

# Follow-through Inspection Report

## Hollybrook School

February 2009

### **The Inspection**

HM Inspectorate of Education (HMIE) published a report on the inspection of Hollybrook School in March 2007. Working with the school, the education authority prepared a plan indicating how they would address the main points for action in the report.

This report evaluates the progress that the school and education authority have made in addressing the main points for action in the report.

### **Continuous Improvement**

The school had continued to provide a very good education for its young people. Working with the local authority, the school had responded to the action points identified by the HMIE inspection. The school had improved the curriculum to meet the needs of young people and had increased opportunities for achievement including success in national qualifications.

The school had continued to be highly committed to raising attainment and achievement for all young people. All young people had achieved their predicted award in Standard Grade English. Young people were now able to gain national qualifications in German, business management and computing. There were some notable successes for individual young people, for example, a grade C in mathematics at Intermediate 1 level, a Credit award in social and vocational Standard Grade and a group of young people achieved grade A in art and design at Intermediate 1 level.

The school continued to offer young people a broad range of learning experiences which allowed them to achieve qualifications, introducing an enterprise course at Access level 2, a new personal and social education programme at Access 3, the Princes Trust Xlerate programme and ASDAN awards including piloting CoPE award. Young people continued to develop their citizenship skills through achieving The Diana Award which enabled them to support improvements to the lives of young people living in Africa. The school also achieved the "Keep Glasgow Clean" Award for environmental improvement within the local community.

Within the Prince's Trust Xlerate programme a young person was awarded Educational Achiever of the Year 2008. The school had achieved a Platinum Award for enterprise education, the Marshall Trust Award for environmental improvements, their second ECO flag and an International Education Certificate recognising their international education links.

In addition, the school had received recognition and congratulations from the Scottish Government, for contributing to Learning and Teaching Scotland's website, illustrating excellent practice in school/business partnerships.

The young people in the school had been very successful in the field of sports. Twenty six young people had taken part in the cross country series. In competition with other secondary schools, the school won three major trophies. Eight young people took part in the Special Olympics trials and all eight were selected to represent the West of Scotland at the Special Olympics in July 2009.

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

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

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

#### **Lengthen the school week in line with national guidance.**

*The school had not met this main point for action. However, they had ensured that young people's learning was planned effectively through lunch time and through after school activities.*

The head teacher was reviewing the steps which would be required to extend the length of the school day as part of the authority's review of ASL.

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

#### **Implement plans to further improve learning and teaching.**

*The school had made very good progress towards meeting this main point for action.*

School Improvement teams involving all members of the school community had actively worked together, to improve learning and teaching.

The school had worked to develop a more motivating learning climate. Through work involving "Motivating Every Learner," all young people were aware of their learning styles. Through a pilot programme in S1/S2, teachers were using strategies within their classroom to motivate all learners with reference to their learning styles. The outcome of this initiative had resulted in young people being more engaged in their learning, fewer behaviour referrals, improvement in return of homework and young people being more aware of themselves as independent learners.

Through the whole school working together to improve learning and teaching, teachers worked to identify areas of good practice in learning and teaching and areas where they considered further improvements could be made. The result of this initiative allowed the school to have an overview of good practice, to celebrate success and to plan strategically to improve learning and teaching.

The school had been very successful in further developing their young people's employability skills and in providing opportunities for literacy and numeracy skills across the curriculum.

Staff had displayed a strong commitment to their own personal professional development through participating in a wide range of programmes.

**Main point for action 3****Ensure that curricular and personal development targets are more easily understood by all pupils**

*The school had made very good progress towards meeting this main point for action.*

The school had encouraged active participation of parents /carers which enabled them to be more involved in their children's learning. This included involvement of parents in target setting, strategies to improve learning in maths, strategies to support the learning of young people with autism spectrum disorders and strategies to help in the transition of young people from school to college or the world of work.

The young people in the school had also been actively involved in their own learning, working with teachers to set both their curricular and personal and social education targets.

A group of young people worked to develop their skills as independent learners, which helped them learn their areas of strength and areas for improvement. As a result, the young people were more confident about their learning. A helpful form had been developed so that young people could better understand what and how they were going to learn. Young people and teachers were very positive about the impact, agreeing there had been marked improvement in learning and teaching.

**Conclusion and Next Steps**

All staff, with the very strong support of senior managers, had worked effectively to take forward the main points for action. Young people were becoming successful learners, confident individuals, effective contributors and responsible citizens. Under the very effective leadership of the head teacher, the school was well placed to continue to improve.

Margaret Doran  
Executive Director of Children and Families  
Glasgow City Council



Glasgow City Council  
Education Services  
Wheatley House  
25 Cochrane Street  
Glasgow G1 1HL

0141 287 2000  
[www.glasgow.gov.uk](http://www.glasgow.gov.uk)