



# Follow-through Inspection Report

## Shawlands Academy

AUGUST 2011

### 1. The Inspection

Following the inspection of the school in February 2009, Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Shawlands Academy in May 2009. HMIE asked that within two years of that report parents and carers be informed of the extent of improvement by the school.

Working with the education authority, the school prepared an action plan indicating how the main points for action identified in the original report would be addressed. HM Inspectors asked that parents and carers be informed of the extent of improvement by the school after two years. This report evaluates the progress that the school has made in addressing the main points for action in the report.

### 2. Continuous Improvement

Since the publication of the HMIE report, two new deputy headteachers have been appointed to the school. The headteacher, with the support of the senior management team, has led the staff very effectively in taking forward the main recommendations of the report.

Staff at all levels have shown a willingness to secure improvements for young people. They have participated in a range of working groups and initiatives including developments in quality assurance, and teaching and learning to build upon the effective practice which existed within the school. There has been focused work across the school and also at the level of individual departments to improve outcomes for young people. This has included developing approaches to active learning, the development of ICT skills, analysis of attainment statistics, and improvements to approaches to assessment.

Overall, the school had continued to improve attainment. In SQA examinations, in 2010, young people in S5 and S6 performed better than similar schools. Attainment in SQA examinations at S4 had shown a decline across all measures. However, the school has identified reasons for this and has put in place measures to improve attainment. The number of departments offering Access 3 courses had increased from 2009. This has improved options for certification for all and reduced the numbers of young people who failed to achieve an award.

The school continued to make very good progress in reducing the number of exclusions. Attendance in the school has improved. The school has made very good progress in improving the destinations of young people leaving school. The proportion going to higher or further education, training or employment had increased to 85.3% in 2010.

Learning experiences for young people have continued to improve through the school's involvement in a range of extra-curricular programmes, enhancements to the curriculum and links to outside organisations. The school has successfully gained a number of awards. This includes the UK Teaching Award, DCSF Sustainable Schools Award, Green Flag Eco award, and the UK Sustainable Schools Award. Young people had benefited from the school's links with Scottish Cycling, University of Strathclyde, Traverse Theatre and Determined to Make Movies. A number of young people successfully participated in a range of fund raising opportunities and performances. These include the Pakistan flood appeal, Mary's Meals, Eid and Christmas charity

lunches, dance performances, and participation in the Glasgow Symphony Orchestra. Opportunities for young people to achieve in a range of areas had improved further by participation in a wide range of activities including ASDAN awards, XL Princes Trust, the Duke of Edinburgh's award scheme, Eco activities and a range of International Activities.

**3.  
Progress  
Towards the  
Main Points for  
Action**

The report identified two main points for action.

**Main point for  
action 1**

*Continue to improve the consistency and quality of young people's learning experience through improving self-evaluation.*

*The school has made very good progress towards achieving this main point for action.*

A working group focusing on self-evaluation had reviewed and rewritten the school's Quality Assurance policy. This group then supported the successful implementation of this new policy through regular whole staff meetings and professional dialogue at faculty meetings. The overall school culture of self reflection and self-evaluation has improved through the adoption on the new policy and associated procedures.

A calendar of monitoring activities has been established at whole school and departmental level. There is now has a more systematic and rigorous approach to self-evaluation across the school. There are a number of helpful monitoring activities in place. These include reviewing pupil experience through sampling class work and regular observation of teaching and learning by the senior management team and faculty heads. From the monitoring of classroom experiences, good practice has been identified and this has been shared across the school. The views of staff, pupils and parents had been sought through a range of approaches including discussion groups, questionnaires, surveys and evaluation sheets. The information gathered by these means has been used to identify appropriate aspects of the school's work for further improvement.

The headteacher and senior staff analyse and evaluate the school's performance in SQA examinations. Members of the senior management team meet with principal teachers to review SQA performance and ensure that issues arising from the analysis of the attainment are addressed. Each department regularly evaluates its work.

The actions taken have improved the quality of pupil experience throughout the school.

**Main point for  
action 2**

*Continue to improve young people's progress, achievements and attendance through improving monitoring and tracking.*

*The school has made very good progress towards achieving this main point for action.*

The school formed a working group to look at approaches to monitoring and tracking achievements and performance. This group developed a policy on tracking and produced a calendar for tracking progress of all young people. This built upon the previous effective practice in monitoring and tracking progress.

In 2009/10 session the policy was implemented, initially for S4/S5 and S6 pupils. This involved young people negotiating individual targets for attainment with staff mentors. Regular updates of their progress towards these targets was systematically recorded. Follow-up procedures were developed and implemented to support young

people who had not met their agreed targets. Pastoral care staff, parents, learning support and classroom teachers provided appropriate support to young people to meet their agreed targets.

During session 2010/2011, the tracking system was extended to include all young people in S3 to S6. The preliminary examinations had been moved earlier in the session. This now allows the senior management team and principal teachers to further improve monitoring and tracking. Principal teachers interview young people who have been identified as 'off track'. This has allowed further support measures to be put in place to help these young people achieve their targets. The school has developed a very effective tracking system which had improved attendance and achievement and aspects of attainment.

#### **4. Conclusion and Next Steps**

Overall, the school has made very good progress regarding the main points for action outlined in the report of May 2009. Staff are more confident in their approaches to evaluate the quality of young people's experiences.

Young people's experiences, attendance rates, SQA attainment and broad achievements have improved directly as a result of the action taken by the school to further develop approaches to self-evaluation and tracking and monitoring young people's progress.

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