

# Our Lady's High School

## School Improvement Report 2010/2011

### 1. Key Strengths

- Continuing Improvement in attainment.
- Pupil's pride in their school.
- The staff's care for the pastoral welfare of all of the pupils.
- The staff's commitment to increasing achievement and sustaining strong attainment in national exams for all pupils.
- The increase in Out of Hours Learning Opportunities.
- Broadening the curriculum to include Higher Leadership personal development courses as well as Higher Sociology.
- The impact of specialist support on pupils' learning including the LRC, partner agencies and the support for learning department.
- Many examples of highly effective teaching and learning.
- Engagement with Parents – Excellent PC and PTA
- The welcoming and caring environment.
- The inclusive nature of the school.
- The commitment of support staff.
- The staff's commitment to wider achievement by offering a wide range of extra curricular.
- In more specific detail, this year's Departmental Improvement Reports individually identify a number of key strengths which are evident across the school. These include:
  - Excellent attainment in individual Standard Grade and many National Certificate courses.
  - Support for pupils of all abilities and needs.
  - Positive relationships between staff and pupils.
  - The commitment of staff to the school's caring ethos and to Gospel values.
  - The effectiveness of classroom management skills and arrangements for learning and teaching, including the use of co-operative learning and AifL approaches.
  - More widespread and effective use of information on pupils' learning to track progress and to plan courses.
  - The increasing use of ICT and the other technologies to enhance learning and teaching, including school and departmental uses for administration and management.
  - increased rigour in the use of a range of processes for self-evaluation, including Learning visits.
  - The role of Pupil Support in general, and PSHE in particular, in contributing to school programmes such as subject choice arrangements.
  - Enhancement of L+T areas with use of ICT wide range of extra curricular activities.

## 2. Good Practice

- Curricular use of ICT technologies such as data projectors and smartboards.
- Displays of pupil work in classrooms, corridors and pupil social areas.
- The strength of OSHL and extra-curricular activities in the school, including foreign exchanges and trips.
- All staff have been engaged in preparations for CfE.
- Literacy Access Learning, Numeracy tasks, Learning and Health and wellbeing access learning groups were established and met several times. Again there was representation from across the learning areas and some straightforward methods of ensuring consistency across the school
- Further enhancement of ICT
- Spring Concert – The Performing Arts department delivered an outstanding Spring concert where the bands played, the choirs entertained and there was even a short pantomime.
- Enterprise Events. The school won a number of enterprising competitions.
- Rich tasks were undertaken by the associated primary schools
- Links with Bothwellpark. There were a number of new initiatives. All tutor groups visited Bothwellpark on a rolling programme. This allowed OLHS to see first hand the work of the school and our part to play in this work.
- Parental Engagement. The parents/carers attend Parents Nights and Parent Information evening in large numbers.
- The Chaplaincy work exceptionally well to provide a wide ranging programme of events and celebrations to celebrate our faith.
- Services are well attended and each pupil is offered the sacrament of reconciliation during Lent and Advent.
- Principal Teachers meetings have been re-established.
- Child Protection procedures are excellent.
- The small TLC continues to meet throughout the year to try to enhance teaching and learning.
- The establishment of the tutor groups provided the personal support outlined in B and C 3.
- The enhanced links with all associated primary schools ensured that curricular information is shared well.
- The use of the daily bulletin to highlight information to all pupils has been very successful.
- The reintroduction of ICT into S1 and S2 has been well received by pupils.

## 3. Evaluation:

### **What outcomes have we achieved, including achievement and attainment?**

During the last five years the school has maintained good overall progress in raising attainment. The school has generally performed in line with national figures and has performed well in relation to comparator schools both at local authority and national level. Attainment in some curricular areas such as Music, Drama, Physical Education, History and Modern Studies has been excellent in national terms. The computing studies results were very good this year. Efforts made to address underachievement in some areas of the curriculum have made progress, particularly in Mathematics.

Supported Study in a number of subjects this year has impacted on the pupils in a very positive way – Maths, Chemistry, Modern Languages, History, Modern Studies, Biology, Technical Education.

Early presentation in Standard Grade English in 2010 was successful and we expect results to be very good in 2011.

A wide range of extra-curricular activities take place in the school. Most departments are involved in organising these and a large number of staff and pupils also contribute on a voluntary basis to the wider life of the school. Pupils taking part in drama, music, public speaking, mathematical challenges, football and athletics all recorded particularly noteworthy achievements this year.

All S4 pupils were involved in work experience and most S6 pupils included personal development programmes in their curricular choices. A number of S6 pupils contributed as student Eucharistic Ministers and as student representatives on our Parent Council. Over 30% of S4 pupils participated in Outward Bound activities.

As part of our arrangements for primary - secondary transition, our summer school programme, organised by partnership staff, has continued to benefit a range of potentially vulnerable pupils with a range of social, emotional, behavioural and learning needs.

Through fund-raising the school continued to support a number of organisations including SCIAF and the St Andrew's Hospice. Individual pupil house councils identified how they wished funds raised during the school's Lenten Charities Campaign to be used. Over £11,000 raised last year.

### **How well do we meet the needs of our school community?**

Pupils generally feel that their needs are well met in the school and that they are able to make progress in class.

The school continues to have strong support from its Parent Council and PTA. Parents nights and school events such as the Spring Concert and Awards Ceremony are well supported. A commendable example of this is the continuing development of the school website which includes this year a well-used blog facility.

The extended Pupil Support Team including RE, PSHE, Support for Learning and Partnership staff play an important rôle in supporting individual families and pupils.

### **How good is the education we provide?**

There have been 3 meetings of the schools CfE curricular planning team. This consists of SMT, PT Maths, PT Science and PT Social Subjects. A huge number of models have been discussed. HT and DHT attended all NLC after school timetabling meetings. HT attended a number of SQA courses as well as other courses. It was agreed that breadth would be extremely important and as a result no choices would be offered from S1 –S2. There would be choice provided within subjects.

A model to offer choice within curricular areas in S3 is currently being developed. This will very much depend on the structure and times of exams.

Departments are becoming more familiar with ES and Os at levels 3 and 4 and have used inservice days to look at NABs. Assessment and reporting has also been the focus of inservice days.

The use of a profiling system exemplified by staff from St Margaret's was also the focus of our inservice slot.

Interdisciplinary learning programmes have been developed as has an area for "joined up" work.

Structures for the senior phase have also been modelled and continue to be planned at SMT level. New courses have been introduced to ensure breadth and opportunity for wider achievement.

- Higher Leadership
- Duke of Edinburgh Award
- Vocational Education
- Volunteering
- Open University Courses
- Personal Development.

The very effective S5 and S6 inductions programmes support the PSHE already being delivered in addressing SFL and SFW agenda.

Numeracy, Literacy, Health and Wellbeing groups are established in the school and draft policies are in place.

Personnel Support – Tutor Groups were introduced in August 2010. PSHE target setting and the support agenda are all covered issues these daily half hour slots. The impact has varied across the school. Sixth year pupils benefitted greatly. First Year responded well. Further CPD and development work over the next session will ensure that this important entitlement is delivered.

The Activate groups continue to thrive under the direction of SDS and the pupil support staff. The careers advisor Ruth Robertson continues to support our leavers into positive destinations. The links with Vanl have meant that the curriculum is improved for the year.

The pupil support staff are well versed in MCMC and HT is representative on NLC Strategic groups.

Planning and sharing successful practice in ACfE has been a part of Inservice Day programmes this year. Staff have shared their experiences in course planning and have had opportunities to discuss and plan cross-curricular activities.

School and departmental evaluations provide evidence of more concerted approaches to teaching for effective learning. The wider use of co-operative learning and AifL approaches is significant here.

All staff have had initial training in Glow and passwords issued. There are opportunities for 1:1 training in the LRC twice per week at lunchtime.

Is S2 – S3 again and large number of pupils received their first choices for all 8 subjects.

The school has a strength in meeting learning needs. School subject choice programmes are as responsive to pupil requests as resources allow. Auditing of course choices also indicates that only a very small minority of pupils do not in fact receive all of their first-choice subjects. New school policies have been implemented this year as planned for ESOL and for SQA Special Arrangements.

After consultation it has been agreed to operate the ESOL classes in Fourth year in a column basis. This prevents the problems associated with the extraction model. In terms of partnerships, staff, pupils and parents all viewed the school's arrangements for the care and welfare of pupils as a strength. Third year pupils will now remain within English Class.

Each department/faculty has a handbook with annual calendars for evaluation. As well as this each department or faculty produced a departmental improvement report and plan.

Pupil target setting and tracking is now well established in S3 - S6. There is evidence that more departments are making more systematic use of this information to identify underachieving pupils and to put in place supports for these pupils.

### **How good is our management and leadership?**

A number of Principal Teachers identified the breadth of classroom management skills as being a strength of their departments. PTs continue to monitor L+T using a number of methods including Learning visits.

HT has a departmental review with each PT each year.

Principal Teachers of Pupil Support (Guidance) have adopted a greater leadership role in directing the work of their respective house teams and in the processes of self-evaluation and improvement planning. They are also very supportive and instrumental in delivery of tutor time.

A structure for the professional review and development of single status staff has been set out. Will start in June 2011.

At every level within the school there has been a concerted and co-ordinated approach to planning for A Curriculum for Excellence.

The programme of Inservice Day events for the year focused heavily on curriculum development.

The school SRG continues to explore ways of fulfilling its potential for contributing to collegiate working and school improvement. The school calendar of events for 2011 has been agreed.

The Pupil Support team have worked towards a programme of personal support for pupils in which tutor groups will be established. Extensive work by PT PSHE has resulted in a programme of work/support for small groups of pupils ( max 20 ) for 30 minutes each day.

Some changes have been made to the administration of the budget. New HT. Requirement of PTs to complete documentation in relation to anticipated uptake of these subjects are no longer used.

PTs will be given the opportunity to look at weightings and other methods of disbursement in the year ahead.

No bids were invited in April / May as all of the allocation was disbursed to departments.

Some improvements this year included:

- The dining areas have to be painted ( but not to upgraded).
- The hairdressing salon has been upgraded (£2600).
- NEW UPVC windows to the technical department.
- The roofs of the walkways have been cleared of plants.
- There have been new cookers supplied to one of the kitchens in Home Economics.
- The music department has had a refresh of furniture.
- An interdisciplinary area has been furnished.
- A number of computers were purchased.
- The PTA donated £2500 to departments for bids. The science department was successful in bidding for an interactive whiteboard.
- A maths classroom was given over to Bothwellpark as their school required further accommodation. On doing so a maths room on the first floor was refreshed.

### **What is our capacity for improvement?**

It has shown itself to be proactive and participative in planning for curricular and organisational change. The evidence of internal and external evaluations indicates that the school is well placed to meet the range of challenges presented by the implementation of A Curriculum for Excellence.

#### 4. Assigning levels using Quality Indicators

Quality Indicator	Level
1.1 Improvements in performance.	4
2.1 Learners' experiences.	5
5.2 Teaching for effective learning.	4
5.3 Meeting learning needs.	5
5.9 Arrangements for self-evaluation	4

#### 5. Areas for Improvement

The following priorities have been identified for inclusion in school plans for 2011-2012:

School Improvement Plan.

**Curriculum for Excellence – the school will continue to develop and implement proposals designed to reflect NLC strategic plan for CfE  
Pupils will experience a curriculum which reflects CFE Rationale.**

**The school will continue to develop an engaging and motivating learning environment based on the effective use of a range of approaches to learning.  
Pupils will be engaged in all classes and experience high quality learning and teaching.**

**The school will continue to support the intellectual, physical, emotional and spiritual development of its young people, based on Gospel values, into mature young adults and to provide access to a wide range of support services for all pupils with particular emphasis on GIRFEC and the personal support entitlement outlined in a Curriculum for Excellence.**

**Pupils will experience a wide range of support to ensure they make the progress which they are capable of.**

**The school will take steps to ensure that parents/carers are kept informed at all stages in their child's learning. Early intervention by parents in terms of homework etc. will be encouraged to minimise disruption and maximise all pupils' experiences.  
Pupils will be better supported in their learning at home.**

**Self evaluation – the school will study recent advice from Education Scotland in relation to new models of inspection and expectations raised on the ability of the school to self evaluate**

These school priorities are strongly mirrored in the priorities identified in individual Departmental Improvement Reports.