



# Follow-through Inspection Report

## Springburn Academy

June 2010

### 1. The Inspection

Springburn Academy was inspected in November 2007 and the report published in March 2008. Working with the education authority, the school prepared an action plan to address the main points for action identified in the report.

### 2. Continuous Improvement

The senior leadership team had worked together with their staff and with the education authority to improve the quality of education for all young people. The Headteacher had met regularly with Principal Teachers and had closely monitored attainment and achievement. There had been significant improvements in attainment in some departments in recent years and a faculty head in one of these departments had applied successfully to join the Scottish Qualification for Headship programme. Working with the school's Quality Improvement Officer, the Headteacher had identified the development needs of two particular departments and had initiated a strong level of support for both, including target setting and employing the services of school-based development officers. Regular meetings had taken place to review progress with these departments, and there are strong indications that improvements are starting to take place.

All heads of department had been given training in 'Leadership for Learning' in the current session with a strong focus on self-evaluation and planning for improvement. As a result, department plans are now more focused on agreed school priorities.

The senior leadership team work very effectively together, fulfilling their remits very well. There are strong links with parents, associated primary schools and the local community.

School self-evaluation procedures are highly developed and the senior leadership team has a sound grasp of what needs to be done to take the school forward. Pupils had been regularly consulted on how their attainment and achievement might be improved and this had resulted in extended opening hours for the library and the provision of pupil mentors for all pupils.

There is a rigorous system of classroom observation by DHTs and PTs and staff had received clear feedback identifying strengths in teaching and areas for development.

Parent seminars on Learning had been established for pupils from S2–S6 and Home Learning had benefited as a result. Learn to Learn sessions for pupils in S1/S2 and S5/S6 had focused on study skills and had contributed to improved attainment. Further work in this area had been initiated for S1 and S2 pupils, particularly in the area of monitoring and tracking progress.

The school had strong links with further education colleges and a group of pupils had taken part in a Prince's Trust programme. Most S1 pupils annually benefit from a week's outward bound experience at Loch Eil and this had contributed to the development of positive attitudes, social skills and resilience. Pupils in S1 and S4 had been trained as

mentors to support P7/S1 transition and this had contributed to improved attendance levels in S1. Pupils' wider achievements are carefully recorded to build a picture of the holistic development of each child.

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

***The report identified four points for action.***

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

***The school should continue to raise attainment at all stages.***

*Overall, the school had made good progress towards meeting this point for action.*

The school had continued to focus on raising attainment and achievement of all young people. Particular success was evident in S6 attainment where overall the school had performed better than schools with similar characteristics. In 2009, by the end of S6, the school had built very effectively on young people's performance in S5 and the proportion of young people achieving Advanced Highers (9%) exceeded the Glasgow average (7%).

Performance at S5 had fallen slightly in line with school expectations from the previous year's S4.

By the end of S4, the proportion of young people achieving five or more awards at SCQF level 4 or better had improved. The school's strategies for raising attainment were continuing to support young people in achieving their potential. Senior managers were closely tracking young people's progress. Pastoral care staff met with young people to discuss their progress and set targets. Parents of pupils in S2, S3 and S4 who are judged to be capable of five+ credit passes had been interviewed and advised about supporting their children's studies. A Supported Study programme had been provided and was very well attended. A study weekend had been provided in Blairvadach for young people following Standard Grade Mathematics. Senior managers had regularly supported teachers in classrooms. Revision days had taken place prior to the SQA examination diet.

The school had successfully targeted a group of young people and raised their expectations through starting their Standard Grade courses early in S2 and presenting them for examinations in English and Mathematics at the end of S3. This group of 23 pupils had performed exceptionally well, with 20 achieving a Credit in English and 23 a Credit in Mathematics.

However, by the end of S2, the attainment of young people had been variable. While attainment in Mathematics had remained steady, there had been lower achievement in Reading and Writing.

The school should continue to closely monitor progress in S1 and S2. Ongoing monitoring of learning and teaching, links with associated primaries, providing mentors for S1 pupils and raising attendance levels in S1 and S2 are the central themes around which the school plans to improve S1/S2 performance.

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

***The school should improve pupils' attendance and reduce levels of latecoming.***

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

Attendance had improved by 2% to 84% in 2008/09 and is currently running at 86.6% in 2010. A rigorous approach, which includes parents being contacted by pastoral care staff immediately an absence is noted, had improved levels of attendance. Regular letters by pastoral care staff and the Attendance Council had kept parents informed about children's attendance levels.

**Main point for action 2**

There had been weekly attendance meetings for all year groups, attended by DHTs and pastoral care staff.

The focus of pastoral care staff and senior managers on pupils' Personal Improvement Plans had included a strong focus on attendance and latecoming.

Steady progress had been made in reducing latecoming.

Parents had received letters from Pastoral Care on a regular basis concerning latecoming. This had proved effective as parents are in contact with the school on a regular basis.

Pupils in S1 had not been allowed out of school at lunch time with the effect that, after lunchtime, late coming has reduced greatly.

The Campus Police Officer had a strong presence around the school and this had discouraged latecoming.

An issue with the nature of the catchment area remains, in that a significant number of pupils are bussed into school. The school had been in regular contact with the bus company to resolve this.

**Main point for action 3**

*The school should further develop the curriculum*

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

The school had introduced further improvements to the curriculum. At S1 and S2, the school had rotated delivery of ICT and Music, and Home Economics and Craft and Design, thereby reducing the number of teacher contacts per week.

Strong links with Caledonian University and North Glasgow College provided a range of appropriate external courses for young people in S3–S6. The school had also participated in the University of Strathclyde's Ambassador programme, where mentors were provided for young people aspiring to university places.

Course choice in S6 had been enhanced by young people attending courses in other schools, with other schools reciprocating by sending young people to courses in Springburn Academy. Some young people had undertaken examinations at Glasgow Academy.

The school had participated in Glasgow's Culinary Excellence programme this session, and 12 young people assisted in the preparation and service of a gala dinner for 50 guests at the Millennium Hotel, Glasgow, in December 2009.

A group of pupils had participated in a Prince's Trust programme.

The school had worked throughout the session on developing Curriculum for Excellence. A Literacy and Numeracy audit had been conducted and the school had plans in place for all departments to contribute to developing literacy and numeracy.

Collegiate meetings throughout the year had investigated opportunities for interdisciplinary learning and every department now contributed to this.

PE had been introduced to the S6 curriculum as an interim measure while the senior leadership team plan how to address the provision of RME in S6.

**Main point for  
action 4**

*The school should continue to develop approaches to promoting positive behaviour*

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

Exclusion rates had dropped over the last three years and continue to do so.

The school had continued to provide for a wide range of young people with differing needs. Staff had made effective use of the Pupil Support Base to manage young people who were experiencing difficulties with their behaviour. There had been a move away from a central pupil support base and departments had been encouraged to operate their own support bases with senior management and pastoral care support. There is evidence that this had promoted a higher degree of continuity and consistency of learning.

The senior leadership team had worked closely with departments to look at alternatives to exclusion and exclusions had been notably reduced this session. The rate of exclusion remains above the Glasgow average.

Restorative Practice staff had been withdrawn when the Schools of Ambition project ended, but the school had persevered with restorative practice with the support of the campus police officer and pastoral care staff.

The provision of relevant and appropriate courses for young people, for example ASDAN and Prince's Trust XL, had also encouraged young people to commit to their learning.

Senior managers had regularly supported teachers in classrooms, and had held regular assemblies across all year groups, where values, school ethos and expectations of behaviour were discussed.

Close links with associated primary schools and the S1 Nurture Group enable some pupils to have a more secure environment for learning. Many of these pupils would have been among the group of pupils most likely to have been suspended or to have refused to attend school.

The Keep on Colour scheme in S1 and S2 had allowed pupils to be rewarded for good behaviour, as had trips to Loch Eil and Blairvadach. Award ceremonies and photographic displays around the school also recognised all those young people who perform well at school.

**4.  
Conclusion and  
Next Steps**

Overall, the school had continued to build on its strengths. The leadership of the headteacher and senior leadership team had been recognised, and they had continued to strengthen the school's approaches to self-evaluation and planning for improvement.

There had been an improvement across all the points on the school's action plan, and pupils, staff and parents have been more fully engaged in the life and work of the school.

The school is well placed to sustain and build upon the improvements that have been brought about.

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