



# Follow-through Inspection Report

## King's Park Secondary School

August 2006

### The Inspection

Following their inspection of the school in April 2004, Her Majesty's Inspectorate of Education (HMIe) published a report on standards and quality in King's Park Secondary School in August 2004. 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 February and March 2006 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. HMIe visited the school in May 2006.

### Continuous Improvement

Despite periods of prolonged absence of the Head Teacher, the school has responded to the report in a very professional, comprehensive and structured manner. Staff at all levels have shown a willingness to address the issues which were highlighted.

Since the inspection took place there have been some staffing changes at senior management level.

The school has been supported by the authority's Education Improvement Service and school staff have taken advantage of opportunities available for professional development through the authority's in-service programme, in-house training and sharing of good practice.

An immediate impact on pupils has been the development of ICT as both a teaching and a learning resource. The school has recognised the vital importance of this priority in assisting it to meet the needs of pupils in the 21st century. The importance has been reflected in the school development plan in terms of the allocation of time and input to overtake the appropriate tasks. Significant use of staff development time and specific funding has been profitable in meeting the school targets. Using technology in the classroom has been a development priority in effecting change in both teaching and learning. A deputy headteacher had worked closely with departments to identify and purchase the most appropriate additional ICT to improve pupils' experiences.

In 2005 the school made good progress in 5-14 reading and writing and the improved 2004 performance in maths was sustained. All three targets have been achieved and the school now requires to increase its targets in relation to the performance of schools with a similar intake. Encouragingly performance at 3+ and 5+ level 6 in S5 improved by 2%. S6 performance at level 6 was broadly in line with 2004 and there was a small improvement at level 7. Good performances by girls accounted for

most of this improvement. Performances at 5+ levels 3 and 5 were broadly the same as 2005 but level 3 English and maths and 5+ level 4 declined in 2005. There is still considerable room for improvement in attainment levels especially in S4.

The school has won many awards including the S1 Glasgow Athletics tournament in June 2005, the Under 15 Football league in 2004, the National Digital Music Awards 2005, the Becta ICT in Practice Award 2004, the Becta Creativity in Digital Media Award 2006 and were Glasgow Challenge Runners up in 2003 and 2005. On an individual achievement level an S5 pupil has earned a place at the 2006 NASA Space School in Texas, an S6 pupil has won the prize for the best report for her account of the Glasgow Schools' Eoroscola trip to the European Parliament in Strasbourg (2006), an S6 pupil won a national essay competition run by the Goethe Institute, Glasgow in 2005, an S2 pupil is through to the final 20 in a Blue Peter design competition, an S4 boy has been selected for the International Football Squad Selection gathering in March 2006 and an S1 pupil won the 'Actively Preventing Cancer' design competition run by NHS Greater Glasgow in 2006. In addition two members of staff delivered a presentation to a conference of Educationalists in Finland on the school's use of video-conferencing in Modern Languages in 2005.

On the musical front in 2006 the Ceilidh Band was invited to play at reception for the Chinese Education Minister and Jack McConnell at Edinburgh Castle and the

Choir and Ceilidh Band were invited to play at opening ceremony of the Glasgow New City Halls. Previously in 2005 the Jazz Band was invited to play in foyer before the Wynton Marsalis concert in the Royal Concert Hall. The school has been active in supporting charity work. In particular each of the five houses has raised enough money to 'sponsor' a child through the Plan International initiative and the school has now adopted five children whose education will be supported. Pupils have also raised money for Cash for Kids, Children in Need and McMillan Cancer Relief.

Primary/secondary liaison has improved with the appointment of a transition teacher who works across the learning community. There are curricular links with primary schools in English, Science, French and Mathematics.

Staff morale is high within the school and staff, both new and experienced, are supportive of each other. A new handbook has been introduced which presents a much better image of the school.

The school has demonstrated its ability to continue to improve and has made some progress in all areas and good progress in some areas regarding the main points for action outlined in the report of 2004.

## **Progress Towards the Main Points For Action**

The report identified five main points for action.

### **Main point for action 1**

#### **Ensure consistency across the school in providing appropriate pace and challenge for all pupils in lessons**

*The school has made adequate progress towards meeting this recommendation.*

The school has put effective procedures in place to share good practice. SMT members and Principal Teachers meet twice a month to share good practice. Presentations have included topics such as improving the pace of learning, monitoring assessment progress, consistent use of praise, monitoring of teaching and learning and extending the effective use of ICT across the school. Principal teachers are then encouraged to share the good practice within their departments. Walter Patterson, visiting HMIE, who was evaluating the effective use of ICT commented very favourably on the pace of learning he viewed in History, Mathematics and Music classes. The school has attempted to reduce the incidence of shared classes.

Many departments have reviewed their courses to ensure appropriate pace and challenge.

Examples of this include:

- In Mathematics development of new courses with defined timescales has significantly improved pace and progression. The principal teacher informally monitors progression through detailed timeplans which are available for all courses, as the whole school formal monitoring policy is at the draft stage. Commendably the S4 credit course will be finished by September of S4 allowing time to start Higher and consolidate/extend Credit work.
- In Geography the purchase of the new set of textbooks for S1/S2 has supplemented the course material from City Council 5-14 Social Subjects programme and helps to provide increasing levels of challenge for the more able. In addition, the department has increased the level of investigative approaches to tasks which allow pupils to work at their own levels. In S1 more advanced OS map exercises have been introduced and in S2 some S3 work has been introduced for the more able as extension to core work. The department have also worked with Learning Support to redesign course material to make them more accessible to less able pupils.
- In Science course timelines have been produced which are used in conjunction with course guides and assessment timelines. Network folders are being organised to ensure that support is available to all staff.
- In Technical Education there is evidence that the pace of learning is an integral part of course plans

It is planned that from next session improved pace and challenge will be discussed at the annual SMT/PT meetings regarding SQA results. Consistent use of praise to motivate pupils has been encouraged. The setting up of a Praise Committee as a sub group of the Promoting Positive Behaviour committee and an extensive consultation has resulted in the development of a policy which is being piloted in certain departments and will then be implemented throughout the school.

Senior managers should continue their positive work with departments in ensuring consistent pace and challenge in pupils' learning across the school.

## **Main point for action 2**

### **Provide more opportunities for pupils to be actively involved in their own learning and extend the effective use of ICT**

*The school has made good progress towards meeting this recommendation.*

Some departments have made very strong progress in increasing the opportunities for pupils to make effective use of ICT. As a result, pupils had noted a wide range of stimulating learning experiences in classrooms. For example, in modern languages pupils were now able to make regular use of interactive whiteboards to support and extend their learning. Pupils at S2 had gained a great deal from their successful participation in the Glasgow Challenge 2005. Their skills in ICT and in general research had improved.

There have been a number of developments in the area of formative assessment. It has been taken forward by the Learning Community with joint CPD opportunities. It is also a focus of primary/secondary liaison. There have been opportunities for good practice to be shared at the PT meetings on topics such as self monitoring by pupils.

There is evidence of the extensive use of ICT. There have been a variety of CPD opportunities including training workshops and training surgeries and there has been an increase in ICT provision. There is an ICT policy and an ICT committee.

Examples of this include:

- In English teachers have been piloting strategies from the Self Empowered Learning modules with a particular focus on Writing. A Standard Grade Power Point has been developed for improving Personal Writing Skills and Target sheets for all S4 pupils have been introduced to focus and motivate.
- In Mathematics the principal teacher is leading the department in extending the range of teaching approaches used. Learning and teaching has been discussed at Departmental Meetings. The department is trying out formative assessment strategies such as wait time, no hands up and sharing learning intentions and success criteria. Two members of the department have participated in the authority initiative "Teaching for effective learning in Mathematics" and have shared good practice within the department. They also led a workshop at the Glasgow Mathematics Conference which was well received. Members of the department are willing to try new approaches and the principal teacher is working towards consistency in effective practices across the department. Seven out of nine classrooms now have LCD projectors and there are two smartboards within the department. Smart notebook is on all computers within the department which helps lesson preparation. Use of ICT within the department is monitored by the principal teacher and there are written records available to confirm that there has been a significant increase in the use of ICT.

- In S1/ S2 a PSE report has been introduced which includes a section on pupil self-assessment. These reports will be issued for the first time, with end of year reports, April / June 2006.
- In Modern Languages steps were taken to ensure that a wide range of activities are used in all classes through lesson planning, monitoring of lessons plans and records of work, lesson monitoring procedures, by sharing ideas about good practice and through a range of other initiatives conducive to encouraging a range of classroom activities such as Formative assessment, Self-empowered learning and ICT.
- In Geography the department has spent a great deal of time in developing a range of interactive PowerPoint presentations which are highly visual and animated. This enables them to cater for a range of learning styles which has made coursework generally more accessible to pupils and enables understanding of more difficult concepts e.g. contour patterns and 6 figure grid references.
- In Science all science laboratories have been equipped with a LCD projector connected to the network and there are two interactive whiteboards. Various ICT applications are used such as power point presentations, Encarta, Crocodile, Virtual Higher Physics. ICT is also used for research projects.
- In Music the use of the smartboard and ICT in general, for pupils to show each other materials and discoveries is common and means that learning is advancing at a faster pace than was the case with previous teaching methods.

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

### **Improve further the school's range of strategies to support the learning of pupils with a wide range of additional support needs**

*The school has made good progress towards meeting this recommendation.*

Departments, including mathematics, English and social subjects, were taking good account of information provided by support for learning staff in identifying tasks for pupils with additional support needs.

A library of resources relating to additional support needs has been established in the support for learning base and has been made available to all staff. Senior management have given an in-service presentation to staff on additional support for learning and Psychological Services provided training to help teachers cater for pupils with dyslexia. Principal teachers' meetings have been a focus for sharing good practice in areas such as raising attainment and target setting.

The principal teacher of support for learning, appointed in November 2005, has introduced a home link programme for S1/2 pupils with specific learning difficulties in aspects of literacy. She has also extended such services to address other Additional Support Needs in response to concerns raised by staff and parents.

The system of peer tutoring, involving S 5/6 pupils, has been expanded to provide support in class for S1 pupils and for paired reading. Programmes to provide further support pupils in reading and spelling have been delivered at the registration period. Web based materials have been used by support

for learning to enhance the learning experiences of a set group of S1 pupils in English.

Procedures relating to co-operative teaching have been strengthened. Pupil support assistants and SEN auxiliary staff have augmented class support for pupils. A teacher of English as an additional language was appointed in November 2005 and has provided in-class and tutorial support for pupils.

Through new learning community funding a transition teacher had been appointed [currently 0.8 FTE to be upgraded to 1.0 FTE in 2006 – 07] to work between the secondary school and associated primaries. She has helped to ensure continuity in pupils' learning experiences and has introduced programmes to help S1 pupils settle into secondary school.

Subject teachers were increasing their understanding of how to cater for pupils' wider needs through information provided at well-focused case conferences. Support for learning staff should continue to increase the range of practical advice for staff in meeting pupils' needs more effectively.

The school has developed the PSE programme further to include provision for pupils in S6. The PSE Writing Team convened a number of meetings to discuss how to progress the recommendation with consultation with senior pupils central to their strategy. Staff consulted closely with S6 pupils in agreeing issues such as content, methodology and timetabling, and the Writing Team reviewed all pupils' responses. Pupils responded very positively in their evaluations of the overall programme. The school had acted on the information in planning further improvements for next session. Through consultation and discussion, a number of strategies have been introduced to progress the recommendation to assess pupils' knowledge, attitudes and skill at all stages:

- an S1/ S2 PSE report has been introduced which includes a section on pupil self-assessment - these reports will be issued for the first time, with end of year reports, during April to June 2006.
- an S1 / S2 pre-interview form has been introduced which is completed in PSE and allows pupils to review their progress to date prior to setting targets for their achievements and personal and social development with pastoral care staff during individual interviews.
- target setting proformas have been introduced for interview with pastoral care staff.

The development of the above strategies from S1/S2 into S3/S4 is planned for session 06/07 and for S5/6 for session 07/08.

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

#### **Develop further the procedures for monitoring and tracking the progress of pupils at all stages and evaluating the work of departments**

*Overall, the school has made adequate progress towards meeting this recommendation. Although procedures to ensure improvement had been agreed, they were not yet being implemented across the school.*

Departments recorded pupils' progress at key points during the year. Senior managers (SMT) and pastoral care staff scrutinised the progress and

discussed key information with departments. In addition SMT members consult departments at departmental meetings regarding pupil progress. Some departments, including modern studies, chemistry and physics, have set targets for attainment. There is good practice in tracking in some departments and this has been shared. In particular principal teachers' meetings have been a focus for sharing good practice in areas such as raising attainment, target setting, tracking pupil progress and monitoring and evaluating. However there is no whole school overview of pupil progress at all stages. Staff have undertaken Click'nGo training and the school is piloting electronic reporting in S1. The school intends to move to electronic tracking of pupil progress next session.

Senior managers had increased the support they provided to their link departments to ensure that improvement plans resulted in the expected changes to pupils' experiences. All staff had been actively involved in agreeing the school's approach to promoting effective learning and teaching. Teachers have been very open about sharing good practice and have been willing participants in classroom visits, good practice workshops on in-service days and presentations about their own practice. As a result, senior managers had noted departments introducing improvements based on the approaches used by others, such as giving pupils greater responsibility for their learning. Draft guidelines on the monitoring and evaluation of learning and teaching are out to staff for consultation but there is evidence that some members of the SMT and some departments are already implementing procedures. Following the consultation the implementation of the policy should effect the standardisation of approach that is required.

#### **Main point for action 5**

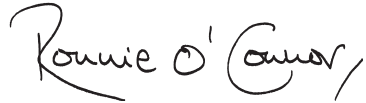
#### **Address the specific safety issues identified in the accommodation section of the report**

The school had taken clear and appropriate steps in improving a range of accommodation issues. However, more work was required by the education authority to fully achieve all aspects noted in the original inspection report. Overall, therefore, progress towards meeting this recommendation was adequate.

A health and safety committee was set up which initially met weekly but now meets monthly. The fire escape door has been repositioned. The school has agreed a policy on the use of the ramp for access with one ramp identified for pedestrians and the other used for vehicular traffic. However, the education authority had yet to install fencing and signs to ensure the separation of pedestrians and vehicles. The outstanding maintenance issues have all been addressed but there is still some water ingress when there is wind and rain. The education authority will continue to improve the quality of accommodation.

## **Conclusion and Next Steps**

Overall the school has made good progress towards meeting the main points for action. Senior managers, well led by the acting headteacher, had established a strong foundation on which to work together with staff to continue to develop and enhance all aspects of the life and work of the school.

A handwritten signature in black ink that reads "Ronnie O'Connor". The signature is written in a cursive style with a large initial 'R' and a stylized 'O'.

Ronnie O'Connor  
Executive Director (Education, Training & Young People)  
Glasgow City Council