Summarised Inspection Findings

Cardinal Newman High School

North Lanarkshire Council

SEED No: 8518637

07 March 2017

School Name   **Cardinal Newman High School**

Council: **North Lanarkshire**

SEED number: **8518637**

Roll (Sep 2015):   **1041**

Attendance (90% in 2014/15) is generally below the national average (92% in 2014/15).

The rate of exclusion is below the national average.

In February 2016 16% of pupils were registered for free school meals.

In September 2015 between 40 to 45% of pupils lived in the 20% most deprived datazones in Scotland.

In September 2015 between 5 to 10% of pupils were from minority ethnic groups.

In September 2015 the school reported that 7% of pupils had additional support needs.

Cardinal Newman High School is a denominational school serving the areas of Bellshill, Mossend, Tannochside and Viewpark. It has four associated primary schools. The school is located in an accessible rural area[1].

At the time of inspection the headteacher had been in post for 2 years. There have been recent changes to the senior leadership team with 2 new depute headteachers (one in an acting capacity).

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[1] Location is grouped into eight categories based on the size of the population the school is in. These categories are:
 - Large urban areas (population >125K)
 - Other urban (population >10K)
 - Accessible small town (population 3-10K but within 30 minutes of 10K)
 - Remote small town (population 3-10K and more than 30 minutes from 10K)
 - Very remote small town (population 3-10K and more than 60 minutes from 10K)
 - Accessible rural (population <3K but within 30 minutes of 10K)
 - Remote rural (population <3K and more than 30 minutes from 10K)
 - Very remote rural (population <3K and more than 60 minutes from 10K)

1.3 LEADERSHIP OF CHANGE	*good*

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change.*

- The school has developed an updated set of values after extensive consultation with young people, parents and staff. This was led by the pupil council. The values are shared across the school community. Young people and staff talk positively about the impact of these values such as nurture and ambition and highlight the inclusive nature of the school community. Catholic values are central to the ethos of the school. The school demonstrates a commitment to ensuring equity. The staff's focus on raising attainment and improving attendance through close monitoring has improved the attainment of the lowest attaining 20% of young people and those residing in areas of social and economic disadvantage. The school's forthcoming involvement in the Scottish Attainment Challenge (SAC) has a planned focus on enhanced transitions to improve continuity, progression and support for young people most in need. As planned, the school community should now work together to refresh its vision. This should take account of the social, economic and cultural context of the school as well as local and national priorities, in particular, continuing to improve attainment for all. Senior leaders, together with young people, staff and partners, should ensure that the new vision, along with the school's values, continues to drive change and improvement.

- In consultation with staff and partners, the headteacher and his leadership team have developed a school improvement plan with appropriate priorities. Staff show a commitment to and demonstrate a collective responsibility for achieving the school's priorities for improvement. They have worked hard to develop departmental improvement plans which link departmental improvement work with whole school priorities. Whilst some coherence exists between these plans, greater consistency could be applied across the school so that all staff have a common focus and approach to achieving the school priorities. There are examples of strong and effective partnerships, such as those with Community Learning and Development and Skills Development Scotland, working across the school. There is scope to more fully involve a broader range of community and business partners in school improvement planning. While staff are aware of the Career Education Standard and Work Placement Standard, more needs to be done to fully implement them.

- The headteacher has a clear vision for school improvement and is committed to collaborative working and building staff capacity for and confidence in change. Together with his senior leadership team, he has created a climate in which staff are encouraged to be innovative and creative. Staff, parents, partners and young people comment positively on the headteacher's leadership. In particular, they recognise

his visibility, approachability and his determination to improve the experiences and life chances of young people in Cardinal Newman High School.

- Leadership at all levels is encouraged in the school. Middle leaders undertake activities to develop their leadership skills. These include, leading and contributing to workstreams to achieve priorities for improvement and participating in the extended senior leadership team. Teachers also make a valuable contribution to school improvement through contributing to workstreams, showing on-going commitment to developing their practice and collaborating with colleagues. In taking forward this collaborative approach, the school should ensure that all members of staff have an understanding of the overarching strategic vision. This will ensure the pace of change is appropriate and leads to maximum impact in the delivery of school priorities. There is strong collegiate practice within departments and formal and informal peer visits take place on a regular basis. As planned, the school should continue to expand and improve structured opportunities for collaborative professional development across the whole school to improve consistency in learning, teaching and assessment. This would support regular sharing of good and innovative practice.

- All staff participate in regular review meetings and are supported to engage in professional learning. A few teachers are undertaking masters level research and most are engaging with North Lanarkshire Council professional learning opportunities, many of which link with school priorities. Staff show commitment to improving outcomes for young people through their participation in professional learning. This learning could be tailored more effectively at times to enhance priorities which are outlined in the school improvement plan and impact more considerably on the quality of learning and teaching. A useful next step would be for planned observations to identify aspects for development in learning and teaching leading to an agreed focus, linked to professional review.

2.3 LEARNING, TEACHING AND ASSESSMENT *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.*

- In most classes, young people and teachers interact well with each other creating a positive, calm and orderly learning environment where young people feel cared for and respected. Learners describe very strong, supportive relationships with staff, which contribute to their sense of self-worth and belonging. In most classes, there is a positive ethos and strong work ethic. Most young people are motivated to learn and achieve. They listen attentively to teachers' clear instructions and helpful explanations. Most young people sustain concentration well and respond positively to problem solving tasks.

- Young people benefit from praise and regular, effective verbal feedback which is helping develop their confidence. Teachers are supportive of those requiring additional help to complete tasks. In a majority of lessons, the pace of learning could be brisker and learning could be matched better to the needs of young people. Staff should develop their approaches to differentiation further to ensure that all learners are supported and challenged well. When given the opportunity to do so, young people work well together in pairs and in groups. In a few classes there were examples of low level disruption. Staff should continue to develop strategies to engage, motivate and meet the needs of all learners.

- In most classes, young people would benefit from taking more responsibility for their own learning. Staff need to be clearer about the purpose of learning intentions and ensure that they are used to move the learning forward. Young people have the capacity to agree appropriate success criteria rather than have it decided for them.

- Most young people feel that teachers know them well. Most feel they are listened to but feel they should have a more active role in school decision making and improvement, especially about their learning. Young people contribute effectively to the life of the school and community through a range of planned activities. They are active in supporting and volunteering for local and wider charitable causes including the St Andrew's Hospice and St Vincent de Paul Society.

- Overall the quality of teaching is variable. There are examples of highly effective practice. However, there is need to ensure that all young people benefit from high quality learning and teaching. Staff should continue their work to provide more open ended tasks, encourage creativity and develop higher order thinking skills and independent learning further. In a few lessons the quality of teaching is very strong with some innovative approaches that are having a positive impact on young people's learning. There are examples of effective use of digital technology to

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enhance learning. This should be developed further in line with the recent national 'Digital Learning and Teaching Strategy'.

- The school is developing a new assessment and reporting policy which sets out key expectations for all teachers on planning, assessment, monitoring, tracking and profiling. Further work needs to be done now to ensure that all assessment across the school is rigorous and robust to ensure all young people make continuous progress in their learning.

- In the broad general education, individual staff assess pupils' progress using a range of approaches such as teacher observation, discussion, on-going class tests, homework and regular assignments. More work now needs to be done to ensure that staff have a clear understanding of the standards and expectations for Curriculum for Excellence levels and apply these when assessing young people's progress. This will enable them to set clear targets and appropriate next steps in learning.

- In the senior phase, staff track young people's progress towards National Qualifications effectively. Young people are involved in agreeing aspirational grades and their progress towards these are regularly reviewed with their class teachers. Senior leaders and pupil support staff have an overview of progress which allows them to celebrate success or plan interventions when necessary.

- In the broad general education and in the senior phase, further work needs to be done to ensure that all young people have a clearer understanding of the standards to be achieved for key milestones and levels. Young people do not always understand what they are expected to achieve.

- All staff are involved in moderation activities where staff share standards within subjects. Further work needs to be done to ensure that moderation comments are always evaluative and provide clear definitions of the standard achieved. A few staff are benefitting from participation in national SQA verification activities.

- Pupil support staff monitor and track the progress of young people requiring additional support or those facing additional challenges well. They liaise with faculty heads and other staff to plan and monitor interventions. Pupil support staff interview young people who are not making expected progress and discuss possible strategies and support. Additional planning and monitoring is in place for all those who experience additional challenges such as young carers, young people who are looked after and those residing in areas of social and economic disadvantage. This includes the carer's club and planned activities in the library which are supporting improved outcomes for these young people.

2.2 CURRICULUM: Theme 3, Learning Pathways

- The curriculum provides appropriate progression routes for most young people. In S1 to S3 they experience learning in all curriculum areas which enables them to build on prior learning and make appropriate progress. The school is aware of the need to review current arrangements, such as subject choices at the end of S1, to ensure that all young people receive their entitlement to learn across all the experiences and outcomes up to the third level. The school does not currently gather and share with staff reliable data from primary schools about young people's prior levels of attainment. It is beginning to address this using standardised assessment data from P7. However, more needs to be done to ensure staff build on prior learning and assess, track and monitor progress of young people through Curriculum for Excellence levels. More reliable data about young people's progress and achievement will improve the pace of learning and inform learning pathways.

- For young people from S4 to S6, the curriculum provides an increasing variety of pathways to gain experience of work, accreditation or qualifications to support entry to employment, further or higher education. The alignment of the school day across the locality has helped to increase flexibility within the curriculum. For example, young people can now take National Qualifications in neighbouring schools or pursue college options and foundation apprenticeships. Strong partnership working is providing relevant learning pathways that are enhancing the curriculum for some young people in the senior phase, for example, the Snapdragon restaurant and the National Progression Award Play in a Sports Environment. Although at an early stage, the Careers Café is beginning to support targeted groups of young people towards a wider variety of learning and career pathways. The Business Breakfasts have helped to increase the range of partners, including parents, supporting the curriculum and helping young people to articulate better their skills leading to employment.

- Overall, there is scope to further articulate a strategic vision for the curriculum and how it will meet the needs and aspirations of all young people. Planning should take account of learners' needs and aspirations to inform on-going development of learning pathways. Careers education will form an important part of this work. Skills Development Scotland are beginning to develop career management skills with young people at an earlier stage than in previous years although the impact of this is not yet evident. Further work is needed to develop and embed career education across the curriculum.

- All staff are aware of their responsibilities for developing literacy, numeracy and health and wellbeing across the curriculum. The school should build on the effective start made to developing literacy and numeracy across all areas of the curriculum. This should include sharing understanding of expected standards using the new benchmarks. Opportunities for digital learning are increasingly available to young people, for example, in music, physical education, social subjects and digital technologies. The school should develop a shared understanding of what progression in digital literacy skills looks like to ensure these increasing opportunities develop and extend young people's skills.

- The school has identified a few areas where gender appears to have been a factor in the uptake of subjects, for example health and food technology, hospitality and

physical education and is taking steps to promote equity such as through Girls into Engineering (University of Strathclyde) and other STEM initiatives.

2.7 PARTNERSHIPS: Theme 3, Impact on learners and families – Parental Engagement

- Most parents who responded to a pre-inspection questionnaire say the school keeps them well informed about their child's progress and almost all parents say they are happy with the school. Parents who participated in focus groups spoke highly of the school's engagement with them in relation to meeting their children's support needs and the primary/secondary transition process. Although the school shows evidence of having taken parents' views into account, increased use could be made of their views in relation to on-going planning and policy development.

- An active and committed Parent Council work hard to improve engagement between the school's leadership team, teachers and parents. They do this through participation and dialogue at school events, meetings, and the use of social media. Although the Parent Council is small in size, the chairperson recognises the need to broaden the network of parents who support the school in this way.

- The school uses a variety of means to engage parents. It offers a welcoming environment. It encourages regular and on-going dialogue with parents and organises well-planned review meetings. It is proactive in communicating with parents and uses social media to good effect. Home School Partnership work is strong and makes a highly valuable contribution towards the wellbeing of young people and families and their capacity to achieve.

- Most subjects promote two-way communication through pupils' planners and workshops have been organised for parents. The school could build on this further through developing strategies to engage more consistently with parents regarding young people's learning, particularly in literacy, numeracy and health and wellbeing. In a few cases, effective use is made of parents' skills in contributing to the delivery of aspects of the curriculum. This practice could be encouraged further.

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	*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.*

- The school's nurturing and caring ethos permeates every aspect of school life and effectively promotes and develops the wellbeing of all young people. This is demonstrated through strong relationships between young people and staff and partners which support improvements in health and wellbeing. Young people in the senior phase demonstrate care and compassion for their peers, and a high number offer support and model positive relationships and emotional wellbeing through various means. Particular effective examples include the 75 seniors who deliver physical activity through Play in a Sports Environment or through leadership on residential trips and in the summer school enhanced transition programme. Groups of seniors have been trained in peer mediation and as mentors for Violence Protection which is allowing them to train younger pupils and create discussion forums for safety and protecting self from harm.

- Staff are responsive to the context of the school and the health and wellbeing needs of the community. They make good use of intelligence through partners such as Community Police, YMCA, Action for Children and NHS. This allows them to adapt and shape the health and wellbeing curriculum and assembly programmes to support all young people well. Partners and agencies who work closely with the school to secure better outcomes for young people, particularly for those most in need of effective support, openly praise the priority which the school affords to the wellbeing of all pupils.

- Most young people feel safe, respected and included in school. Young people and their parents express positive views about the support they receive to encourage and improve wellbeing. The school works in collaboration with key partners to promote safety and wellbeing, for example in offering parental workshops on health and wellbeing, such as managing challenging behaviour or cyber bullying or in promoting this type of support for parents through the YMCA.

- Staff are aware of the key principles of *Getting It Right for every Child* and of the wellbeing indicators and a few are beginning to use these effectively to support young people. There is scope to involve young people more in using the wellbeing indicators to consider their own lives and make plans to address concerns. There is also scope to extend the understanding of parents about these.

- The wide range of strategies used to support young people with mental and emotional needs is having a positive impact on their wellbeing. The school has

developed highly positive relationships with parents and makes very good use of partners, local services and internal resources such as the library.

- Pupil support and support for learning staff know young people very well and are highly accessible to them. Their detailed knowledge, shared as appropriate with all staff, equips them well to offer timely support and take decisions which are in their best interests. The house group system contributes well to the school's positive ethos and pupils are developing their emotional wellbeing through challenges such as fundraising, and sporting competitions. The school's health and wellbeing programmes are coordinated by the physical education faculty where there are effective examples of young people engaging well in learning about healthy, fit lifestyles. Particular examples which are engaging young people are the Fitbit Challenge, the Living for Sport Programme and the Growth Mindset approach which has been highly successful in improving self-belief and developing resilience in young people. The school should now implement its current plan to extend a Growth Mindset across the S1 curriculum.

- While children's rights feature as part of curricular learning programmes and activities, there is no coordinated whole-school approach to developing these and making them explicit in the school.

- The school places a high priority on levels of attendance for all pupils and key staff have improved attendance levels for individuals through working effectively with a wide range of partners. There is a need for staff to work with the education authority to support young people with prolonged absence to continue to access their entitlement to educational provision.

- The school's recording of key incidents of bullying should be more systematic.

- The school should ensure that decisions not to open coordinated support plans (CSPs) should be agreed but also reviewed within a set timescale with parental, young person, school and relevant partner agency involvement and evidence of the decision retained.

- The school follows legislative procedures in respect of young people who are looked after and is ensuring barriers are being removed for them. The school monitors and tracks provision for looked after young people and young carers well to bring about positive outcomes for them. This is evidenced in attainment data.

- The nutritional analysis provided for the school lunch menus shows that not all aspects of the regulations for school food provision are currently being met. School lunch menus should be reviewed to take account of this.

- The new principal teacher of support for learning has compiled a very detailed and helpful confidential online booklet for staff which identifies additional support needs of individuals and groups and offers key strategies for support. There is scope to evaluate its effectiveness and use by all staff. Support for learning teachers and assistants, together with pupil support staff, identify needs early and seek out a range of solutions which are removing barriers to learning for individuals and groups of pupils. In ensuring inclusive practices, it is important that teaching strategies and

resources focus on meeting the needs of all learners in all classes. There is room for the consultative role of support for learning staff to be further extended across faculties. Professional learning opportunities on a whole-school basis should focus on supporting staff to understand and better support, for example, specific learning difficulties or managing challenging behaviour. The school's focus on restorative practices should be revisited to ensure it is well understood by all. The school should move forward with its plans to increase the use of digital technologies to enhance learning and meet the needs of those young people who require additional support.

- Pupil support staff work extensively with a range of partners to offer bespoke curricular engagement for individuals and track the attendance of pupils in off-campus provision well. They should now ensure that a portfolio of the highest qualifications possible for individuals is in place in partnership with other establishments. The school needs to monitor and track the progress of pupils with additional support needs more closely, particularly through the process of target-setting in additional support plans (ASPs) where targets could be smarter and shared and reviewed with class teachers.

- Through meetings and focus groups, as well as sampling of minutes and records, it is clear that the school values and promotes diversity and actively challenges discrimination. Partners consider this to be a strength of the school.

- The school has raised the attainment levels of young people who are at risk of not achieving. The range of new qualifications available is being used to meet the needs of all learners well. Effective examples of these are National 4 Uniform Services, SVQ 1 and 2 in Food Production and Cookery where real-life contexts for learning are engaging pupils and developing their emotional wellbeing. Pupils are enthusiastic about the skills of communication, teamwork and presentation they are developing, for example through serving the school community in the Snapdragon restaurant. A range of opportunities exist for building confidence and recognising achievement through accreditation, for example, S3 Lifestyle PE is motivating and engaging young people in fitness activities which support wider health and wellbeing, Achieve Awards for S3 and Dynamic Youth Awards for young people at S2 are raising achievement and confidence levels in those who are in need of this. The work of the physical education department to improve the long-term health and wellbeing of young people is a key strength. Their teaching approaches and choices on offer have increased uptake, particularly by girls.

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

- In the broad general education, the school is beginning to collect data for attainment over time in literacy and numeracy. However, at the time of the inspection the approaches to assessment and moderation of standards did not provide reliable data. The senior leadership team has begun to put in place systems to collate data from standardised assessments and teacher professional judgements. This has the potential to provide valuable information about the progress of cohorts, individuals and groups of learners. Staff need to develop effective moderation processes to ensure this attainment data is robust and reliable.

- The school is beginning to use information from primary school to inform monitoring and tracking of young people over time to ensure the school is adding value from P7 to S3. There is a need for better partnership working with associated primaries to ensure teachers build on prior learning.

- In the senior phase, numeracy is improving in almost all measures at S4 and in most measures by S5 and by S6. In general, young people are achieving more as they move through the senior phase however, more could be done to improve attainment in numeracy courses at SCQF level 5 or better and level 6 by S5 and by S6 which are not yet in line with the virtual comparator.

- The school has maintained or improved attainment in literacy at S4, by S5 and by S6 and it is in line with or above the virtual comparator. Attainment at SCQF level 5 or better (unit and course measures) and level 6 by S6 is higher than the virtual comparator in the latest year.

- The proportion of young people leaving school with unit awards in both literacy and numeracy has increased. However, more could be done to increase the proportion of young people leaving with course awards in both literacy and numeracy at SCQF level 5 or better and level 6. The school should also closely monitor the progress of young people at risk of leaving school with no award in either literacy or numeracy.

Attainment over time

- Progress over time in the broad general education is tracked at department level. At the time of inspection, the school was unable to provide robust evidence of attainment or evidence of how well young people build on prior learning across the curriculum. The school is currently developing a system that has the potential to provide this information. It would be beneficial for teachers to work with colleagues to develop further their understanding of the standards involved in achieving a level within their subjects to ensure this data is reliable. A better understanding of

progress and achievement in the broad general education will support staff to further raise attainment in the senior phase.

- **Attainment by the time of leaving school:** The overall attainment of young people on leaving school (as measured by their average total tariff scores) has improved from below, occasionally significantly lower, to in line with the virtual comparator. The attainment of the lowest attaining 20% is consistently above the virtual comparator. The attainment of the middle attaining 60% is generally in line with the virtual comparator. However, the school recognises that the attainment of the highest attaining 20% on leaving school could be better. It is often significantly lower or much lower than the virtual comparator.

- **Attainment as young people move through the school from S4 to S6:** The school's systematic tracking of attainment in the senior phase together with planned interventions have supported improvements in attainment across S4, S5 and S6. The attainment of young people at S4, by S5 and by S6 (as measured by their average total tariff scores) has improved over the latest five years and is consistently above the virtual comparator. At S4, the school has maintained or improved the number of courses that young people are achieving at SCQF level 4 or better and level 5 or better. Attainment in the latest year is generally above or significantly higher than the virtual comparator. By S6, the proportion of young people achieving 6 or more to 8 or more Highers is significantly higher than the virtual comparator. The school should continue to build on its improvements. More young people could be achieving courses at SCQF level 5 or better and level 6 or better by S5 and SCQF level 7 by S6 (as appropriate to their needs and aspirations). The school has also correctly identified the need to improve the quality of passes across a range of subjects. Faculty heads and senior leaders use data from *Insight* well to identify where improvements need to be made.

Overall quality of learners achievements
- The school has a well-established culture of recognising and celebrating young people's personal achievements. These are valued and shared effectively through the use of social media, plasma screens, displays, assemblies, the school website and newsletters. There has been an increased focus on accreditation of achievements in recent years, for example, Award Scheme Development and Accreditation Network (ASDAN) awards, The Duke of Edinburgh's Award, Caritas, Young Applicants in Schools Scotland (YASS) and National Progression Award Play in a Sports Environment. This is resulting in more young people achieving accredited awards and recognising the skills and attributes they are developing.

- Young people in the broad general education are developing the skills and attributes of the four capacities very well through the wide range of clubs and trips on offer. Residential experiences and trips are building independence, team working skills and leadership. Those in choir and learning to play an instrument are gaining confidence and performance skills by performing at school Masses and in the local community.

- Young people in the senior phase are developing and applying leadership skills in a range of contexts. The school involvement option at S6 is a popular and effective example. In addition, young people demonstrate effective leadership skills through their involvement in Caritas, the charity committee, as house captains and a significant number of young people lead sports activities in local primary schools. A few young people develop leadership skills in the broad general education, for

example, young people at S3 act as guides or buddies for S1 students. However leadership opportunities in the broad general education are less well developed than in the senior phase.

- The school tracks young people's participation in opportunities for achievements. In addition, it should increase young people's awareness of the skills for learning, life and work that they are developing through these activities.

Equity for all learners
- The school has a strong commitment to ensuring equity for all learners. It is raising the attainment of those young people that reside in areas of the highest social and economic disadvantage with the result that these young people are performing more highly than the national figure (particularly at S4 where their attainment is significantly higher than nationally).

- The school have identified the need to and are in the process of setting up a database to track achievements with a view to ensuring barriers to participation are identified and addressed, taking account of factors such as social and economic disadvantage and additional support needs. Staff are committed to ensure equity of opportunity for wider achievement experiences. The Home School Partnership service is particularly effective at supporting the achievements of young people living in areas of disadvantage and providing opportunities for leadership and accreditation.

- Over the last five years, an increasing proportion of young people have moved to a sustained positive destination. In the latest year, almost all leavers moved to a positive destination. As the school continues to develop its curriculum in the senior phase, it should ensure that young people have a range of learning pathways that support them into sustained positive destinations.

SCHOOL CHOICE OF QI 1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Impact on learners' successes and achievements*

- Self-evaluation for self-improvement is seen as the cornerstone for school improvement and hence the request for its inclusion in the inspection as the 'choice' quality indicator.

- Most staff understand that self-evaluation is an integral aspect of their work and the school's approach to continuous self-improvement. Teachers are increasing their understanding of their key role in school self-improvement and the importance of what happens in the classroom. There is an awareness of the need to have a clear focus on improving learning and teaching. A few departments have successfully used a 'back to basics' approach with learning, teaching and assessment. All departments have reviewed the features of a 'good lesson'. Young people's learning experiences would benefit from shared and agreed features of a 'good lesson' being used more consistently across the school.

- Staff are beginning to use a wider range of approaches and procedures to evaluate the work of the school. This includes young people, parents and partners. Partnership work to identify priority areas has clear strengths in some areas, for example, the work between the school and Skills Development Scotland, and the school and Community Learning and Development. There is scope to embed this highly effective partnership work more broadly.

- Many first year courses are evaluated and actions are taken to address young people's views. Young people's views were very well taken into account when the new personal, social and health education programme was being developed. Across the school, while young people are often asked for their views, there is scope to ensure that a more systematic and consistent approach is taken. Young people are not fully confident that their views are regularly taken into account, valued and acted upon.

- Using the challenge questions from *How Good is our School?* (fourth edition), staff have worked together in curricular areas to review the national quality indicator, 1.1 self-evaluation for self-improvement. This is helping staff to develop their knowledge of self-evaluation for self-improvement. There is a need to develop a greater depth of understanding of how best to use self-evaluation. Depute headteachers have a key role to play in the moderation and effectiveness of self-evaluation leading to school improvement.

- The school has identified the need to develop self-evaluation for self-improvement further at a whole school and departmental level. The whole school community is beginning to develop a shared understanding of the strengths and improvement needs of the school. A workstream has been established to develop this work further. The group leading the workstream includes representatives from across the school, including teachers at all levels and nominated representatives of the

Parent Council (due to other commitments the Parent Council representatives have yet to make a full contribution). Young people are not yet included in the workstream group but have been actively involved in creating a version of *How Good is our School?* (fourth edition) for young people.

- The school has now consulted widely, including with teachers' professional associations, to develop a more systematic and rigorous approach to departmental reviews. Going forward, each departmental review will focus on 'pupils' learning'. As these have not yet started it is too early to evaluate the impact of departmental reviews. The planned timescale for every curricular area to be involved should be reviewed to ensure that all curricular areas are evaluated more regularly.

- The school is gathering data from a range of sources. A data analysis group has worked together to collate comprehensive data and help to ensure effective targeted intervention. During the broad general education, this includes standardised assessment data. The school recognises that improvements to the quality and quantity of the data is required and plans to address this, including working more closely with primary colleagues. Systematic analysis of all the data and information at a strategic level is at an early stage of development. It would also be worth considering trend data within this context.

- Faculty heads are expected to interrogate *Insight* data and identify actions to secure improvement. Where actions are identified these are not yet clearly focused enough on improvements to learning, teaching and assessment.

- Each department has a quality assurance calendar. Staff are working together to develop a more consistent whole-school approach and to ensure that key activities, such as observation of learning and teaching, are included as a feature of this approach. It would be worthwhile simplifying and reducing the number of planned evaluative activities to a few key areas to ensure that there is a clear focus on processes that lead to improvement. At this time, the school should consider reviewing the language used, to help staff focus more on quality improvement.

PARTICULAR STRENGTHS OF THE SCHOOL

- Under the leadership of the headteacher, staff work together well to improve outcomes for young people. Teachers at all levels are taking on leadership roles to take forward school improvement.

- The nurturing, caring ethos of the school, underpinned by strong Catholic values. Positive relationships between young people and staff are resulting in a calm and orderly learning environment where young people feel cared for and respected.

- The contribution the pupil support department makes to enhancing young people's wellbeing and ensuring the best outcomes possible for all.

- The work of the physical education department to improve young people's health and wellbeing. It has increased participation particularly by girls and strengthened the work on resilience across the school.

- Partnership working which is enhancing the curriculum and young people's personal achievements. This is enabling young people to participate in motivating and relevant learning such as the Snapdragon restaurant and by developing and leading programmes of physical activity in local primary schools.

- Improvements in attainment in the senior school. In particular, the work to improve equity and support all learners to achieve more highly.

AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL

- Continue to improve learning and teaching across the school to ensure young people experience consistently high quality learning that meets their needs.

- Continue to develop approaches to assessing and monitoring young people's progress in the broad general education to ensure all young people make appropriate progress.

- Continue to strengthen self-evaluation across the school to secure further improvements.

WHAT HAPPENS AT THE END OF THE INSPECTION?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Lanarkshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.