

Follow-through Inspection Report

Cleveden Secondary School

November 2008

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in Cleveden Secondary School on 1st May 2007 following an inspection of the school in November and December 2006. The school, working with the authority, produced an action plan which provided details of how the school would set about addressing the main points for action identified in the original HMIE report.

The report indicated that HM Inspectors would continue to engage with the school and the education authority in monitoring progress and that they would return to conduct a follow through inspection. Members of the Education and Improvement Service supported the school and visited it during November 2008 to assess the extent to which the school had succeeded in making an impact through the action plan towards meeting the recommendations of the report of May 2007.

Continuous Improvement

The school had responded to the report in a very professional and focused manner and all staff had contributed to the planning for improvement process. The headteacher, who had been in post for eight months at the time of the inspection, had implemented a number of important changes focused on success for young people which had resulted in improvements in aspects of the curriculum and in the ethos of achievement. These carefully judged initiatives included a new dress code, revised Home Learning arrangements and range of strategies to further develop a collegiate atmosphere across the school and encourage leadership amongst staff and young people.

Senior managers and principal teachers, with the cooperation and commitment of all staff, had focused on enhancing their quality assurance role through more systematic monitoring and evaluation of attainment, learning and teaching.

Teamwork had been strengthened and leadership capacity developed through the establishment of a series of whole school working groups which were driving forward improvements in key areas of the school's work and will monitor impact.

In the period since the publication of the inspection report senior managers had benefited from greater stability following the appointment of one deputy headteacher. The school had developed further its relationship with other agencies to enhance the range of support available for all members of the community. The school's ethos had continued to improve supported by the Campus Police Officer and a Restorative Process Worker.

The school continued to enhance further the range of activities, both within the formal curriculum and other learning experiences, which develop young people's confidence and their capacity to act responsibly and to assume leadership roles.

These activities include:

- The Learning Community organised a Healthy Enterprise Showcase event in March 2008 which involved many partner agencies such as the Ruchill Autism Unit, the Ruchill Youth Project and the Milton Food Project. The school achieved Health Promoting School status in June 2008.
- The school had achieved a Diamond Enterprise Award in recognition of the various elements of enterprise education promoted through the school Enterprise Development committee. These include the innovative S1 Enterprising Design course and, for P7 children, an Up for Enterprise day. Led by young people, the school is working towards ECO school Green Flag status.

- The revised structure and function of the Pupil Council has been empowered with the provision of a budget of £1000 this session to directly influence the impact on school improvement.
- A group of young people in S4 represented the school and made a strong contribution to the recent Health Summit organised for the five secondary schools in the North local planning area of the City.
- The School Gardening Group successfully created a herb garden with vegetable beds which provided potatoes for the local care home. This group has also assumed responsibility for part of the Children's Garden in Glasgow Botanic Gardens.
- There have been increased levels of provision for pupil counselling through the school's developing relationship with voluntary organisations. The partnership with one such organisation supported the involvement of 4 senior pupils on the Columba 1400 leadership course. Two other senior pupils were able to access fully funded places at a summer leadership programme through an outward bound association.
- Young people had a range of opportunities to develop their leadership skills, for example, through Fulcrum Challenge and the Government's Millennium Awards Scheme for voluntary work in which two young people gained a Gold Award.

The school has continued to keep parents, young people and staff fully informed through a well presented regular newsletter. The school has established a new School Communication and Promotion group to drive forward future improvement in these important areas. The active and enthusiastic Parent Council, established in September 2007, has continued to provide the school with strong support in such important matters as the consultation on the implementation of the 33-period week and, most recently, on the proposed changes to the national qualifications framework. The Parent Council provide a 'News and Views' newsletter to ensure all parents are informed about their work and the achievements of all in the school community.

Progress Towards the Main Points for Action

Main point for action 1

Improve the curriculum at all stages to meet the needs of pupils more effectively and ensure an element of RME in the personal and social development programme at S5/6.

The school has made good progress overall towards meeting this action point.

The school established a clear commitment to addressing this area through the formation of a Curricular Review Group within the school. The group is composed of staff representing all curricular areas and is chaired by a Principal Teacher of Pastoral Care. The group developed approaches to improve further the quality of learning experiences in line with priorities in the school improvement plan and the principles of Curriculum for Excellence.

There was particular focus on improving provision in junior and senior school. Following extensive consultation, the curriculum in senior school has been revised to provide more time for teaching, access to Physical Education, Personal and Social /Values and Citizenship Education, including an element of RME, and the possibility of accreditation in areas such as Community Involvement and Sports Leadership.

Notable features of improvement in the S1 and S2 curriculum include a reduction in the number of subjects, access to drama-related learning experiences and well designed cross-curricular and project-based approaches to learning. The impact of these changes will be monitored by the re-focused Curriculum Development Group, however, initial feedback from both young people and staff has been positive.

Young people in S3 and S4 now have the opportunity to join the XL Club, which is supported by the Prince's Trust, as an alternative to an eighth Standard Grade option and gain SQA or ASDAN certification. The school's involvement in the Council's pre-vocational programme has been re-established and extends the provision for young people who seek particular

vocational opportunities. The active and productive links with Further Education providers have been developed further. Arrangements have been revised to ensure that all young people now have the opportunity in S4 to access a Work Experience placement.

Pastoral Care staff had undertaken a review of the existing Tutor Programme S1-S4. This had resulted in improved continuity and progression in the delivery of citizenship education within the school and improved consistency and quality of learning experience.

The Support for Learning Team had worked very effectively with pastoral care and curricular colleagues to improve provision for young people with additional support needs. A Nurture Group now supports vulnerable young people and tracks the positive outcomes for the children involved and provision of group work which supports young people with social and emotional needs has been enhanced.

The school should continue to review and develop the curriculum to improve choice for young people and increased opportunities for health and wellbeing for all.

**Main point for
action 2**

Improve standards of attainment, particularly at S1/S2.

The school has made satisfactory progress towards meeting this action point.

By the end of S2, the majority of young people were achieving appropriate national levels of attainment in reading. Around half were achieving those levels in writing and mathematics. Over the last three years, attainment had improved, although there was scope for further improvement.

By the end of S4, the proportion of young people achieving five or more awards at SCQF levels 3 and 4 had declined since 2006. The proportion achieving five or more awards at level 5 had declined overall, but the figures for 2008 had improved from 2007. The school now performed in line with similar schools. A group of S4 young people attended further education college where they were able to achieve vocational qualifications.

By the end of S5, the proportions of young people gaining three or more and five or more Highers continued to be better than in similar schools. However, the proportion achieving one or more and three or more Highers had declined slightly.

By the end of S6, the school had built successfully on the strong performance at Standard Grade in 2006 and attainment was improving. The school performed better or much better than similar schools.

The school has adopted a range of strategies to raise attainment. Improvements have been made in information transfer at transition from primary to secondary. A member of the mathematics department is now linked with each associated primary school to support further this process and to facilitate the sharing of good practice across sectors. Productive links with pupils in P7 now begin earlier in the session and the induction programme has been further enhanced to include opportunities in physical activity and the arts.

The revised and improved Home Learning Policy, developed by a whole school group and consulted on with all stakeholders, has had a significant impact on the shared understanding of expectations relating to the responsibility of young person, parents and staff in maximising achievement. The revised policy outlines whole school procedures in monitoring the quality, issue and completion of home learning tasks. Parents and young people in S1-6 are provided with Learning Information Booklets and a very useful Home Learning CD offering a range of subject-specific, core and extension tasks as well as clear expectations regarding frequency of tasks..

The allocation of the Supported Study budget has been revised to ensure the provision of more focused blocks of support prior to internal and SQA exams, Study Skills Workshops for S4 pupils and a Home Learning Club targeted at S1 and S2 pupils. Funding has also been redirected to provide all young people with a new-style Learning Diary which encourages them to record learning outcomes in each class and incorporates elements of formative assessment. Effective use of the Learning Diaries is monitored through sampling by Principal Teachers and Depute Head Teachers and parents encouraged to support their use.

In Art and Design significant staffing issues have continued to affect progress in raising attainment. However, in 2008, young people gaining an A-C pass at Intermediate 2 level in Art and Design showed indications of improvement with young people performing better in art and design than in their other subjects. Higher level was however still to show the same improvement.

Overall, the school had put in place a number of effective strategies to raise attainment, They had not been in place long enough for them to have an impact on young people's attainment.

**Main point for
action 3**

Develop further the overall quality of learning and teaching, by improving pupils' learning experiences and meeting their needs appropriately.

The school has made good progress towards meeting this action point.

The school had taken forward a number of measures designed to improve the consistency and quality of learning experiences for young people. The introduction of a 33-period week and the review of the curriculum had improved the quality of learning experiences in a number of ways including:

- additional time allocation to English in S1/S2 to allow the inclusion of drama;
- the provision of information technology in both S1 and S2;
- the introduction of an Enterprising Design course in S1 delivered Art or Technical teachers;
- the introduction of single teacher delivery of Social Subjects in S1;
- the identification, by the Curriculum Review Group of opportunities for increased thematic/project-based learning and cross-departmental collaboration;
- an increase in teaching time for all subjects, other than English and Mathematics, in S5/6
- an increase in the range of personal development courses available in S5/6.

In the revised day pattern, Tutor groups meet for 20 minutes each day. Principal Teachers of Pastoral Care had developed more structured tutor material for use in these sessions. In S1/S2 'buddies' from S6 had been allocated and have provided effective support under the direction of the tutor. These developments had resulted in a more consistent and improved experience for young people. Weekly review and monthly logs have been introduced into tutor sessions to capture information on achievement. This information is passed to Pastoral Care staff for recording in pupil profiles.

The school had focused its staff development programme on the embedding of formative assessment and assertive discipline techniques and the introduction of more active learning approaches. Senior managers monitor the consistency of practice and learners' experiences. The opportunity for peer observation had been established and many staff had volunteered to share strategies with colleagues during twilight sessions.

Support for Learning staff have contributed to training and development for all staff on aspects of formative assessment and differentiation. They have worked particularly effectively to develop appropriate materials and approaches in English, Art and Design and Modern Languages. Specialist staff provide drop-in support to their colleagues in relation to individual learners or particular areas of development.

A number of departments have made good progress in developing questioning techniques, collaborative learning and effective use of ICT. These approaches have enhanced the quality of learning experiences. Principal teachers are monitoring the effectiveness of these enhanced approaches through classroom observation.

Main point for action 4**Make learning and teaching the focus of self-evaluation and improve the rigour, effectiveness and impact of the school's quality assurance processes.**

The school has made good progress towards meeting this action point.

Teachers have contributed to the development of more effective approaches to reviewing and evaluating the work of the school. This includes more rigorous analysis of pupil progress and attainment and evaluation of the consistency and quality of learning experiences for all pupils. Key findings and examples of good practice are shared with all staff. The school is working to develop further opportunities for all stakeholders to share their views and influence the future improvement agenda.

Depute Head Teachers had a more strategic role in school improvement and a systematic framework had been established to ensure greater consistency and rigour in their monitoring and supporting of link departments. Principal Teachers were now better prepared to discuss and analyse SQA results, which was informing priorities for improvement planning across all stages. The individual progress of all young people is now carefully monitored. Staff constructively discuss anomalies across subject departments and the information is shared with young people and parents to support target-setting with individual young people.

The school and departments now follow a common improvement planning format incorporating regular review of progress. The Headteacher produced a well constructed Standards and Quality Report which clearly identified progress made with the School Improvement Plan and promotes the school's journey to excellence. Departments/faculties are also required to produce a Standards and Quality report.

The Principal Teacher of Support for Learning samples young people's learning experiences through direct observation and discussion with targeted and vulnerable groups of learners. She systematically monitors progress and has made a commendable start on analysing data in order to provide information about improving attainment for those learners who require supported assessment.

In a number of departments, young people's views are sought to improve the learning process. Departments are also monitoring pupil progress more effectively, for example, in English the department have introduced tracking and monitoring of progress from P7 to S2.

Conclusion and Next Steps

Overall the school had made good progress in addressing the recommendations of the HMIE report of May 2007. Under the leadership of the Head Teacher and the extended Management Team, and through the introduction of a more rigorous and systematic approach to quality assurance and improvement planning, and the very clear focus on maximising pupil achievement, the school's capacity for further improvement had been significantly enhanced.

Staff commitment and openness to continuing professional development and sharing of good practice had resulted in improvements in the quality of pupils' learning experiences and laid a sound foundation to raise attainment and to continue to enhance all aspects of the life and work of the school community.

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