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1. Background

Renfrew 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 an example in Appendix 4. HM Inspectors focused particularly on English, mathematics, chemistry and S1/S2 science, and history. 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 questionnaires¹ issued to a sample of parents² 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 members of the Parent Council, representatives of the Parents and Friends Association (PFA), a group of parents and the school chaplains.

Renfrew High School is a non-denominational school serving the burgh of Renfrew. At the time of the inspection, the roll was 837. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was in line with the national average.

¹ See Appendix 2

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

2. Key strengths

HM Inspectors identified the following key strengths.

- Improving levels of achievement.
- High levels of staff and pupil morale, reflected in improving teaching and well-motivated learning.
- Comprehensive approaches towards encouraging pupils' personal development and recognising their achievements.
- Very effective arrangements for ensuring the care and welfare of pupils.
- Sustained efforts to involve parents fully in the education of their children.
- Very effective leadership from the headteacher, with a high degree of support and commitment from other senior managers throughout the school.

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 quality of the curriculum was good overall. There was a measured and well-planned approach to curricular innovation, particularly in relation to provision at S1/S2, with appropriate measures to monitor and evaluate planned changes. Particular features included the following.

- Appropriate breadth and balance at all stages.
- Increasingly effective links with associated primary schools.
- Sustained efforts to meet individual needs at the senior stages, through consortium arrangements and links with Reid Kerr College.
- Ongoing improvement of the well-balanced physical education programme. In addition, a wide range of opportunities for pupils to participate in sports and to undertake community sports leadership training.

- A well-planned and progressive approach to personal and social education, including the successful introduction of an Award Scheme Development and Accreditation Network (ASDAN) courses, and appropriate attention to religious and moral education.
- Very good use of the education authority's drama resource, situated within the school.
- Effective implementation of the Renfrewshire Vocational Programme, in close partnership with Reid Kerr College.
- Recognition by the school of the need to broaden the provision of modern foreign languages and the range of courses available for lower-attaining pupils at the senior stages.
- Creative planning in taking forward the successful School of Ambition bid and extending the range of inter-disciplinary opportunities, within the context of the *Curriculum for Excellence* national initiative.

Teaching and meeting learning needs

Teaching was good overall. Most lessons were well planned, with teachers sharing the purposes of learning with pupils and explaining tasks and activities clearly. Across the school, teachers were less effective in reviewing what had been learned at the end of lessons. Staff had a good rapport with pupils. Some subjects were taught particularly well, with teachers successfully engaging pupils and stimulating their interest. In these cases, staff were adept at responding to pupils' questions and encouraging them to think independently and creatively. Teachers were using information and communications technology (ICT) increasingly effectively in most classrooms to enhance learning and teaching. Homework required a clearer focus in a number of subjects.

Overall, the school met the needs of its learners well. Across the curriculum, teachers were making clear efforts to match courses, resources and tasks to the range of learners' needs. There was good support from teachers for individual learners in most classes. More sustained challenge for higher-attaining pupils was needed, however. Teachers knew their pupils well and were responsive to the needs of the more vulnerable. Pupils valued the study support sessions arranged by the school to support their learning outwith class. There were effective arrangements to identify the needs of pupils and their families transferring to secondary school. Senior pupils provided well-judged support to S1 pupils through a very good peer tutoring programme. Some pupils had individualised educational programmes (IEPs), but these were not sufficiently detailed to be useful. There were more pupils for whom IEPs would ensure more appropriate support. Support for learning staff needed to plan support with teaching staff more closely and share with them pupils' personal targets on a more systematic basis. Specialist support staff met with parents on a regular planned basis. However, they had not yet involved parents and pupils enough in setting and reviewing personal targets in IEPs. Specialist staff, including the home link officer and external agencies, had provided effective staff training on managing behaviour.

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 overall quality of pupils' learning was good. Pupils were highly motivated and enthusiastic in virtually all classes. Most lessons were conducted at an appropriate pace and succeeded in engaging pupils with their work. Pupils were consistently on task and learning productively. They responded well when given opportunities to work collaboratively. However, they would have benefited from increased opportunities for debate and discussion, in order to improve their confidence in expressing views or presenting conclusions. They were capable of working independently in many subjects, but occasionally needed more opportunities to take responsibility for their learning and to think for themselves. Pupils did not have consistent enough feedback on how to improve their learning, although in some classes peer assessment was being used well.

Pupils were friendly, courteous, helpful and related positively to others in the school. The school encouraged pupils' personal and social development very well through offering many opportunities for achievement in sporting, musical and community-based activities. Most pupils were engaged to some degree in the school's wide range of extra-curricular activities. The school actively promoted healthy eating and encouraged pupils to adopt and maintain a healthy lifestyle. Pupils appreciated the positive effects of participation in an extensive range of activities, including sports and sports leadership, enterprise events, school trips and public performances. In particular, the school was planning to capitalise on the experience of a number of S2 and S3 pupils in the Columba 1400 leadership initiative. Pupils' involvement in the Eco Schools Scotland programme was beginning to raise their awareness of environmental and conservation issues. The school developed citizenship skills through a range of well-planned activities in practical and community contexts. Pupils represented their classes in the pupil councils, the whole-school pupil forum and the Renfrewshire Pupil Forum. They had been active in seeking improvements to pedestrian safety in the environs of the school. Senior pupils worked very effectively with younger pupils as "peer pals". Leadership skills were further developed through senior pupils acting as prefects, with a range of appropriate responsibilities.

English

Overall in English, the quality of teaching and pupils' learning experiences was very good. Arrangements for meeting learning needs were good and performance had improved.

Teachers shared the purposes of lessons with pupils and explained new work clearly. They varied approaches very effectively and interacted with pupils very well to enhance their understanding. The pace of learning was appropriate overall. Some higher-achieving pupils at S1/S2 would have benefited from additional challenge. Pupils cooperated very well in group activities, including research. They felt respected and treated fairly and were becoming increasingly skilful learners.

Pupils made steady progress from their prior levels of attainment. Throughout their coursework, they demonstrated their appreciation of human and cultural diversity. At S1/S2, the majority achieved appropriate levels of attainment in reading and writing. Performance in reading had improved. At S3/S4, the proportion of pupils attaining Credit awards at Standard Grade was in line with the national average. At S5/S6, the proportion of pupils attaining grades A-C was in line with the national average at Higher, above it at Intermediate 2 and well below it at Intermediate 1. Performance at Higher had improved. All of the few pupils presented for Advanced Higher achieved success.

Mathematics

Overall in mathematics, the quality of teaching, pupils' learning experiences and arrangements for meeting learning needs was good. Performance had improved.

Teachers gave clear explanations. Some used questioning effectively to assess pupils' understanding and promote reasoning skills, but this needed to be more consistent across classes. Overall, teachers matched tasks well to pupils' learning needs, but needed to make more use of ICT and provide more opportunities for independent exploration of mathematical concepts. Pupils were increasingly being encouraged to take responsibility for their own learning. Staff monitored pupils' progress carefully, but more extensive feedback was required to help them improve. Teachers gave good support to individuals with additional needs to help their progress.

At S1/S2, most pupils made good progress from their prior levels of attainment. The proportion reaching appropriate national levels by the end of S2 had decreased over the last three years, but was showing improvement in relation to prior levels of attainment, particularly in the current session. At S3/S4, pupils performed consistently better in mathematics than in their other subjects. The proportion of S4 pupils attaining Credit awards at Standard Grade was consistently in line with or above the national average. At S5/S6, the proportions of pupils presented at Higher or Intermediate 2 level were consistently above or well above the national average. The proportions attaining A-C awards at these levels had been variable over the last three years. The majority of pupils presented at Advanced Higher level achieved A-C awards.

Chemistry and S1/S2 science

Overall in chemistry and S1/S2 science, the quality of teaching and learners' experiences was adequate. Arrangements for meeting learning needs were weak. There had been limited improvement in pupils' performance.

Teachers provided clear explanations and instructions and, where possible, related their lessons to everyday life. Overall, they did not use a wide enough range of teaching approaches. However, recent work on broadening the range of approaches in S1/S2 science was leading to more positive experiences. Pupils still had too few opportunities for active learning. Staff needed to use more searching questioning to challenge pupils and probe their understanding. Teachers supported individual pupils well and were working hard to extend pupils' achievements through study support, trips and fieldwork. Higher-attaining pupils needed more consistent challenge, however.

At S1/S2, pupils' knowledge and understanding of coursework was too variable. Many were not achieving their full potential. Overall at S3/S4, the proportions of pupils attaining Credit

or General awards in Standard Grade chemistry were well below the national averages. At S5/S6, the proportion of pupils attaining A-C grades in Higher chemistry was well below the national average. The majority of pupils studying Advanced Higher had attained A-B grades.

History

Overall in history, the quality of teaching was good. The quality of learners' experiences and arrangements for meeting pupils' needs was adequate. There had been improvements in pupils' performance.

Teachers motivated pupils with well-planned lessons, incorporating clear explanations and effective questioning. Pupils were challenged further through additional homework activities to enrich coursework. The range of learning and teaching approaches was being extended, but as yet there were too few opportunities for pupils to develop as independent learners. There was insufficient use of ICT. Staff knew pupils well and had established high expectations of them. The majority of pupils enjoyed the subject and were clear about the next steps in their learning. However, tasks did not always provide sufficient challenge or support to cater for the needs of all pupils.

At S1/S2 most pupils were making good progress in their coursework. Pupils coped well with opportunities to develop skills in critical thinking and extended writing. The proportion of S4 pupils attaining a Credit award was above the national average with many pupils performing better in history than in their other subjects. At S5/S6, the proportion attaining A-C grades at Higher was in line with the national average.

Achievement in national assessments, examinations and other areas

Information about the 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)³ 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.

- The majority of pupils were attaining appropriate national levels in mathematics, reading and writing. The proportion attaining these levels in reading had increased over the last three years. The proportion in writing had remained steady, while the proportion achieving these levels in mathematics had dropped in 2007. The extent to which pupils in S1 and S2 were building on prior levels of attainment in English and mathematics had improved over the last three years.
- Most pupils were making good progress in classwork across a range of subjects.

³ 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

- The school did not have enough information about the progress in learning of pupils with additional support needs, particularly those following IEPs.

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

- The proportions of pupils attaining five or more awards at SCQF levels 3 and 4 were above the national averages in 2006 and 2007. From 2005, there was an improving trend in each of these measures.
- The proportion of pupils achieving five or more awards at SCQF level 5 was consistently in line with the national average.
- Over the past three years the school had performed better than schools with similar characteristics at SCQF levels 3, 4 and 5. Performance in relation to these schools was improving consistently.
- The proportions of pupils attaining Credit awards at Standard Grade were well above national averages in administration and business management and above in art and design, geography, music and physical education. They were below in biology, physics and craft and design.
- Pupils performed notably better in art and design, administration and business management than in their other Standard Grade subjects.

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

- The proportion of pupils attaining five or more awards at SCQF level 5 was in line with the national average. The school was performing much better at this level than schools with similar characteristics.
- The proportions of pupils attaining three or more and five or more A-C awards at SCQF level 6 were in line with national averages. The school was performing better than schools with similar characteristics for three or more awards and was in line with these schools and improving for five or more awards.
- The proportion of pupils attaining one or more A-C awards at SCQF level 7 was below the national average.
- The proportions of S5 pupils attaining A-C awards at SCQF level 6 were well above national averages in art and design and French. They were below in administration and drama, and well below in biology.

Overall the school was successful in raising pupils' achievement. Pupils' performance by the end of S2 was improving in some respects. There was notable improvement in pupils' performance by the end of S4 and also by the end of S6.

4. How good is the environment for learning?

Aspect	Comment
Care, welfare and development	<p>The quality of care, welfare and development was excellent. Pupils felt safe in the school and key staff knew them well. Pupil support staff had regular, highly effective contact with pupils and their families. The school used innovative arrangements to ensure improved levels of attendance and punctuality. Responses to complaints were prompt and appropriate and pupils and parents knew how to access support and advice. Appropriate care and welfare guidelines were being followed by staff. Pupils and parents were confident that the school dealt fairly with instances of bullying. Pastoral care arrangements, including effective joint working with other external agencies, ensured that the needs of pupils most at risk were being addressed. The programme for personal and social education (PSE) focused appropriately on personal safety, emotional well-being and healthy living. The efforts of pupil support staff were complemented exceptionally well by the home/school link team, who had been very successful in engaging vulnerable pupils and their parents or carers in the life of the school, through regular direct contact, home visits and parenting workshops. The school was taking useful steps to encourage healthy eating, but additional steps were now needed to ensure a suitable range of choices for all pupils at lunchtimes. Pupils appreciated the range of after-school clubs and holiday programmes available to support them at transition times. Curricular and vocational guidance had major strengths, including a mentoring transition programme by local employers for a small group of pupils.</p>

Aspect	Comment
Management and use of resources and space for learning	<p>The management and use of resources and space for learning was good overall. Particular features included the following.</p> <ul style="list-style-type: none"> • A major planned programme of refurbishment by the education authority, to address current deficiencies in decoration, lighting, ventilation and windows. • Appropriate entrance security arrangements. • A good range of indoor and outdoor facilities for sport and physical education. • Good use of the theatre for assemblies and a wide range of school events. • Good use overall by departments of available space and resources. • An effective school programme of ICT investment, linked to priorities identified in the school improvement plan. • Good use of display across the school, to reinforce school identity, and to acknowledge pupils' achievements.

Aspect	Comment
Equalities, expectations and engagement	<p>The engagement of staff in the life and work of the school was very good. Staff morale was high. Staff felt valued within the school as part of an effective team and felt included fully in the process of school improvement. Non-teaching staff were highly committed and made a very valuable contribution to the work of the school. The school was successfully using a wide range of strategies to raise pupils' expectations and to promote and recognise their achievements. The school's core values were reinforced regularly by staff and senior pupils. A new policy for the promotion of positive behaviour was being implemented effectively after consultation with pupils and parents. Pupils were responding well to the system of rewards and positive referrals. Group and individual achievements were recognised through awards ceremonies, assemblies, the school newsletters and the TV screens in social areas. There was a very positive culture of inclusion with the school. All pupils were encouraged to participate in the school's sporting, musical, cultural and community activities. Extensive steps were taken to ensure that those with additional support needs were fully included in school activities. Pupils felt that they were treated fairly, respected and listened to by staff. There was a clear race equality policy adapted to the needs of the school. Themed assemblies were planned by pupils with the chaplaincy team. There were regular opportunities for religious observance, with appropriate arrangements to accommodate the needs of pupils from a range of faiths. There was recurrent attention within the curriculum, including the PSE programme, to issues of equality and fairness, cultural diversity and human rights.</p>

Aspect	Comment
The school's success in involving parents	<p>The school was very successful in involving parents, carers and families in the life of the school. Particular features included the following.</p> <ul style="list-style-type: none"> • A wide and very effective range of communications with parents including informative newsletters and bulletins, leaflets, the school website and useful information on pupils' progress. • Very effective partnership between pupil support staff and the home/school link team, in engaging parents and families and establishing mutual trust. • An active and supportive Parent Council and PFA. • Very good levels of support from parents for school events, including help with sporting events. • Workshops for parents on issues of interest, including handling teenage behaviour and learning activities. • Well-documented responses to issues of concern raised by parents.

5. Leading and improving the school

Renfrew High School was an improving school which served its pupils and community very well. It was successful in raising pupils' achievement. The ethos of the school was very positive. Pupils were well motivated and responsive. Staff morale was high. Learning and teaching was good overall. Standards of attainment were improving. Pupils' personal and social development benefited from a wide range of opportunities for sporting, cultural or community activities. Pupil support staff, including the home/school link team, worked very well to establish a productive partnership with parents. The school was meeting the range of pupils' needs well, particularly in relation to the very good quality of care and welfare. Effective leadership from the headteacher and senior management team contributed to a strong capacity for continued improvement.

The headteacher, who had been in post for two years, provided very good leadership. She had established a clear vision for the school. Her leadership was impacting very positively on pupil and staff morale, relationships with parents and the wider community and improving levels of attainment. Staff responded well to her consultative approach to leadership. Pupils appreciated her visible and accessible style. She was well supported by her senior managers who contributed strongly to the school's positive atmosphere. The team of deputy headteachers was highly committed to the school and was making an important contribution to its improvement through successful leadership of innovations. They worked well overall to support and challenge their linked departments. Building leadership capacity was an acknowledged priority for the school. Principal teachers were making increasingly

effective contributions to curriculum leadership and to the development of support for pupils, although continued efforts were needed to ensure consistency of quality in learning and teaching across departments. Staff at all levels were encouraged to be involved in working groups, related to the School of Ambition initiative and the improvement plan. They were challenged to take on leadership roles through sharing good practice with colleagues, including a recent ICT showcase.

Overall, school self-evaluation was good and improving. A comprehensive and systematic policy for improving the school through monitoring and evaluating its work had recently been put in place. An appropriate programme of lesson observations had been established recently. Some departments were using the observations to improve aspects of their practice. Other departments had yet to implement the programme fully. Senior and middle managers carefully analysed examination results and used the outcomes to develop action plans to improve attainment. There was an effective ongoing monitoring and tracking system, which was impacting positively on levels of attainment. Regular consultations with staff, parents and pupils about key areas of school provision helped to determine action points in the school improvement plan. There was now a recognised need for the senior management team to plan for more strategic monitoring of the impact of a recent major improvement initiative on pupils' learning.

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

Continue to improve achievement by:

- innovating and further developing the curriculum within planned priorities;
- continuing to improve learning and teaching, particularly to ensure consistent challenges for high attainers;
- reviewing and developing arrangements to support and monitor the learning of pupils with additional support needs; and
- establishing arrangements to monitor and evaluate the impact of major recent improvement initiatives on pupils' learning.

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.

Lachlan MacCallum
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.

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

Section 4. How good is the environment for learning?	
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	very good
Expectations and promoting achievement	very good
Equality and fairness	very good
The school's success in involving parents, carers and families	very good

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

What parents thought the school did well	What parents think the school could do better
<ul style="list-style-type: none"> • Their children enjoyed the school. • School work was stimulating and challenging and homework was appropriate. • They felt welcome within the school. • Their children were treated fairly. • The school was well led. • Arrangements for ensuring the care and welfare of their children were strong. 	<ul style="list-style-type: none"> • There were no significant issues.
What pupils thought the school did well	What pupils think the school could do better
<ul style="list-style-type: none"> • They enjoyed going to school. • They were encouraged and well supported by teachers. • They were listened to and treated with fairness and respect. • They felt safe and secure within the school. • There was an appropriate response by the school to concerns or worries they might have. • The behaviour of other pupils was good. 	<ul style="list-style-type: none"> • There were no significant issues.

What staff thought the school did well	What staff think the school could do better
<ul style="list-style-type: none"> • The school was well led. • There was effective communication between senior managers and staff. • Staff had good opportunities to be involved in decision making. • There was effective communication among staff. • Time for continuous professional development was used effectively. • Pupils were enthusiastic about learning. • There was regular staff discussion about how to achieve the school's priorities. • There was mutual respect between staff and pupils. 	<ul style="list-style-type: none"> • There were no significant issues.

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

This data is used alongside evaluations of teaching for effective learning, meeting learning needs, expectations and promoting achievement, and the overall quality of learners' achievement, to inform the overall evaluation of improvements in performance.

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
English and Mathematics @ Level 3	Renfrew High School	87	96	94
	Comparator schools ⁴	91	91	90
	National	90	91	92
5+ @ Level 3 or better	Renfrew High School	88	96	92
	Comparator schools	90	90	90
	National	90	91	91
5+ @ Level 4 or better	Renfrew High School	74	82	79
	Comparator schools	73	72	69
	National	76	77	76
5+ @ Level 5 or better	Renfrew High School	32	30	32
	Comparator schools	26	29	26
	National	34	35	33

Percentage of relevant S4 roll gaining awards by end of S5

		2005	2006	2007
5+ @ Level 4 or better	Renfrew High School	80	76	83
	Comparator schools ⁴	76	75	74
	National	78	78	79
5+ @ Level 5 or better	Renfrew High School	52	41	44
	Comparator schools	40	37	39
	National	45	45	46
1+ @ Level 6 or better	Renfrew High School	40	31	36
	Comparator schools	36	30	33
	National	39	38	39
3+ @ Level 6 or better	Renfrew High School	19	16	22
	Comparator schools	18	16	18
	National	23	22	22

5+ @ Level 6 or better	Renfrew High School	7	5	11
	Comparator schools	7	6	6
	National	10	10	10

Percentage of relevant S4 roll gaining awards by end of S6

		2005	2006	2007
5+ @ Level 5 or better	Renfrew High School	43	54	44
	Comparator schools⁴	41	43	38
	National	47	48	47
1+ @ Level 6 or better	Renfrew High School	39	45	38
	Comparator schools	36	39	33
	National	43	43	42
3+ @ Level 6 or better	Renfrew High School	25	26	27
	Comparator schools	23	26	21
	National	30	30	29
5+ @ Level 6 or better	Renfrew High School	14	16	15
	Comparator schools	14	16	13
	National	19	20	19
1+ @ Level 7 or better	Renfrew High School	10	9	6
	Comparator schools	7	10	8
	National	12	13	12

⁴ 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 was evaluated as being worthy of wider dissemination.

The work of the home/school link team was outstanding in its effectiveness and impact. The team was a key part of the school's approach to pastoral care and support for pupils. Innovative approaches to engaging families and vulnerable pupils with the life of the school and an energetic "can do" approach were characteristic. The success of the team was based on highly effective teamwork and a wide range of links with other partners and support agencies. Innovative practice included engagement with the Renfrew Community Planning Partnership to produce a DVD entitled "The Renfrew Crew". The DVD was produced by pupils to a very high standard and was aimed at heightening awareness among young people of the sporting and leisure opportunities that existed in the Renfrew area and encouraging them to participate more fully. The work of the home/school link team was much appreciated by staff, pupils, parents and the broader community as a key strength of the school.

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 Director of Education and Leisure, 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, 1st 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.

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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. A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at 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. More information about the Ombudsman's office can be obtained from the website: www.spsso.org.uk.

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