



Follow-through Inspection Report

Parkhill School

FEBRUARY 2011

1. The Inspection

The inspection Parkhill School was inspected in September 2008 as part of a national sample of provision for pupils with additional support needs. The report by HM Inspectorate of Education was published on 16 December 2008. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the report.

2. Continuous Improvement

Following the retiral of the headteacher in December 2008, the main points for action were taken forward by the school under the leadership of the acting headteacher. A new headteacher was appointed to the school in April 2010.

In addition to taking forward the action plan, the school continued to improve other aspects of its work. Together, staff, all young people and parents reviewed the school's vision, values and aims, reflecting the views and aspirations of young people.

The school has further developed the ways in which it supports and prepares young people for adult life and the world of work through a well-planned vocational programme. Young people participate in the Future Work programme and the Glasgow Vocational programme. They also take part in a variety of activities including job fairs, enterprise activities, an employment forum and the school job club. Young people now benefit from placements in a wider range of colleges and almost all seniors benefit from work experience and where necessary supported work placements. There has been an increase in the number of young people leaving school and entering positive destinations.¹

Young people in the upper school took part in a two-day workshop on Financial Education and are currently linking with Glasgow Credit Union to set up their own Credit Union in the school.

Young people have been actively involved in Eco issues. The school has recently gained its second Green Flag and is working towards its third award. In addition, the school has recently won second place in a Scottish national competition, gaining a Biodiversity Award. Young people's achievements have also been recognised by the Marshall Trust, Caledonia Awards and the Award Scheme Development and Accreditation Network (ASDAN). The school has also achieved its third Diamond Award for Enterprise.

The school has continued to develop a wide range of opportunities for young people to develop and achieve. This year two groups of young people learned the basics of sailing on board a yacht and seniors benefited from their four night residential experience at Skelmorlie. Many young people participate in the weekly mile-a-thon challenge. Young people have participated in a range of challenging activities, including football and ice-skating organised by Celtic Football Club. They have also participated in local football tournaments and cross-country championships.

Young people now benefit from a wider range of after-school clubs, which are well-attended. Lunchtime activities have also been extended to include dance and music. Young people's achievements in developing skills and engaging in physical activities are celebrated at weekly assemblies. Young people are developing their confidence,

¹ 15 out of 17 young people entered positive destinations 2009-10. The percentage of leavers entering further education and training has increased from 35% (2008/09) to 62% (2009/10).

for example, by taking a lead role in the Eco Committee, planning the non-uniform day and making presentations at assemblies. Young people in S1 were also able to share their learning with parents who attended a Learning Fest.

3. Progress Towards the Main Points for Action

The initial inspection report identified four main points for action. This section evaluates the progress made on each of the action points and the resulting improvements for young people and other stakeholders.

Main point for action 1

Provide young people with high quality individual education programmes, tasks and activities that enable them to be active in their learning and promote high expectations and levels of achievement.

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

It has improved the ways in which it plans to meet the individual additional support needs of young people. Plans have been developed with staff, parents /carers and young people and in consultation with others, for example Psychological Services, English as an Additional Language Service, Interrupted Learners' Service, Social Work Service and Health colleagues. This has resulted in more consistent support for individual young people and as a result, their needs are better met.

Young people are now aware of what their plan aims to achieve and what they need to do to make progress. Some young people have also benefited from setting weekly personal targets which are reviewed with their register teacher. This has supported them in making progress.

Senior managers have supported staff in raising their expectations of what young people can achieve, which has begun to improve pace, challenge and progression in learning. As a result, all subject departments have developed their courses to enable young people to be presented for national qualifications at Access 3 level and more departments are now presenting young people at Intermediate 1 level.

The school has improved and continues to develop its approaches to tracking learners' progress which has begun to impact on the attainment of young people. There has been an increase in the number of young people achieving at Access 2 and Access 3 levels and Intermediate 1 level. The school continues to present young people for Standard Grade English and SVS. In addition, young people are now achieving Silver Awards in ASDAN and Bronze Caledonia Awards. The school continues to develop its progression routes for young people in the upper school and has extended its links with Colleges of Further Education and local secondary schools to increase pupils' choice.

Teachers have benefitted from staff development, including the shadowing of colleagues in mainstream schools. This has resulted in the development of more active approaches to learning, which are becoming more consistent across the school. In some classes, for example, young people are actively involved in evaluating their own learning and in agreeing next steps in learning. The Maths Challenge (S1-S6), Café, School Show and opportunities for out of school learning, for example Rabbin Burns Experience, Roman Baths, Fitness day at the beach, residential trips, sailing, Eco activities and enterprise activities with local secondary schools and the use of local facilities have all enhanced young people's learning experiences and enabled them to achieve.

Main point for action 2

Improve the curriculum and young people's learning opportunities by extending the length of the school day in line with that of mainstream schools and develop better links with mainstream schools.

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

In line with authority guidance, the school has extended the length of the school week by 30 minutes but it is still shorter than mainstream schools. Plans are in place to extend the length of the school week, in line with mainstream schools, at the start of session 2011/12.

The school has worked with local secondary schools to enable an increasing number of young people in the upper school to learn alongside their peers in local mainstream schools. Some young people attend Home Economics, Art and Personal and Social Education classes in Whitehill, Smithycroft and Eastbank secondaries. Parents of new entrants are now aware that the school aims to include young people in mainstream learning experiences, and the readiness of each young person to take part is regularly considered. The school is now planning to develop meaningful mainstream links for all classes.

The school has built strong partnerships with others, including, for example, the Science Centre, Celtic Football Club, Determined to Succeed and Health colleagues to provide young people with appropriate learning experiences. The Future Work programme provides a wide range of learning opportunities for young people, broadening their educational experiences, preparing them for the world of work and enabling them to achieve. In addition, the school has introduced a Skills for Work programme to support young people making the transition to adult life. Most young people in the upper school now learn at college for part of the week. Last session, 15 of the 17 young people leaving school moved to positive destinations.

All departments have developed their planning in line with curriculum for excellence, which has helped to provide more relevant and meaningful contexts for learning. Some departments have planned learning together, including, for example, the School Show. They will continue to provide similar inter-disciplinary learning experiences each term. All staff are actively involved in supporting health and wellbeing across the curriculum and are currently developing their approaches to supporting literacy and numeracy across all subjects. The school is currently developing its approaches to assessment and plans to work with schools in the Whitehill learning community to develop this further.

The Health and Wellbeing improvement group has updated the Health and Wellbeing curriculum in line with Glasgow's Health programme. They have also increased the number of partners providing direct input to the programme. All young people now benefit from two hours of physical education each week. A whole school reward system has been established to celebrate achievements in fitness and healthy eating, which has had a positive impact on young people.

Main point for action 3

Further develop approaches to working with young people who have autism spectrum disorders and emotional and behavioural difficulties in order to meet their learning needs more effectively.

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

A number of staff have participated in relevant training to support a range of additional support needs, including attachment, trauma, sleep disorder, Autism Spectrum Disorder (ASD), which has been shared with all staff. This has improved practice, enabling young people to engage better in their learning.

The school has developed closer working relationships with Psychological Services. Psychologists now have direct contact with teachers and pupil support assistants and provide useful advice and guidance. The introduction of Social Stories, for example, has had a positive impact on the behaviour of young people with ASD.

Seniors now volunteer to act as buddies for S1 pupils, which has supported a number of children moving into the secondary school. In addition, staff have identified young people whose communication skills are now benefitting from daily conversations with an adult.

The school has improved the ways in which it identifies and provides support for young people with social, emotional and behavioural needs. This has enabled it to better meet the needs of this group of learners and significantly reduce the number of young people who have been excluded from school². In addition, the school will open a Nurture Room in February, which will provide further support for identified young people with social, emotional and behavioural needs.

Main point for action 4

Improve approaches to management, leadership and self-evaluation to provide a clear direction for whole-school improvements.

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

The school has continued to develop its approaches to self-evaluation. It has improved and continues to develop its approaches to tracking the progress of learners. This, together with feedback provided by the headteacher on teachers' planning, has begun to improve pace, challenge and progress in learning.

Last session, classroom visits by managers and other teachers supported the sharing of good practice across the school including the development of more active approaches to learning, although this still needs to become more consistent across the school. Classroom visits also enabled the school to evaluate how well it met the needs of learners and helped it to make improvements to planning and practice.

Attainment data has been analysed and used effectively to improve progression routes for young people and will now be used to inform discussions between the headteacher and individual departments to ensure consistently high expectations of what individual young people can achieve.

The new headteacher has revised the school's Quality Assurance calendar, which will help the school to monitor and evaluate key aspects of its work and identify future improvements.

Overall, approaches to improvement through self-evaluation continue to improve. The headteacher is aware of the need to ensure that parents/carers are more fully involved in planning how to make the school better.

² *There has been a reduction by one third in the number of exclusion incidents between August–December 2010 (22) compared to the same period in 2009 (33).*

4.
**Conclusion and
Next Steps**

The headteacher has been in post for a relatively short period of time. During this time she has supported the school's action plan and worked with staff to bring about improvements in learning and teaching and meeting learners' needs. She is clear about the future direction of the school and is now working with staff to bring about further improvements.

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