leadership role of the headteacher and her commitment to ensuring that all young people achieve their full potential. Senior leaders acknowledge that they should continue to use information from surveys to further develop approaches to improving parental engagement.
- Parental partnership with the school is strong and this contributes to the ethos of nurture and support for all learners. Parents are provided with opportunities to participate in the life of the school including questionnaires, surveys and consultations which are all used to inform next steps in the development of whole school initiatives. Senior leaders report that almost all parents and carers attend one-to-one parental reporting meetings and these have been very well received as evidenced in parental questionnaire responses.
- Parents and young people are benefitting from the use of a range of social media platforms and the introduction of a homework app which supports young people's learning at home. Parents believe that these improved lines of communication are helping to support young people's learning. Most parents who engaged with HM Inspectors indicated that they value the schools innovative method of conducting parent contact events where one member of staff reports across all subject areas. Attendance at these events has risen significantly since the new approach was implemented. Parents also spoke very positively about the headteacher's open door policy and how they believe that their concerns are taken seriously and acted upon with prompt feedback.
- Almost all parents believe that the school is well led and most parents report that their child likes being at Saint Paul's R.C. High School. They report that workshops on a wide variety of topics, such as, cyber bullying, 'stress control' and wider achievement have impacted very positively on their child's confidence and overall wellbeing.
- The school works well with a wide range of partners to plan and deliver the curriculum. Almost all partners believe that the school values the contribution made by their organisation and that they have a clear understanding of the school's strategies for raising attainment for all. A wide range of partners are well-embedded in the life and work of the school. The relationship with partners is strong, welcoming and built on trust and respect. Partners feel part of the school community and know they make a valuable contribution. They are highly committed to improving outcomes for learners. The school is continuing to foster and further strengthen existing partnership through regular and effective communication.
- Participation in physical activity has doubled over the last few years and is now above the Glasgow average. Sports teams are now thriving and highly successful, having increased significantly from two to twenty. This partnership is further strengthened through close links with two community sports hubs. As a result, there are now ambitious plans in place to develop a sports hub within Saint Paul's R.C. High School. This will provide an opportunity to increase family learning and parental engagement.

- One-to-one support, through mentoring and tutoring, is a key offer from several partners providing positive role models that are impacting on young people's learning and their choices. For example, Career Ready, 'Intergenerational mentoring' and a mentoring service for young people who have experienced care are all helping young people to make informed choices as they progress through school and beyond.
- Staff are keen to develop new partnerships where they can provide additional experiences for young people, especially if young people cannot usually access these opportunities as a result of their socio-economic circumstances. They also work effectively with partners to identify support and targeted experiences that benefit individual learners. Appropriately, when work with partners is not having the intended impact, the school has made a decision to stop funding these initiatives.
- The school is enhancing links with the community as a result of working closely with several community-based organisations. For example, SWAMP, which is now an accredited learning centre, is well-established in the local community. Young people benefit from the range of media and employability programmes it provides. This is helping to re-engage young people in their learning and improving their attendance. Young people are now in the process of leading a participatory budgeting project that will deliver significant investment in the local community.
- The recent community empowerment work by partners to develop an action plan for 'Priesthill Househillwood Thriving Place' provides an ideal opportunity for the school. This has the potential for the school to strengthen its work with local partners to help address key issues affecting young people and families within the wider community. Senior leaders work well with SDS staff, to negotiate and agree the content of the SPA and targets for delivery of careers guidance. The SPA includes an appropriate range of activities and is evaluated at planned intervals to ensure that the provision meets young people's needs effectively on an ongoing basis. Good progress is being made towards achievement of the service delivery targets for 2018/19. Senior leaders have agreed with SDS the shared priority of embedding CMS within the curriculum. SDS staff have presented the opportunity to undertake CLPL sessions to staff. Plans are in place to build capacity for school staff in the current session.

## Practice worth sharing more widely

The commendable whole-school approach to developing a nurturing environment where young people are able to develop and grow. Staff are now sharing these strengths with other colleagues across the city.

### **Leadership pathways and young people leading learning in sport and dance**

- In collaboration with Active Schools and other partners, staff have established a highly effective programme that sees young people in Saint Paul's R.C. High School lead the learning of other learners at the school and at associated primary schools. Sessions support participation in dance and sports including rugby, netball and badminton.
- The high profile programme includes 176 planned sessions led by young people in 2017-2018. Young leaders have also organised activities for an inter-house triathlon and dance events. Additionally, young people have delivered sessions within the wider local community.
- Young people are coached to support their skills in leadership as well as in aspects of dance and particular sports. An outstanding feature of the programme is the way in which a clear progression in leadership opportunities has been created. There is a leadership pathway from P7 to S6. In 2019 there were 150 'playmakers' in P7, 45 sports leaders in S1, 43 sports and dance leaders in S3 and ten senior sports leaders. The senior team of leaders mentors other leaders in S3. Young people are accredited with formal leadership qualifications and some young leaders have also gained qualifications in refereeing and umpiring.
- This programme has had very significant impact and supported a wider drive to promote widespread engagement in physical activity. In 2019, 35% of learners at Saint Paul's R.C. High School participated in planned sports activities. Such participation is effectively monitored through robust approaches to tracking and monitoring.

## 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.