

SUMMARY

Our Lady and St Patrick’s High

The Head Teacher and the SMT gave an overview of the school performance and the main strategies used to raise performance in the school.

Following on from a very positive HMIe inspection in session 11-12 the HT ensured the team that OLSP will not be complacent in term of the improvement agenda. The expectations for staff and pupils remain high. In house professional learning will continue to ensure that staff have a clear understanding of their role and expectation in moving forward with the improvement agenda.

RESULTS

- All S4 measures are equal to or above the national average and all above comparator
- Poorest 5+ level 4 since 2007
- Level 5 performance pre appeal – 5+ credit 53% - this is 10% better than previous post appeal results. This places the school in the top 20% nationally.
- 5+ level 6 16%
- 3+ level 6 down 5 % from last year
- S6 results were excellent with top performance in all eight measures
- The gender issue is much less obvious than the other schools although females still out perform males
- The Director commented on the results and referred to them as “outstanding”
- In line with the consistently positive profile of the school the team wanted to focus on any issues and questions that the STACS had shown.
- Strengths and areas for development were discussed.

STRATEGIES

H. Scullion spoke of the “marginal gains” effect that has culminated in raised attainment at OLSP. Some of these strategies are detailed below:

- Tracking of pupil progress in the school is a strength. DHT does an analysis of the results by postcode.
- The tracking across departments is followed up by pastoral care and SMT – early intervention by staff
- In house professional learning programme builds staff capacity to engage in professional dialogue. around key educational issues and a strong focus on learning and teaching.
- Use of Bloom’s taxonomy to develop higher order thinking skills
- Development of staff development programme on fixed and growth mindsets
- Positive ethos development through the Rights respecting school programme
- High expectations for young people with regard to discipline
- Partnership working with parents
- Staff development in the preparation of prelims to ensure the best possible chance for appeal

- Integrated learning challenges making young people aware of the links across departments, the development of pupil understanding of transferable skills
- Continued focus on learning and teaching
- Challenging presentation policy
- Leadership programme is a strength of the school

Raising Attainment Teachers

- Spoke of the two strands of the post –to build capacity in the school looking at the long term development of ethos at transition into S1 and across the BGE. Transition visits to primary cluster and discussed expectations with young people around the four pillars – prepared, positive, responsible and caring.
- Role of Raising Attainment Teachers in the BGE and senior phase
- Senior mentors are in place in the school to support young people through the UCAS application process
- Tracking procedures and parental engagement through pastoral care, have a positive impact on attainment
- SMT challenging presentation policies in departments has ensured young people reach their potential
- Attend the SMT meetings to give regular updates
- Role of raising attainment has raised the profile of the agenda in departments
- Issue : no allocated time in the week to take forward the priorities of the raising attainment, this needs to be addressed.

Pupil discussion

- Pupils were confident, mature and were a credit to the school
- Liked supported study/ Easter study programme but would like an earlier start
- Some supported study classes too big
- Liked to know what the focus of supported study would be
- Spoke confidently about their role in being leaders of their own learning
- Felt that they were supported by all members of staff and that staff supported them over lunchtime, after school, whenever possible to ensure that they could achieve their potential.
- Pupils spoke of the leadership programme and the positive impact it had on them as individuals.

Parent discussion

- Parents spoke of their support for the school.
- They felt included, communicated to and felt that they could contact the school at anytime and be confident that they would get a positive response, on the same day.
- Parents were impressed with the commitment and hard work of the staff.
- They felt that their young people knew where they were with their learning and what they had to do to improve.
- Parents spoke of their concerns over the structure of the senior phase. The Director offered to attend, if requested, a parent council to discuss these concerns.

Period 5 visits

- **Integrated Learning Challenges** – school has clear plan for IDL through integrated learning challenges. It enables young people to make connections across the curriculum. There is a programme in place for S1/S2 and are at present developing an S3 IDL linked to the S3 profiling. There are also plans in place to develop an IDL linked to the ‘Jackit’ transition project.

- The challenges have been a great focus for staff to work together on unpacking the experiences and outcomes and becoming familiar with working together in collegiate planning in line with Curriculum for Excellence.
- **Meeting learner's needs** – there are efficient and effective processes and practices in place to support all aspects of the pastoral care of young people in OLSP. Partnership working is a strength, both within the schools and with partner agencies (incl JAT, pupil family support, psychological service, Tulloch etc.) Information and communication handling with the school is a strength, with staff knowing pupils well and allowing for early intervention and targeted support where required. The seminar programme supports the work of meeting learning needs across the school. Pastoral care PT's did mention that they had no CSN's as other subject areas and felt that this would be useful. T. Lanagan felt that this would something that the Local authority could put in place to support pastoral care staff.
- **ICT/promoting ethos** – a very helpful discussion arising from the showcased work. IDL's combining art, design and technology demonstrated the work of the media group. Pupil voice was highlighted as was an interesting approach to provide help with exam stress. Conversation also included the skills required to embrace technology. Suggestion that work with primaries would enhance this.
- **Departmental Improvement** – PT modern languages outlined the processes and procedures operating within the department with a focus on securing improvement. This was clear and precise. All staff take part in cross departmental working where practice can be shared with a variety of colleagues. Also discussed was the position of modern languages nationally and the challenges ahead.
- **Class visits. Co-op learning in English** Looking at planning for a discursive essay using co-operative learning. Feedback was that the class had a purposeful, calm approach with excellent pupil engagement in the relevant context of social media. Lively debate and discussion focused on clear learning intentions and success criteria.

Feedback

- **Positives and next Steps**
 1. **Learning and teaching** Some staff will become involved in Teacher Learning Communities via Tapestry project but how will this be monitored and rolled out?
 2. **Subject specific support** subject departments requiring to improve performance were discussed. It was discussed that a positive move forward for the computing department would be to visit schools within and out with the authority.
 3. **Postcode analysis** : The Director felt that it would be useful for DHT to share with the other schools his work on tracking and analysis by postcode
 4. **Prelim preparation sessions** : The team felt that this was an interesting development opportunity for staff and the Director requested that the sessions that staff were engaged with in OLSP could be shared with the other secondary schools.
 5. **Raising attainment teachers**: QIO to arrange a visit with the STARS to clarify their role and focus for the coming session as it was not clear from the presentation just how this is going to be taken forward in this session. Allocation of time for the STARS to take forward their action plan.
 6. **Mentoring**: young people and parents to be aware of the mentoring available for all young people in the school