

**HOLY ROOD RC HIGH SCHOOL**

**FOLLOW THROUGH REPORT**

**1. The inspection**

HM Inspectors of Education (HMIE), now part of *Education Scotland*, published a report on the quality of education in Holy Rood High RC School in May 2011. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school since the original inspection. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

**2. Improvements in the quality of education provided**

*2.1 Learning and achievement*

Significant progress had been made in raising attainment, particularly in S4. At this stage, in 2012, the proportion of young people achieving national levels of attainment across a range of subjects including English and mathematics was much better than other schools serving young people with similar needs and backgrounds. Departments and pupils had contributed to collating, evaluating and sharing helpful strategies for raising attainment.

There was very good practice in recording wider achievement and in introducing the new profile in S3. The implementation of these initiatives had been well planned with trial runs followed by termly activities undertaken in tutor time. Staff and pupils were clear about the purpose and value of their discussions. Progress was tracked effectively. Success in attainment and achievement was recognised and celebrated.

Steps were being taken to evaluate the implementation to date of the broad general education in S1 – S3. Action had been taken to address the needs of those at risk of missing out. A range of vocational courses and interdisciplinary opportunities were offered to enrich the curriculum at different stages.

*2.2 Meeting pupils' learning needs*

In the classes visited, a variety of active learning strategies were used to ensure that all pupils were included and that their needs were addressed. Collaborative and group work was evident in all classes. Where lessons had been planned around cooperative learning, the pace was increased and the challenge was appropriate. Almost all pupils were actively involved in their

learning. This good practice should be further extended across the school. Pupils would benefit from a consistent focus on pace of learning and higher order thinking skills.

There was very good use of information communications technology (ICT) as part of learning and teaching. This included smartboards, digital recording machines, and contemporary software. Pupils were encouraged to interact with the ICT which contributed to pace and motivation.

Learning assistants provided well targeted support to individuals and groups. Practical activities were used effectively to support pupils to develop skills as successful learners and effective contributors. The character dressing-up to celebrate World Book Day positively engaged the interest of staff and pupils. Across the school, pupils were enjoying their learning.

### 2.3 *Leadership and direction*

The headteacher's integrity and commitment were central to the direction and values of the school community. She ensured that local and national improvement priorities were appropriately and timeously addressed. Under her strong leadership, outcomes for learners had improved significantly. She was very well supported by the deputy headteachers who worked consistently and effectively, each taking a strategic lead within the senior leadership team.

Curriculum leaders and support for pupils leaders were taking forward curricular, pastoral and whole school developments in a well-structured manner through school improvement groups and within their own faculties. Self-evaluation was well embedded at all levels, with some examples of very good practice involving feedback from pupils notably after the Disaster Relief Challenge.

Pupils were articulate and confident. They were consulted on learning and teaching and they valued the opportunity to develop responsibility for their own learning. They also felt their voice was heard at whole school level in a range of important matters.

Recent parental surveys endorsed the identified improvement priorities. Parents felt their children were well supported by the school.

## **3 Conclusion**

With support from the education authority, Holy Rood RC High School provided a very good standard of education for its pupils. The school had progressed very well since the inspection. The current improvement plan had had a positive impact on the work of the school. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2011 HMIE report.

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