

# Follow-through Inspection Report

## All Saints Secondary School

March 2005

### The Inspection

Following their inspection of the school in September 2002, Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in All Saint's Secondary School in January 2003. Working with the education authority, the school prepared an action plan indicating how they would address the points for action identified in the original report.

After consultation with HMIE, it was agreed that this follow-through report would be the responsibility of the education authority. Members of the Education Improvement Service visited the school in June 2004 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate the progress made in responding to the main points for action.

### Continuous Improvement

The school has responded to the report in a highly professional, comprehensive and structured manner. The head teacher has shown excellent leadership and clear vision. The senior managers and principal teachers, with the full co-operation and commitment of staff at all levels, have reviewed and revised aspects of the curriculum to increase the pace of learning and improve attainment further. Good practice has been identified and shared throughout the school, with an emphasis on promoting approaches that inspire and motivate pupils and encourage good behaviour and disciplined study habits.

The quality of teaching and learning has been enhanced through a programme of systematic monitoring and review of classroom practice. The school's very good arrangements for staff development and review and planning for improvement have been well supported by the authority's Education Improvement service and through the authority's information and communications technology partner (ICT), EdICT

Over the last three years the school has increased its S4 Credit level or equivalent passes by 6.5% and the number of students in S5 gaining three Highers has increased by 2.6%.

The school has demonstrated its ability to continue to improve and has met the main points for action in the report of 2003.

### Progress Towards the Main Points For Action

The report identified 4 main points for action.

#### Main point for action 1

**Teachers should develop better approaches to meeting pupils' needs in order to improve attainment further.**

*The school has met this recommendation*

The school has put a number of strategies in place to ensure that pupils' attainment continues to improve.

The departments have been required to review their courses and learning and assessment strategies at all stages. Findings from this review have been used to identify areas for development.

The school's Teaching and Learning committee has been reformed and the policy on teaching and learning has been relaunched with all staff. As part of their continuing professional development (CPD), all teachers will concentrate on improving the teaching and learning process and good practice will be shared within and across subject areas. In particular, the use of formative assessment – assessment which is part of the teaching and learning process and supports pupils' learning – is being developed.

In association with Bristol University, the school are piloting a strategy called the Effective Lifelong Learning Inventory (ELLI). This is a focussed approach to the promotion of "learning power" in pupils so that they are aware of different strategies for learning, can adopt flexible strategies for their own learning and become resilient in their learning. In S1 and S2, this is supported by a tutor system designed to support pupils' learning and good behaviour.

The following are some examples of how these strategies have been implemented within departments:

- The Principal Teacher Pupil Support (Support for Learning) has visited all departments to discuss how best to support pupils with additional support needs. A booklet containing strategies on supporting pupils' specific learning and behavioural difficulties has been produced. This will ensure that teachers are well informed and adopt a consistent approach.
- The English department has introduced "New Horizons in Writing" materials: a teaching resource designed to support the development of writing and take account of the preferred learning style of individual pupils. It includes Powerpoint presentations and the use of Smartboards which meet the needs of pupils who learn best from seeing things visually on a screen. The department has also introduced a computerised reading programme to support private reading. In the upper school too, at S5/6 the department has revised the learning materials to ensure that pupils progress at a quicker pace.
- In Mathematics also, at stages S3 – S6, courses have been revised to incorporate the most effective learning and teaching approaches and course planners introduced to ensure consistency. Teachers have been trained in 'direct interactive teaching', and the use of a variety of teaching approaches, to ensure that each pupil's needs are met most effectively. As a result, there is evidence of better structure to lessons, direct interactive teaching, appropriate levels of questioning, and individual and small group work. The pace of learning has been increased from S1 onwards. From S2, more able pupils are engaged in more advanced work and some higher topics are introduced at S4, again to meet the needs of more able pupils. From an analysis of pupils' assessments, those who are underachieving are identified and receive extra support in class.
- In Religious Education, the principal teacher has produced programmes of work at all stages, S1-S6. All materials have been revised, clearer instructions have been issued and training has been provided for non-specialist staff involved in the teaching of RE. A variety of homework tasks has been introduced.
- In Modern Languages, the department's methodology has been reviewed. Teachers now encourage more independent learning. A

‘tracking’ system has been introduced to compare pupil performance in modern languages with performance in other subjects. Checklists have been prepared to monitor progress. Computerised programmes have been introduced to support pupils’ independent learning skills. Agreed targets have been set for S3-S4 and work has begun to ensure that the S1 course materials conform to national 5-14 guidelines. New arrangements have been introduced to encourage pupils to complete homework to a high standard.

- In Art, the department is developing its teaching approaches to include the use of ICT by increasing the use of digital imaging as well as an increased use of the internet to support critical activity in design and expressive units. Wall charts have been introduced to support better planning of courses and a more rigorous homework scheme related to coursework produced.
- In Personal and Social education (PSE) the review of the programme has resulted in the introduction of a series of one day health conferences. Focus groups of pupils S1/6 have been consulted on the appropriateness of content at particular stages in support of ensuring that the programme meets next steps in pupils’ learning.

#### **Main point for action 2**

**Senior managers should ensure that all staff are more fully involved in the school’s planned move to a more integrated approach to support for pupils.**

*The school has met this recommendation*

A policy paper on Pupil Support detailing rationale, aims and remits has been produced and a detailed presentation made to all staff.

The Pupil Support Policy is now regularly included in staff and faculty meeting agendas and, on occasions, supported by a member of the Pupil Support Department when eg referral procedures and issues of roles and responsibilities can be revisited.

All staff have taken part in evaluation of the new Pupil Support structures (Dec 2003 and June 2004) and have commented very favourably – evaluation will be ongoing.

There have been a series of meetings with the DHT Pupil Support, the PT Support (Support for Learning) and members of the Pupil Support Team. These have focussed on such areas as : clarifying the roles of the various members of the team including the specialist role of the PT Support (Support for Learning), outlining the expectations on all members of the Pupil Support Team with regard to providing in-class co-operative support to colleagues and identifying Continuing Professional Development (CPD) priorities for Pupil Support Team members.

#### **Main point for action 3**

**Senior managers should continue to develop their planning for improvement role in their links with the faculties.**

*The school has met this recommendation.*

School has produced policies on Faculty Structures and Management which have been presented to and discussed by staff.

In order to improve communication between the senior management team (SMT) and Faculties, regular meetings have been introduced between SMT link member and faculty PTs with the agenda focussing on planning, finance

and evaluation. Minutes of these meetings are reported at SMT meetings. The SMT link role in relation to faculty self evaluation has been developed through the introduction of a monthly return by the PT on Faculty self-evaluation strategies. SMT are now actively involved in the monitoring of teaching and learning within their link faculties eg classroom visits and viewing samples of work. SMT link are now fully involved in the annual Scottish Qualifications Authority (SQA) performance review process with their own faculty.

#### **Main point for action 4**

#### **The Headteacher should continue to work with staff to establish more rigorous approaches to self-evaluation.**

*The school has met this recommendation.*

The Headteacher has produced, and presented to all staff, a school policy on Self-Evaluation of Teaching and Learning. This has been supported by staff development for all PTs.

A formal monthly return to SMT is now requested from all PTs detailing self-evaluation strategies undertaken within the department.

A staff working group has produced a pro-forma to record class monitoring visits and a structured series of visits has been introduced.

#### **Examples:**

In Modern Languages – a system of cross marking has been established. Each teacher in the department visits another class once a month and a series of checklists has been introduced to enable current practice to be reviewed regularly at departmental meetings.

In RE – the Principal teacher and DHT have devised a programme for monitoring learning and teaching involving classroom visits and discussion at departmental meetings based on staff self-evaluation.

In Mathematics – The use of HMI Quality Indicators from How Good is Our School (HGIOS), departmental discussion and sharing of good practice are key strategies being used by staff in support of self-evaluation.

#### **Conclusion and Next Steps**

The original report was very positive in its assessment of standards and quality in All Saints Secondary school and the school has met all of the main points for action. Improvements in classroom practice, monitoring of pupils' progress and ongoing and rigorous self evaluation throughout the school will ensure that progress made will continue.

As a result of the progress made by the school, HMIE will make no further visits in connection with the September 2002 inspection.



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