



Follow-through Inspection Report

Lourdes Secondary School

JULY 2011

1. The Inspection

HM Inspectorate of Education (HMIE) published a report on standards and quality in Lourdes Secondary School in May 2009 following the inspection of the school in February 2009. Working with the education authority, the school prepared an action plan indicating how it would address the main points for action identified in the report.

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 and education authority have made in addressing the main points for action in the report.

2. Continuous Improvement

The new headteacher, in her short time in post, has provided effective, strategic leadership. There have been further changes to the senior leadership team in session 2010/11. This includes the appointment of three new deputy headteachers. The senior leadership team in consultation with staff, parents and young people have refined the vision, values and aims of the school and successfully developed the priorities for the school. This has had a positive impact on the ethos of the school. Staff at all levels, have shown a willingness to secure improvements and have participated in a range of initiatives and working groups to take forward key school priorities.

Throughout the school, young people's achievements are commendable. The school has provided an increasingly broad range of opportunities for wider achievement in areas such as the arts and sports, charitable works and fundraising. The school has been awarded its second Green Flag. A group of S3 pupils won the Scottish Youth Parliament CTV film on anti-knife crime. The Young Enterprise Company won the Glasgow award for creativity and innovation. From S1 to S3, pupils achieved eight silver and twenty bronze certificate awards in the Maths Challenge. Young people have taken part enthusiastically in the 'My Place' – project with Glasgow Housing Association. At the 'Aye Write' festival, young people won the best group performance poetry slam. The school continues to provide opportunities for charitable works and fundraising, including Yorkhill Children's Hospital, SCIAF and the Fairtrade tuck shop. The school communicates its range of successes with the school community through regular newsletters.

Parents have responded very positively to the introduction of the new school uniform. Many young people represented the school at the time of the Papal visit, including S6 pupils participating as Communion Stewards. The school show 'Hairspray' in 2011 provided opportunities for many young people to further develop their skills and confidence. The provision of enriching opportunities, for example through fieldwork, educational visits and a European exchange, and pupils' wider achievement in areas such as the arts and sports continues to be a significant strength of the school.

In SQA examinations, the school performs better or much better than schools serving young people with similar needs and backgrounds. The performance of young people at S6 improved significantly in 2010.

As part of an on-going policy to improve pupil attendance and reduce late coming, the school has introduced text message alerts to parents this has improved attendance. The number of exclusions has fallen this session as alternative strategies for promoting and supporting positive behaviour have been successfully implemented.

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

The inspection report identified four main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for children and other stakeholders.

**Main point for
action 1**

Improve the curriculum, including wider achievement and important skills for future learning.

The school has made very good progress in addressing this point for action.

The headteacher with the extended senior leadership team and staff has reviewed and re-focused the school's plans for the implementation of Curriculum for Excellence. Working groups have been established to implement priorities for literacy, numeracy, health and wellbeing and interdisciplinary learning. A school group on wider achievement has also led on establishing a range of opportunities for achievement to be recognised and celebrated across the school. In considering the development of the curriculum, the school has built upon its work with a range of partners in the community. This has had a positive impact on young people's experiences within the school as evidenced by their achievements in a number of local and national awards.

Departments and faculties have reviewed the curriculum. The revised curriculum includes opportunities for personalisation and choice. Young people can now choose topics which interest them from an elective curriculum and work on these in practical class sets for six to eight week blocks. Departments have developed creative approaches to delivering the experiences and outcomes of Curriculum for Excellence. Approaches to active learning have been a focus for these curricular options. Young people in S1-2 have opportunities to develop critical thinking and enquiry skills. Interdisciplinary learning projects and whole school themed weeks provide very good opportunities for young people to be actively involved in their learning. The school has continued to access Glasgow's EVIP programme to better meet the needs of a small group of young people. The school has continued to work with partners, including Cardonald College and Glasgow Life. As a result more young people attending alternative provision have achieved positive outcomes.

**Main point for
action 2**

Improve learning in particular by increasing scope for young people to be active and to develop their independence.

The school has made good progress in addressing this point for action.

The school has focused on improvements to learning and teaching through sharing practice across the school. Staff have been involved in inset and collegiate activities in reviewing active approaches to learning and teaching. The authority's 'leaders of learning' have provided support on planning and active approaches to learning and teaching.

Across the school, there is now a greater focus on young people developing independent learning. For example, as part of the programme for transition with associated primary schools, pupils in S1 were given the opportunity to demonstrate approaches to learning for their parents. Parents reported they were very positive about the participation and the confidence displayed by the young people. The school has also extended opportunities for young people to develop skills for life, learning and work. All young people in S4 participate in a work experience opportunity. Young people have achieved the S3 ASDAN Bronze award and also on the 'EMPROVE' programme designed to

support disengaged young people in danger of missing out on formal qualifications. In S1 'sustainability' was the focus for a major event involving all S1 pupils and all subject areas. This was extremely successful and built on a smaller pilot experience where visiting speakers and community action groups worked with young people on issues of sustainability and improving the environment.

The school has successfully developed a range of opportunities for young people to be actively involved in their own learning. Leadership roles and responsibilities for senior pupils have been developed through promoting the role of enterprise in education and developing young people's enterprise and employability skills. An S6 Young Enterprise Company, 'Good Times' has been created. Young people in S5 and S6 participated in a two day business dynamics course. Young people have also had the opportunity to make movies as part of the Determined to Make Movies programme. A team of S4 pupils had sole responsibility for editing and producing the Glasgow Schools Newspaper, 'Shout It'.

The provision of opportunities for wider accreditation and securing positive destinations for young people remains a key focus and priority for the school.

Main point for action 3

Improve support for young people's learning across the school, including through better bilingual support.

The school has made very good progress in addressing this point for action.

Staff ensure that young people receive targeted and effective support which meets their learning needs.

Working in collaboration with Education Services, the school has reviewed its approaches to providing support for young people across the school.

The senior leadership team provided training for all staff on staged intervention, legislation on additional support for learning, English as an additional language (EAL) and bilingualism.

All staff were consulted on the revised policy on additional support for learning. The school plans to provide further training opportunities in light of updates to legislation on additional support needs. The systems for providing information to staff about strategies to support young people's learning needs have been improved. Pupil profiles which provide information on all pupils across the school are now accessible online. An EAL bidding system has been established and new enrolments now meet with EAL staff to establish their particular needs. Young people receive appropriately targeted support.

**Main point for
action 4**

Develop a clear vision and direction for the school, involving parents, young people and staff and based on shared values, to guide improvements and evaluate impact.

The school has made very good progress in addressing this point for action.

A working group was established to review the school's aims and values. Staff, pupils and parents were consulted appropriately in successfully taking this initiative forward. The school has taken a number of steps to improve arrangements for consultation and communication, including the use of working groups and teams. As a result, staff have been engaged more systematically in agreeing, planning and implementing the school's priorities for improvement. The school was now well placed to build on these developments to maximise the contribution of all staff in supporting planned improvements in the life and work of the school.

The remits of the senior managers have been reviewed to take forward school priorities as outlined in the school improvement plan. A positive school ethos has been supported by the chaplaincy team who advocate religious observance and respect for diversity for all members of the school community.

The headteacher's clearly articulated vision for the school and plans for improvement met with a very positive response from staff and parents.

**4.
Conclusion and
Next Steps**

The headteacher has provided inclusive and effective leadership in addressing the main points for action and in developing the capacity of the school to take forward further improvement. Overall, the school has made very good progress towards meeting all the main points for action.

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