

**Cardinal Newman High School  
Bellshill  
North Lanarkshire Council  
6 May 2008**

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# 1. Background

Cardinal Newman High School was inspected in January 2008 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. HM Inspectors evaluated how well the school was raising achievement for all pupils, taking into account the extent to which pupils' learning needs were met by the curriculum and teaching. They analysed pupils' achievement in national examinations (see Appendix 3) and other areas, the school's processes for self-evaluation and innovation, and its overall effectiveness and capacity for improvement. Inspectors invited the school to identify examples of good practice and have provided examples of these in Appendix 4. HM Inspectors focused particularly on English, mathematics, computing, and home economics. The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires<sup>1</sup> issued to a sample of parents<sup>2</sup> and pupils and to all staff. They interviewed groups of pupils, including representatives of pupil councils, and staff. Members of the inspection team also met the chairperson of the Parent Council, a group of parents and the school chaplain.

Cardinal Newman High School is a denominational school serving Bellshill together with the urban villages of Mossend, Viewpark and Tannochside. At the time of the inspection, the roll was 1085. The percentage of pupils entitled to free school meals was above the national average. Pupils' attendance was in line with the national average.

# 2. Key strengths

HM Inspectors identified the following key strengths.

- Care and welfare of pupils and successful approaches to inclusion.
- The broad curriculum with its emphasis on enterprise and vocational education.
- The links and joint working with the associated primary schools.
- Development of pupils' personal and social skills.
- The commitment of staff to the pupils and their involvement in school improvement.
- Relationships with and support of parents.
- Leadership of the headteacher and the development of teamwork across the school.

<sup>1</sup> See Appendix 2

<sup>2</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

### 3. How well does the school raise achievement for all?

To evaluate how well the school was raising achievement for all, HM Inspectors considered the extent to which the learning needs of all pupils were met through the curriculum and teaching. They evaluated the impact of the school on the learning and personal development of all pupils in lessons and in other, broader contexts. They also considered pupils' achievement in examinations and other areas, and the school's overall success in sustaining improvements in performance.

#### Curriculum

The curriculum had a clear rationale and was of very good quality. It provided all pupils with choice, as well as a broad and balanced experience which promoted progression. Pupils had opportunities to influence the design of the curriculum. Particular features included the following.

- The curriculum was regularly reviewed and refreshed following appropriate consultation with a wide range of stakeholders.
- Very good curricular links with primary schools ensured effective transition into S1. The broad programme of primary-secondary liaison activities enabled pupils to build effectively on their prior learning.
- The development of enterprise skills was a strong feature of the school and was prominent in the school's planning as a *School of Ambition*. The school's transformational plan for this initiative was used as an exemplar for other Scottish schools.
- Pupils could choose to study French or Spanish in S1 and S2.
- The wide range of courses available at S3 to S6 gave pupils a very good choice of subjects at different levels and provided very good opportunities for progression.
- The personal and social education (PSE) programme was delivered through drama in S1, through a free-standing course in S2 and through conferences and curriculum inserts in S3 to S6. Pupils were positive about the programme, which included a number of talks from outside speakers.
- At each stage a well-balanced programme of religious and moral education was available. It was enriched by the contribution of the school chaplain.
- Pupils experienced a rich physical education programme from S1 to S4. In S5/S6 they could take National Qualification (NQ) courses or a school-based course.
- All pupils could choose to participate in a number of vocational courses. The availability of a professional training kitchen and restaurant had greatly enhanced pupils' opportunities in this area.

## **Teaching and meeting learning needs**

The overall quality of teaching was good. Teachers had created a very positive and welcoming learning environment. Pupils responded very positively by working purposefully, with interest and enthusiasm. Teachers' explanations were clear and their questioning effective. In some lessons, teachers used questioning very well to stimulate pupils, to build on their responses and extend their thinking. In many classes, pupils discussed their work in pairs and small groups and were actively involved in their learning. At times, however, learning activities were not sufficiently varied and questioning was not challenging enough. Teachers made very effective use of available information and communications technology (ICT) to enhance presentations, but made only limited use of it to encourage interactive learning. Homework was given regularly across the school, and used very well to develop study skills and reinforce learning. Pupils were not always sufficiently involved in evaluating their own learning and identifying areas for improvement. Nevertheless, the school was making progress in introducing more effective teaching approaches based on *Assessment is for Learning*.

The school met successfully pupils' learning needs. In S1, teachers built well on pupils' prior levels of attainment to ensure progression in learning across the curriculum. In some subjects, including English language and mathematics, teachers used appropriate approaches from S2 to accelerate the progress of higher-attaining pupils. From S3, a wide range of courses at different levels helped teachers meet pupils' needs. These included some at Access level and others with a vocational focus. However, too many pupils did not obtain course awards. In addition, in a significant minority of lessons, pupils would have progressed more quickly if their learning had been more active and they had worked at a faster pace. Learning support staff made a major contribution to meeting the needs of potentially vulnerable learners. They knew pupils well as individuals and took very good account of their backgrounds when planning opportunities for achievement. They provided class teachers with very helpful pupil profiles, giving clear advice on how to meet individual needs. Learning support staff worked very effectively with identified pupils, through well-organised cooperative teaching and tutorial work. They had developed coordinated support plans to support the learning of a few pupils. Subject staff had collaborated well with learning support staff to develop individualised educational programmes (IEPs) for pupils with additional support needs. Short and longer-term targets in these IEPs were not specific enough. Staff gave good support to pupils with social, emotional and behavioural needs. The school had effective approaches in place to address their difficulties. The school had cooperated very well with a range of agencies to implement effective integrated strategies for addressing a wide range of pupils' needs.

## **Impact on learners**

This section provides an evaluation of the extent to which the school was successful in raising achievement for all pupils. It refers to pupils' learning experiences, personal development and aspects of their achievement in examinations and other areas.

## **Learners' experiences and personal development**

The quality of pupils' learning experiences was very high. The atmosphere in classes was settled and purposeful and pupils, whatever their levels of attainment, were highly motivated. They cooperated fully with staff, responding particularly well when engaged in discussion, using computer packages, and carrying out practical tasks which involved them in making decisions and thinking independently. Some teachers provided high-quality feedback which

helped pupils develop as active learners. Others provided positive feedback but did not give pupils clear enough advice on how to improve their performance.

As pupils progressed through the school, their skills as learners developed well and they also took on increasing levels of responsibility. Almost all were developing confidence and responsible attitudes and they showed care and concern for others. Pupils took advantage of the many opportunities for them to show independence and organisational skills when, for example, organising events including a 'Newman Day' and sporting events. Senior pupils contributed actively to the life of the school through buddying younger pupils, and playing lead roles in pupil councils and school events and performances. Pupils in S4 had participated in leadership training and used this to advantage when giving presentations at assemblies. At all stages, pupils were treated with fairness and respect. Staff were highly committed and successful in involving the most vulnerable pupils and keeping them in school. Pupils expressed very high levels of satisfaction with the school and had confidence that staff respected their views and would take appropriate action when legitimate concerns were raised.

## **English**

The overall quality of teaching and learners' experiences was very good. Arrangements for meeting learners' needs were good and performance had improved overall.

Teachers used varied approaches to motivate pupils and develop their language skills. They explained the aims of lessons clearly. Their questioning was challenging and built on pupils' answers. Pupils collaborated well in groups and developed their ideas through focused discussions of texts and presentations to the whole class. Teachers worked effectively with individuals and groups, and gave pupils constructive advice. The quality of their written comments varied. Pupils recognised their strengths and areas for improvement, but did not relate these closely enough to their attainment levels and next steps in their learning. Course activities in S1 to S4 did not fully develop the skills required for S5 courses.

At most stages, pupils made good progress. By the end of S2, the majority attained appropriate levels in listening, talking and reading. Less than half attained these levels in writing. Talking and listening skills were well developed. Writing was well structured, with good attention to accuracy. Pupils were making good progress in analysing language features in their reading. They benefited from rich experiences beyond the classroom, through clubs for reading and creative writing, and theatre trips and workshops. The proportion of pupils attaining Credit awards had improved and was in line with the national average. At Intermediate 1, the proportion attaining A-C grades was in line with the national average. At Intermediate 2 and Higher, the proportions attaining A-C grades were well below national averages. There were too many No Awards.

## **Mathematics**

The overall quality of teaching, arrangements for meeting learning needs and learners' experiences was good. Performance had improved overall.

Teachers had established a very positive attitude to mathematics and pupils were motivated in all lessons. Teachers gave clear explanations and used questioning well to involve and motivate pupils. At times questions could have challenged pupils more to think for

themselves. Learning tasks were appropriate but did not always involve pupils sufficiently actively in independent or cooperative learning. Teachers used ICT well but had insufficient access to digital projector technology. Homework was regular and very well used. Pupils with additional learning needs were well supported by class teachers and learning support staff. Staff had taken effective steps to accelerate the learning of high-attaining pupils and were reviewing the range of courses offered to maximise pupil success in external examinations.

At S1/S2, pupils made good progress from prior levels of attainment. By the end of S2, a majority attained appropriate national levels with an increasing proportion performing above this level. The proportion of S4 pupils attaining an A-C award at Intermediate 2 was above the national average. At S5/S6, over two-thirds of pupils gained an A-C grade at Advanced Higher, and in 2007 performance at Higher had improved to the national average. However, at S5/S6, there had been too many No Awards, particularly at Intermediate 1 and Intermediate 2.

### **Computing**

The overall quality of teaching and approaches to meeting learning needs was adequate. The quality of learners' experiences was good. Performance had not improved consistently at each stage.

Teachers created a positive climate in classes which engaged pupils in learning activities. However, they used a limited range of teaching approaches. Their explanations were generally clear and they used questioning effectively to check pupils' recall of knowledge. In some lessons they enhanced their explanations with digital projectors. Staff did not consistently share the purposes of lessons with pupils or summarise learning at the conclusion. The department planned homework tasks well for all courses. The wide range of courses at S3 to S6 helped to meet learners' needs. Pupils worked conscientiously in class, mainly on individual exercises. They had few opportunities to work collaboratively or take significant responsibility for their own learning.

At S1/S2, pupils were making good progress in their coursework. Pupils in S2 had developed a range of useful computing skills. At S3/S4, pupils worked confidently on computing tasks. Almost all had achieved success in S3 with Access 3 computing. At this stage, pupils had not performed well in computing at Standard Grade. This course had now been replaced by Intermediate 2 information systems, and pupils performed well in this course in comparison with their other subjects. At S5/S6, pupils were making good progress with PC Passport at Beginner and Intermediate levels. Pupils performed notably less well in Higher information systems compared to their other subjects, with a high proportion of No Awards.

### **Home economics**

The overall quality of teaching, meeting learning needs and learners' experiences was good. Performance had improved overall.

Teachers planned and organised lessons well, had high expectations of pupils and used a good range of teaching approaches, including regular homework. Their instructions and

explanations were clear and often linked well to pupils' everyday experiences. In the majority of lessons, teachers used searching, open-ended questions to challenge pupils and extend their thinking. Teachers knew their pupils well and provided good support to meet their learning needs. The lessons delivered by the chef lecturers in the professional training kitchen provided highly motivating experiences for pupils studying Hospitality: Professional Cookery. This helped to develop knowledge and skills relevant to catering and enterprise. In all lessons, pupils were well motivated and engaged enthusiastically in tasks set. Their achievements were enhanced through participation in a range of enterprising activities and, in S5/S6, through gaining nationally recognised certificates in basic food hygiene and food and drink service.

At S1/S2, almost all pupils showed confidence in carrying out practical activities and were making good progress with their coursework. At S3/S4, most pupils presented for Intermediate 1 hospitality attained A-C grades and performed notably better than in their other subjects. The proportion of pupils who attained grades 1-2 at Standard Grade had improved to above the national average and all pupils achieved grades 1-6. At S5/S6, almost all pupils presented for Intermediate 2 hospitality gained A-C grades.

### **Achievement in national assessments, examinations and other areas**

Information about the four subjects inspected has been given earlier in the report. Across the school, particular features of pupils' progress, results in examinations and other qualifications, including those awarded by the Scottish Qualifications Authority (SQA) within the Scottish Credit and Qualifications Framework (SCQF)<sup>3</sup> for the three year period 2005-2007, are included below.

Particular features of achievement in national assessments and other areas by the end of S2 included the following.

- By the end of S2, across the curriculum, pupils were making good progress and building successfully on their prior levels of attainment. The majority attained appropriate levels in listening, talking and reading, but less than half attained these levels in writing. Pupils made good progress in mathematics and a majority attained appropriate national levels, with an increasing proportion performing above this level.

Particular features of achievement in examinations and other areas by the end of S4 included the following.

- By the end of S4, the proportions of pupils gaining five or more SCQF awards at levels 3 and 4 were better than in schools with similar characteristics. These results had improved over recent years. At level 5 the performance was in line with these schools.
- Pupils performed less well in Standard Grade biology and geography than in their other subjects.

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<sup>3</sup> Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

Particular features of achievement in examinations and other areas by the end of S6 included the following.

- By the end of S6, the proportion of pupils attaining one or more awards at SCQF level 6 was higher than schools with similar characteristics and had improved. At this level, the proportion attaining three or more awards was in line with schools with similar characteristics but the proportion attaining five or more awards at SCQF level 6 was lower.
- The proportion of pupils achieving one or more award at SCQF level 7 was in line with schools with similar characteristics.
- In S5, almost one quarter of presentations at Higher, one fifth of presentations at Intermediate 2 and almost one half of presentations at Intermediate 1 did not result in an award.

Overall, the school was very successful in raising pupils' achievement. It provided appropriate courses and effective teaching at each stage, which enabled all pupils to build successfully on their prior attainments. This resulted in improving examination performance, which was generally better than schools with similar characteristics. Throughout the school, the learning experiences provided by staff helped pupils to become confident and successful as learners. They acted responsibly and actively contributed to the work of the school. The school was very successful in taking forward its vision of making a significant difference to the life choices of its pupils.

#### 4. How good is the environment for learning?

Aspect	Comment
Care, welfare and development	<p>The school's very strong culture of care, welfare and protection of pupils, underpinned by Catholic values, was evident at all stages across the school. Teachers knew pupils very well. They were alert to their emotional, physical and social needs. Staff had a highly developed range of policies and guidance on issues relating to equality, diversity and safeguarding. All staff were clear about their responsibilities regarding child protection and anti-bullying. The school had an excellent climate of respect and mutual trust. It promoted a healthy lifestyle through the PSE programme. Pupil support staff were readily accessible and had formal meetings with all pupils once a year. They were sensitive to pupils' individual circumstances and provided very effective support, particularly for those who needed additional help. Pupils appreciated and were confident about their pupil support teachers and the quality of support they received. Pupils across the school welcomed the opportunity to express their views through the house, pupil and school councils. Pupil support staff closely monitored attendance and had been successful in improving their attendance. The school had a very comprehensive liaison programme to support the transition from primary schools, which included very effective parental information evenings.</p>
Management and use of resources and space for learning	<p>Resources and space for learning were well managed. Strong features included:</p> <ul style="list-style-type: none"> <li>• the professional teaching kitchen and demonstration restaurant;</li> <li>• social areas for pupils;</li> <li>• the well-organised library and learning support base;</li> <li>• very attractive displays of pupils' work and achievements throughout the school; and</li> <li>• good provision of ICT rooms.</li> </ul> <p>The buildings suffered from some water leaks and not all entrances were secure. Some stairways were narrow and parts of the building were inaccessible to wheelchair users.</p>

Aspect	Comment
Equalities, expectations and engagement	Staff were highly committed to the school and had a very good understanding of its vision. Teachers provided many opportunities for pupils to participate in a wide range of activities and they provided extra support to pupils at lunchtimes and after school. A very high proportion of teachers was actively involved in the school's development groups and they shared good practice. Relationships between teachers and pupils were exemplary. Teachers had high expectations of pupils' behaviour, attendance and standards of work. They used praise effectively throughout the school and celebrated pupils' successes well with a merit scheme and award ceremonies. Pupils had positive attitudes and high expectations of themselves. The school had a very strong culture of inclusion. All parents were welcomed in the school. There were few exclusions and very effective restorative practices. Pupils were very positive about the school and felt safe, respected and valued. Prayers were said at morning assemblies and the full pastoral calendar enabled staff, pupils and parents frequent opportunities to worship.
The school's success in involving parents	The school had developed successful links with local businesses, parishes and the wider community. Parents were very committed to the school. They actively supported the school through the recently formed Parent Council. Parents actively participated in parents' evenings and consultations. They responded very positively to the school newsletter and frequent school reports which provided detailed information on their children's progress towards their learning targets. Parents of children with IEPs were involved in reviews and planning targets.

## 5. Leading and improving the school

The school was very successful at raising achievement for all from S1 to S4 and effective at S5/S6. It provided a broad education for its pupils and excelled at being an inclusive school. The school had very effective approaches to meeting the needs of its most vulnerable pupils and a rich curriculum with many courses and programmes for lower-attaining pupils. Teachers were highly committed to the school and had very good relationships with pupils. Teaching was good and pupils responded positively. The school had a strong culture of care, equality and fairness. Pupil support staff knew their pupils very well. Pupils felt that they were valued and respected. They liked attending the school. Pupils performed well in examinations and successfully developed a broad range of personal and social skills.

Leadership in the school was excellent. Leaders at all levels played an important part in improving pupils' learning experiences and their achievements. The headteacher provided outstanding leadership for the school community. She was very successful at sharing her vision for the school and engaging staff in delivering it. She supported and challenged staff very well and successfully promoted the development of leadership across the school. The

deputy headteachers were highly committed to the school and very skilled at planning and implementing strategies for improvement. They supported staff very well and were very effective at spreading good practice across their link departments. A number of principal teachers were effective leaders but others had insufficient impact on improving learning. By acting as 'champions' for school-wide developments, a number of teachers were very successful at sustaining important initiatives. In addition, many teachers participated in working groups to further the development of the school.

Self-evaluation was very good. Across the school, staff had a high level of commitment to self-evaluation and continuous improvement. The school had effective systems for gathering information on its performance from a wide range of sources. The headteacher analysed pupils' attainment rigorously and used this information to inform improvement strategies in departments. Senior managers and principal teachers evaluated learning in classes and assisted teachers to reflect on teaching and learning. They affirmed good practice but did not focus enough on identifying what needed to be done to improve performance. The very effective tracking system helped staff to monitor pupils' progress. The school took account of the views of pupils, parents, staff and other stakeholders and used a comprehensive range of data to produce a standards and quality report which focused on improving pupils' learning experiences and achievements. The school had the capacity to continue to improve its performance. It had very effective leadership, very good self-evaluation procedures, the full commitment of staff and supportive parents.

As well as building on the strengths and addressing the issues raised throughout this report, the school and the education authority should address the following main points for action.

### **Main points for action**

Carry on improving achievement by:

- continuing to develop the quality of teaching by using self-evaluation and drawing upon the very good practice in the school; and
- reducing the number of No Awards in National Qualifications (NQ) courses by improving the selection process for pupils in S5/S6.

## **What happens next?**

As a result of the high performance, the strong record of improvement and the very effective leadership of this school, HM Inspectors will make no further reports in connection with this inspection. The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report the education authority, working with the school, will provide a progress report to parents.

Terry Carr  
HM Inspector

6 May 2008

## Appendix 1 Indicators of quality

The following quality indicators have been used in the inspection process to contribute to the evaluation of the overall effectiveness of the school in raising achievement for all pupils.

<b>Section 3. How well does the school raise achievement for all?</b>	
The curriculum	very good
Teaching for effective learning	good
Meeting learning needs	good
Learners' experiences	very good
Improvements in performance: S1/S2	very good
Improvements in performance: S3/S4	very good
Improvements in performance: S5/S6	good

<b>Section 4. How good is the environment for learning?</b>	
Care, welfare and development	excellent
Management and use of resources and space for learning	good
The engagement of staff in the life and work of the school	excellent
Expectations and promoting achievement	very good
Equality and fairness	very good
The school's success in involving parents, carers and families	excellent

<b>Section 5. Leading and improving the school</b>	
Developing people and partnerships	excellent
Leadership of improvement and change (of the headteacher)	excellent
Leadership of improvement and change (across the school)	very good
Improvement through self-evaluation	very good

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

## Appendix 2 Summary of questionnaire responses

The following provides a summary of questionnaire responses. Key issues from the questionnaires have been considered in the inspection and comments are included as appropriate throughout the report.

<b>What parents thought the school did well</b>	<b>What parents think the school could do better</b>
<p>Almost all parents thought that:</p> <ul style="list-style-type: none"><li>• the school encouraged their children to work to the best of their ability;</li><li>• their children enjoyed being at school;</li><li>• parents' evenings were helpful and informative; and</li><li>• the school was well led and had a good reputation in the community.</li></ul>	<p>No significant points were raised.</p>
<b>What pupils thought the school did well</b>	<b>What pupils think the school could do better</b>
<p>Almost all pupils said that:</p> <ul style="list-style-type: none"><li>• they got on well with other pupils and enjoyed being at school;</li><li>• teachers expected them to work to the best of their ability and told them when they had done something well; and</li><li>• teachers checked their homework and helped them when they were having difficulties.</li></ul>	<p>No significant points were raised.</p>

What staff thought the school did well	What staff think the school could do better
<p>All teachers said that staff showed concern for the care and welfare of pupils and they were aware of the school's child protection procedures.</p> <p>Almost all teachers thought that:</p> <ul style="list-style-type: none"> <li>• pupil success was regularly celebrated;</li> <li>• staff worked hard to promote and maintain good relations with the local community; and</li> <li>• teachers set high standards for pupils' attainment and ensured that they received constructive feedback about their work.</li> </ul>	<p>No significant points were raised.</p>

## Appendix 3 Performance in Scottish Qualifications Authority (SQA) National Qualifications

### Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

### Percentage of relevant S4 roll gaining awards by end of S4

		2005	2006	2007
<i>English and Mathematics</i> <i>@ Level 3</i>	Cardinal Newman High School	72	79	91
	Comparator schools <sup>4</sup>	88	90	89
	National	90	91	92
<i>5+ @ Level 3 or better</i>	Cardinal Newman High School	89	90	96
	Comparator schools	86	87	88
	National	90	91	91
<i>5+ @ Level 4 or better</i>	Cardinal Newman High School	71	75	73
	Comparator schools	68	71	65
	National	76	77	76
<i>5+ @ Level 5 or better</i>	Cardinal Newman High School	29	26	25
	Comparator schools	25	27	26
	National	34	35	33

**Percentage of relevant S4 roll gaining awards by end of S5**

		<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>5+ @ Level 4 or better</b>	<b>Cardinal Newman High School</b>	82	75	79
	<b>Comparator schools<sup>4</sup></b>	71	73	73
	<b>National</b>	78	78	79
<b>5+ @ Level 5 or better</b>	<b>Cardinal Newman High School</b>	40	36	39
	<b>Comparator schools</b>	35	36	35
	<b>National</b>	45	45	46
<b>1+ @ Level 6 or better</b>	<b>Cardinal Newman High School</b>	29	31	28
	<b>Comparator schools</b>	29	31	30
	<b>National</b>	39	38	39
<b>3+ @ Level 6 or better</b>	<b>Cardinal Newman High School</b>	14	11	14
	<b>Comparator schools</b>	14	16	15
	<b>National</b>	23	22	22
<b>5+ @ Level 6 or better</b>	<b>Cardinal Newman High School</b>	4	5	8
	<b>Comparator schools</b>	4	5	5
	<b>National</b>	10	10	10

**Percentage of relevant S4 roll gaining awards by end of S6**

		<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>5+ @ Level 5 or better</b>	<b>Cardinal Newman High School</b>	37	43	40
	<b>Comparator schools<sup>4</sup></b>	38	39	39
	<b>National</b>	47	48	47
<b>1+ @ Level 6 or better</b>	<b>Cardinal Newman High School</b>	35	37	40
	<b>Comparator schools</b>	33	33	36
	<b>National</b>	43	43	42
<b>3+ @ Level 6 or better</b>	<b>Cardinal Newman High School</b>	20	22	22
	<b>Comparator schools</b>	21	22	21
	<b>National</b>	30	30	29
<b>5+ @ Level 6 or better</b>	<b>Cardinal Newman High School</b>	12	13	13
	<b>Comparator schools</b>	12	13	12
	<b>National</b>	19	20	19
<b>1+ @ Level 7 or better</b>	<b>Cardinal Newman High School</b>	8	7	6
	<b>Comparator schools</b>	7	7	7
	<b>National</b>	12	13	12

<sup>4</sup> Comparator schools are the 20 schools statistically closest to the school being inspected in terms of the five socio-economic characteristics of the school population and surrounding areas.

## **Appendix 4 Good practice**

In the course of the inspection, the following aspects of innovative and effective practice were evaluated as being worthy of wider dissemination.

### **Use of ICT in English classes**

Learning and teaching approaches based on Moving Image Education were very successful in engaging and motivating pupils in S1/S2. The aim was to develop skills in creativity, independent learning, critical thinking and working with others, as well as to improve oral and literacy skills.

The class first worked on traditional ballads. They studied 'A Boy Named Sue' by Shel Silverstein, identifying the effects of specific language features. Discussions focused on issues relating to bullying, family relationships and gender. Working in groups, pupils selected images which reflected key aspects of plot, characters, emotions and ideas and created a storyboard, with each image linked to specific words in the text. Teachers interacted with groups, asking questions about relationships between language, ideas and images. After producing individual reviews, pupils worked in groups to develop scripts based on 'soundbites' and to develop a 'talking head' track for a video. The final outcome was an audio track employing the visual images used on the storyboards.

A number of the class had found language work challenging and sometimes had had difficulties in managing their behaviour. All were completely engaged by the activities. They focused on the task and worked at a good pace. They had developed a good understanding of the key features of ballads, and could relate them to the text they were using. They were able to give their views on the social issues raised by the text.

### **Vocational education – Professional hospitality**

All pupils had access to vocational education. The training kitchen and restaurant was an outstanding feature of the school. The 'Snapdragon' restaurant won a national award. The very close links forged with Motherwell College provided pupils with the opportunity to take professional cookery qualifications, front-of-house certification and work with chef lecturers in their own school.

The quality of teaching in the kitchen was of a very high standard and the staff had very good relationships with the pupils. The pupils responded very well to the mature and professional approach. They were empowered to communicate and work as part of a team, in a setting that reflected real working practices. This involved creating and serving meals for customers in the adjoining restaurant. The experience they gained gave them confidence, knowledge and skills of catering and promoted ambition.

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Executive Director of Learning and Leisure Services, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 1<sup>st</sup> Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

### **HMIE Feedback and Complaints Procedure**

Should you wish to comment on any aspect of secondary inspections, you should write in the first instance to Frank Crawford, HMCI, at HM Inspectorate of Education, Europa Building, 450 Argyle Street, Glasgow G2 8LG.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA. You can also email [HMIEcomplaints@hmie.gsi.gov.uk](mailto:HMIEcomplaints@hmie.gsi.gov.uk). A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail: [ask@spsso.org.uk](mailto:ask@spsso.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.spsso.org.uk](http://www.spsso.org.uk).

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