

“Leadership for Learning” focus day - Feedback

Our Lady and St. Patrick’s Academy,

29 November 2013



Note: The points in this validation summary are intended to provide a helpful response to the reflections and activities arranged on the “leadership for learning” day. This is not an attempt to re-report what was shared on the day, but instead to highlight areas that resonated with the visiting team and to provide useful challenges to your school’s thinking to help with effective school improvement planning.

It is expected that the school will respond to this document with what action it intends to take resulting from these points for consideration.

1. STACS Analysis

- The school should be rightly praised for outstanding results and exceptional performance. It’s clear from the analysis of data that SMT and FH/PTs display a tightness and rigour in their approach to managing and sustaining improvement.
- The school approach to ‘Integrated Learning Challenges’ is significantly advanced. It would be beneficial for both the model and the development process leading to the model being shared at a future HT meeting.
- Areas for improvement have been pinpointed through close scrutiny, and early intervention supported by PTs to bring forward departmental improvement is clearly evident.

2. Departmental Focus

- Clear commitment, drive and enthusiasm were shown by the Faculty Head, who epitomised critical self-evaluation in their leadership and analysis of the faculty.
- Where gender issues in performance in Higher Computing have been identified, opportunities to promote engagement with programming should be sought earlier in the broad general education.
- Where the opportunity exists at department and faculty level to share practice, staff could be encouraged to reflect upon the methodologies and quality presented in relation to their own practice in a structured, supported way.

3. Raising Attainment

- Due to timing, the discussion of the role of the Raising Attainment teachers work during last session did not take place. A discussion did take place regarding the proposals for this session, but at the time of the visit, the identified teacher had not been released from his timetable commitments in order to begin them. A further visit would be planned in order to discuss the work in more detail.
- Consideration could be given to the role of the Raising Attainment teacher in the Broad General Education, and the potential interventions that could be pursued.

4. View from Students

- Pupils presented themselves well in a confident, articulate and considerate way, reflecting well on the schools ethos and values.
- Whilst pupils noted the 'no change' approach to SQA course choices in discussion, they identified a number of support strategies available to them. The consistency of uptake and availability would be worthy of future discussion.
- Where some schools in the local authority noted an imbalance in gender achievement, this does not seem to be the case in OLSP. Involvement in a Gender working group to further research the underlying causes of this and potential interventions would be beneficial.

5. Improvements in Action

- A number of lessons were observed, which gave a good representation of practices and methodologies in use around the school, which pupils clearly enjoyed and benefitted from.