



King's Park Secondary School

Standards and Quality Report

Session 2007-08

This Report follows a prescribed format, based on the National Priorities.

It is intended to be an evaluative summary of the Standards and Quality in King's Park Secondary School during session 2007-08. However, if you wish further details, please contact the head teacher.

Update September 2008

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The five National Priorities in education

Priority One: Achievement and Attainment

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

Priority Two: Framework for Learning

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

Priority Three: Inclusion and Equality

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser-used languages.

Priority Four: Values and Citizenship

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.

Priority Five: Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

1. Background Information

King's Park Secondary School, is a six-year non-denominational secondary school in King's Park Learning Community, in the South East Education Area of Glasgow. We work closely with our partner primary schools in Croftfoot, King's Park and Mount Florida. Toryglen Primary School (partnered with Stonelaw High School, South Lanarkshire) is also part of King's Park Learning Community. Following rezoning in 2005, pupils living in the catchment area who currently attend Merrylee Annexe and Merrylee Primary School retain the right to transfer to King's Park Secondary without a placing request until 2011.

About 10% of the pupils come from ethnic minority backgrounds and where necessary receive support in English as an additional language.

Many pupils from outwith the catchment area attend the school as a result of placing requests. As a result, over 17% of our pupils live in areas identified in the Scottish Index of Multiple Deprivation (G45 0, G45 9, G5 0 and G5 9). During session 2007-08 the school received no deprivation allowance to support these pupils. In session 2008-09 the formulae for staffing and budgets will change – to be based on the number of pupils at each level of staged intervention.

The roll was 1,015 in September 2007 and is projected to be 965 in September 2008. In session 2007-08 the teaching complement was 72.48 fte, plus an allocation for EAL, probationer teachers, Alternatives to Exclusion, and sport co-ordinator time. There were 6 Instrumental Instructors, 1 AFA, 1 Business Manager, 7 Clerical Assistants, 4 School Technicians, 1 Librarian, 1 Education Liaison Officer and 2 Janitorial Staff.

The Senior Management Team consists of the Head Teacher, one Formal Depute Head Teacher, 4 Depute Head Teachers and the School Business Manager. There is one Faculty Head, 11 Principal Teachers (Curriculum), 4 acting Principal Teachers (Curriculum), one Principal Teacher (Support for Learning) and 5 Principal Teachers (Pastoral Care).

The school, first opened in 1962, is designed around 3 buildings. It underwent refurbishment and installation of extensive ICT facilities in 2002/3. Playing field provision is limited and extensive use is made of recreational facilities outwith the school.

The Parent Council continue to be very active and supportive of the school. The school also works with partners in the South-East Community Health and Care Partnership (CHCP) which is aligned with the South East Education Area.

2. School Aims

During session 2007-08, there was a part-consultation on vision, values and aims, which will continue throughout 2008-09.

- Pupils participated in a consultation on Education and Social Work Services' vision, values and aims.
- Newsletters for the school and Learning Community invited parents to comment on proposed aims which use the 5 National Priorities and the 4 purposes of Curriculum for Excellence as a starting point for discussion:

PROPOSED AIMS, FOR FURTHER DISCUSSION DURING 2008-09

1. **ACHIEVEMENT AND ATTAINMENT.** To provide teaching and learning of a very high standard to motivate and enable all pupils to become confident individuals and achieve their full potential, in particular in literacy and numeracy.
2. **FRAMEWORK FOR LEARNING.** To ensure a positive, inclusive ethos exists within the school to support staff and pupils in their teaching and learning, and foster partnerships with parents and carers.
3. **INCLUSION AND EQUALITY.** To develop a sense of equality and fairness, community spirit, understanding and tolerance enabling all pupils to feel valued and respected, benefiting from the education provided.
4. **VALUES AND CITIZENSHIP.** To develop values and citizenship, in partnership with parents, to enable pupils to have respect for themselves and others and to interact appropriately as responsible citizens within the school environment and wider community
5. **LEARNING FOR LIFE.** To encourage pupils to be ambitious and creative by providing opportunities to equip them with the skills, attitudes and expectations necessary to function successfully in a changing society.
6. **SUMMARY.** To equip all pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

3. Priorities and Targets from Previous Report

The priorities and targets identified in the previous Report were:

- Promote a positive learning climate
- Further develop the system for monitoring learning and teaching within a quality assurance and improvement framework.
- Raise attainment
- Encourage pupils to be creative, enterprising and prepared for the world of work
- Investigate various timetable models
- Improve support for pupils with additional support needs
- Improve engagement with parents, carers and families.

Very good progress was made towards these targets, and further details can be found in Appendix 1.

4. How Evidence Was Gathered

This Report has been produced as part of our process of self-evaluation and improvement planning.

Evaluation and self-evaluation have been carried out as follows:

- External audits (eg Health Promoting School)
- SQA Analysis by SMT, and by individual departments
- Departmental and whole school self-evaluation using HGIOS3? quality indicators – the same suite of QIs used in the authority Quality Review process
- Departmental reviews (PT, SMT link and HT) focusing on attainment, departmental monitoring and evaluation and the departmental improvement plan
- Professional Review and Development meetings and related Continuing Professional Development profiles
- Monthly monitoring meetings with PT and SMT link
- Programme of class visits involving SMT as well as departmental visits. Consultation on the focus for class visits, linked to the school improvement plan.
- Interim review of the school improvement plan and departmental improvement plans
- Departmental programmes of monitoring and evaluation of learning and teaching (eg class visits, sampling jotters, review of teaching plans, cross-marking etc)
- For each House, review of attendance, behaviour and progress, at weekly meeting of DHT and PT Pastoral Care
- Feedback from parents following pupil reports and parents' evenings
- Meetings of the Parent Council, including annual joint meeting with pupil representatives
- Meetings of pupil councils – one for each House and a senior council
- Evaluation of courses by pupils, eg PSE, some courses in some departments
- SMT meetings
- Monthly meeting of PTs Pastoral Care and SMT
- Departmental meetings
- Integrated Support Team meetings

The Quality Assurance and Improvement Working Group is reviewing policy and procedures for gathering evidence. Self-evaluation is being extended to include a programme involving pupils, parents, staff and other partners, evaluating all areas in 'How Good Is Our School? JtoEx3' over a period of 3 years.

5. Progress:

National Priority 1 – Achievement and Attainment

Overall, attainment is good. Appendix 2 gives summary results. Notable features are:

5-14

- Overall, the steady improvement in 5-14 performance is continuing.

NATIONAL QUALIFICATIONS

1. King's Park Secondary performed better than comparator schools in the following measures (www.hmie.gov.uk/stats):
 - % of pupils gaining 3 or more awards at Level 6 or better, by the end of S5
 - % of pupils gaining 5 or more awards at Level 4 or better, by the end of S6
2. The upward trend in the % of S4 gaining English and Mathematics at Level 3 or over continues, but performance is not yet in line with comparator schools.
3. For all other measures, King's Park performs in line with comparator schools.
4. The overall performance of boys is still lower than that of girls, but has improved.
5. In 2008, the school introduced a mentoring programme, targeting S4 pupils who had the potential to attain 5 or more Standard Grade Credit awards (Level 5). These pupils' results were generally better than predicted.
6. S3 and S4 pupils participated in Glasgow's Vocational Training Programme, taking a Skills for Work course at Intermediate 1 or equivalent in Construction, Professional Cookery, Sport Recreation, Administration or Amenity Horticulture. Of the 20 pupils in the S4 cohort, 15 pupils gained the full award, 4 pupils gained a part award, and one pupil left Glasgow part-way through the course.

CURRICULUM

Curriculum for Excellence is driving change in the curriculum and in teaching and learning approaches. Because achievements are complementary to attainment, Education Services are exploring ways to recognise young people's achievements. As a school which promotes opportunities for pupil achievement, King's Park welcomes this.

RAISING ATTAINMENT

The school's approaches to innovative ways of improving attainment and achievement are very good. Appendix 3 gives some examples which illustrate how the school is raising attainment, and supporting pupils to develop 'the four capacities of Curriculum for Excellence' – to become successful learners, confident individuals, effective contributors and responsible citizens.

5. Progress

National Priority 2 – Framework for Learning

CONTINUING PROFESSIONAL DEVELOPMENT

Arrangements for Continuing Professional Development (CPD), and Professional Review and Development (PRD), are very good.

Teachers make use of a wide range of courses from Glasgow's Education Improvement Service (EdIS, in partnership with EdICT). They also participate in professional reading, membership of working parties and school committees, visits to other classrooms, sharing good practice, mentoring (probationer teachers and students) and work placements through Excellence in Education Through Business Links (EEBL). In-house activities by school staff also included twilight courses on assertive discipline and supporting bilingual learners. In September 2007, all teaching staff and support staff participated in the King's Park Learning Community Teaching for Effective Learning Conference, where workshops were delivered by learning community staff as well as invited guests.

Student teachers regularly evaluate the in-school support programme very highly. Probationer teachers are also well-supported in school, and participate in Glasgow's support programme for probationers. One of our probationer teachers reached the final of the Daily Record Probationary Teacher of the Year. Staff have participated in Project Leadership and the Scottish Qualification for Headship.

All teaching staff participate in annual PRD interviews with their line managers, reviewing previous targets, setting new ones, and identifying CPD requirements which are passed to the CPD co-ordinator for action. All non-teaching staff participate in Personal Development Planning (PDP) interviews with their line managers, and all support staff whose salaries were in detriment following the Workforce Pay and Benefits Review have been supported formally by the head teacher.

EXPECTATIONS, CLIMATE AND RELATIONSHIPS

Expectations are very good. The school sets high expectations of pupils' achievements, attendance and behaviour, and these are shared with pupils and their parents. Achievements are praised and celebrated in newsletters, assemblies, concerts and other events.

Attendance is steadily improving. Additional support is provided for pupils at risk of low attendance. Six-weekly meetings of the King's Park Learning Community Attendance Council were well supported by the Education Liaison Officer, Pastoral Care staff and senior managers from the establishments in King's Park Learning Community. Weekly meetings of each House Team (DHT and PT Pastoral Care) include discussions regarding attendance.

The number and duration of exclusions is steadily reducing. Increased support is provided for pupils at risk of exclusion, and for their parents.

There is a wide range of supports to promote a positive learning climate and to promote learning. Many of these are provided by staff on a voluntary basis, eg supervising and working with pupils who have been extracted from departments for a short period. The Merit programme rewards pupils with certificates, privileges and other awards. A group of S6 pupils operated a 'points scheme' for S1 and S2 pupils. A comprehensive transition programme was supported by the temporary Primary/Secondary Transition Teacher. Also, senior pupils act as Buddies for S1 pupils.

The engagement of staff and pupils in the life and work of the school is very good. Most staff are involved voluntarily in working groups and committees related to school improvement. A collegiate approach is taken to decision-making. Staff voluntarily offer a very wide range of sports teams, clubs and societies, and various learning activities outside the core curriculum.

SCHOOL ENVIRONMENT

The school environment is very good and improving.

In December 2007, the school was awarded Health Promoting Schools status. 'Excellent' awards were given to Pastoral Care, and Personal and Social Development. 'Very Good' awards were given to Courses and Programmes, Meeting Pupils' Needs, Links with Others, Equality and Fairness, Partnership with Parents and the Community, and Organisation and Use of Resources and Facilities.

The school has a thriving Eco Committee and is working towards Green Flag status. The school entered the national B&Q One Planet Living Competition with a highly-praised entry involving proposals for a wind turbine and the development of the courtyard area as an outdoor classroom. *(In September 2008 it was announced that King's Park had won this national competition.)* The Eco Committee successfully petitioned the Council to provide additional litter bins for the streets around the school.

A group of school staff and the Chair of the Parent Council met with the local authority to lobby for improved security. CCTV provision was enhanced and a car park was built. Improved fire doors are still awaited, and a parent group has been formed to give a higher profile to the need for improved PE facilities. New furniture was provided for the dining hall. A parent fund-raising group generated almost £2,000 from a Christmas raffle, and this is being used to improve seating in the pupil social area.

ICT provision is very good, with hardware and software being refreshed regularly. Scholar is used for ICT distance learning, to support some courses.

5. Progress

National Priority 3 – Inclusion and Equality

Approaches to inclusion and equality are very good. Support for pupils is provided by Pastoral Care staff, Support for Learning staff, EAL teacher, pupil support assistants, class teachers, Careers Scotland staff, school nurse, Integrated Support Team and other partners. Monitoring of learning and teaching includes meeting pupils' needs, eg through differentiation. Staff are trained annually on Child Safety and Welfare issues. There are policies and procedures on Combating Bullying, dealing with racial incidents, internet safety and drugs education. PSE courses are evaluated highly by pupils.

Throughout session 2007-08, staff continued to work with key stakeholders from health, social work services, psychological services, primary schools and parents/carers to implement the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004, identifying and addressing barriers to learning. Support includes: case conferences, advice for teachers from PT Support for Learning and EAL teacher regarding support strategies for individual pupils, Additional Support Plans (ASPs) for pupils as required, support with reading, spelling, paired reading programmes, language development programmes, paired reading programmes, in-class support by pupil support assistants

or senior pupils acting as buddies, identification of alternative placements for pupils if these better meet their learning needs, piloting of a behaviour support base, transition support programme for a group of vulnerable P7 pupils.

Working closely with social work, the school continued to identify and support pupils who are Looked After or Looked After and Accommodated. A future target is to monitor attainment, attendance and exclusions of Looked After Children, so that they can be even better supported.

In terms of Disability Equality, the school was highly commended by representatives of Scottish Disability Sport and the Scottish Qualifications Authority (SQA) for our work in ensuring access to the curriculum and examinations.

There are extensive opportunities for pupils to participate in clubs, societies, supported study, volunteering, community work, charity work, residential courses and sport.

Regular newsletters are published, to share pupils' successes with parents, families and local residents. Diversity is valued, eg senior pupils hold a party to celebrate Eid at the end of Ramadan, to which they invite their friends of all faiths. An Equality and Fairness Group monitors and promotes equality in terms of race, gender, disability and religion.

5. Progress

National Priority 4 – Values and Citizenship

The promotion of citizenship is very good. In addition to the Eco Schools work (see NP 1), the school promotes individual, local, national and international citizenship through curricular work and through committees. An Active Citizenship programme for senior pupils includes a range of committees. The school raises thousands of pounds for local and national charities. Pupils in Music and Social & Vocational Skills invite local residents to an annual Summer Tea in the school. Music pupils support countless events in the local community. Senior pupils work with pupils from the local nursery school to support the annual P7 Challenge Day. The Eco group introduced recycling of paper and compost bins. European Day of Languages is extended to become an international event. Senior pupils organised a collection of clothing from the local community to send to Afghanistan (with the charity Glasgow the Caring City). Pupil Councils ensure consultation with classes on school issues. They are consulted about spending to enhance the school environment. Senior pupil representatives participate in Glasgow's Senior Student Council. There are many other visits, including Modern Studies visits to the Scottish Parliament, Glasgow Film Theatre Schools' programme. Visiting speakers include representatives from MSPs, the STUC, international charities, Glasgow Housing Association and visitors from South Africa.

Partnership with parents, the Parent Council and the community are very good. Parents participate in case conferences about their own children, and events about general educational issues, eg course planning evenings, UCAS evenings. Parents are also represented on several school working groups, eg Promoting a Positive Learning Climate, Timetable Restructure, Parental Engagement, School Fund. The school works closely with a wide range of partners, for example social work, educational psychologists, colleges, many providers of alternative/complementary education packages, the community police, other establishments in the Learning Community and local authority staff.

The school develops people and partnerships well, through participative leadership at all levels. Staff and pupils are encouraged to take leadership roles, and many do so.

5. Progress

National Priority 5 – Learning for Life

The number of leavers with positive destinations is improving. (up-to-date statistics to follow). S3 and S4 pupils, and some S5 Christmas leavers, participate in Glasgow's Vocational Training Programme – both the mainstream programme and the enhanced vocational inclusion programme (EVIP). They work towards Skills for Work awards, and most are successful.

The school's More Choices More Chances working group promotes and implements a two-fold strategy to prevent pupils leaving school not in employment, education or training. There is both a long-term universal strategy for all pupils and a short-term strategy targeting specific pupils if required. The school works closely with Careers Scotland to support pupils. Part of the 'MCMC' budget was used to provide additional weekly input from Careers Scotland staff, enhancing the programme for individual pupils and also the Personal and Social Education programme, which was evaluated very highly.

Enterprise and employability in education are embedded in the curriculum. The number of pupils participating in cultural, sporting and learning activities outside the core curriculum, is increasing. Increasing numbers of staff are providing such opportunities. A very wide range of enterprise and employability activities is provided for pupils. Throughout this Report, there are examples of pupil activities which promote enterprise and employability. Additional examples are the Industrial Carousel and the S2 Stock Market Challenge Day led by senior pupils. However, we aim to develop employability through enterprise in its widest sense – creating opportunities for learning, thus developing workplace/soft skills such as problem-solving, spotting and seizing opportunities, self-confidence and communication skills. King's Park Learning Community's enterprise and employability officer has a key role in supporting the development of employability. At the annual Enterprise Awards Event, the establishments in King's Park Learning Community were once again given a Diamond Award in recognition of the achievements of pupils and staff in promoting enterprise and employability, embedding it in the curriculum.

6. Other Achievements

The achievements of our pupils are scattered throughout this Report, and in Appendix 3 – 'Strategies for Raising Attainment and Achievement – Some Examples'. Our school website www.kingspark-sec.glasgow.sch.uk records many achievements of our pupils and staff. Some other achievements are:

COMPETITIONS

- The S2 football team reached the semi-finals of both the league championship play-offs and the league cup, and the quarter finals of the Scottish Cup.
- Two S2 pupils were picked to represent Glasgow in a Badminton tournament in Perth.
- A senior pupil played golf with Sergio Garcia in Tenerife, winning an international Pro-am tournament.
- Two S1 pupils took first and second places in the Magnum Open Ice Skating Competition.
- An S1 pupil is the World Champion in Freestyle Dance
- Three S3 girls achieved gold medals at the Scottish Schools Rowing Championships in Strathclyde Country Park.

- A group of pupils came third overall in the Intermediate Maths Challenge in the Bute Hall, University of Glasgow, beating Jordanhill School who have won the group section six times in the last seven years.
- Two senior pupils won the Duet Category of the Bridgeton Burns Competition;
- Art and Design pupils won medals at the Glasgow Gallery and Museums Competition
- King's Park Secondary reached the finals of the national B&Q One Planet Living Award (proposals for a wind turbine and an outdoor classroom) (*and in September 2008 – we were announced as the winners*)

EVENTS

- King's Park Secondary pupils featured on the Curriculum for Excellence page of the LTScotland website. A short film illustrated how our school develops pupils as successful learners, confident individuals, responsible citizens and effective contributors, through the medium of music. Music pupils also performed in several settings at the opening of the Scottish Learning Festival in front of teachers from all over Scotland.
- Pupils and staff raised £800 in the annual plant sale, which funded the awards at the annual prizegiving ceremony.
- King's Park was invited by the University of Strathclyde to host a group of Dutch educationalists looking at enterprise and employability in action.
- King's Park played host to educationalists from all over Scotland when the Baldy Bane Theatre Company staged 'Cyberspyder', a play about internet safety. That evening, four S3 pupils appeared on STV's 'Scotland Today' being interviewed about their views on social networking.
- Two record companies were formed by senior Music pupils, in partnership with Stow College. Imagine Records launched their CD – recordings by school pupils and staff – at a concert in school. Riot Van Records (RVR) launched their CD – recordings by unsigned bands auditioned by the pupils – at an event in the ABC2 in Sauchiehall Street, Glasgow.
- Music pupils performed in a very wide range of events in school (Christmas concert, talent competition, parents' evenings etc) and in the local community.
- They also performed as members of Glasgow's school orchestras, quartets and bands, and as members of the National Youth Jazz Orchestra of Scotland and the European Youth Orchestra.
- One senior pupil was the leader of the Glasgow Schools' Symphony Orchestra, performed with a BBC String Quartet, performed at a masterclass with Nicola Benedetti, performed at the Faslane Naval Base for Burns Night, and recorded a CD which raised funds for the Loss and Legacy Appeal – a Royal Marines charity.

7. Main Priorities and Targets for the Coming Session

In summary, the main priorities for session 2008-09 are:

NATIONAL AND SCHOOL PRIORITY 1 – RAISING ATTAINMENT AND ACHIEVEMENT

- Raise staff and pupil engagement with Curriculum for Excellence
- Further promote Teaching for Effective Learning
- Quality Assurance and Improvement
- Improve engagement/involvement of parents and carers

NATIONAL AND SCHOOL PRIORITY 2 – FRAMEWORK FOR LEARNING

- Promote a Positive Learning Climate
- Extend effective use of ICT for learning and teaching, tracking of attainment and behaviour, and for SQA

NATIONAL AND SCHOOL PRIORITY 3 – INCLUSION AND EQUALITY

- Additional Support for Learning – implement Glasgow’s revised policy
- Further develop King’s Park as a Health Promoting School
- Equalities – implement revised EAL policy and procedures. Provide Disability Equality training
- Looked After (LA) and Looked After and Accommodated (LAA) children – closer monitoring of attainment, attendance and exclusions. Better support through More Choices More Chances strategy

NATIONAL AND SCHOOL PRIORITY 4 – VALUES AND CITIZENSHIP

- Complete the consultation on Vision, Values and Aims
- Continue to develop Citizenship and International Education
- Eco Schools - Continue to work towards Green Flag status

NATIONAL AND SCHOOL PRIORITY 5 – LEARNING FOR LIFE

- Continue to implement More Choices More Chances strategy.
- Continue to develop vocational training and links with further education
- Continue to encourage pupils to be creative, enterprising and prepared for the world of work.

APPENDIX 1

Progress Towards Priorities and Targets from Previous Report

Specific Targets 2007-08	PROGRESS TOWARDS TARGETS
Promote a Positive Learning Climate	<ul style="list-style-type: none"> • The Promoting a Positive Learning Climate Working Group overseeing progress: <ul style="list-style-type: none"> ○ Praise policy – implemented, and will be evaluated and adapted. ○ CPD opportunities for all staff in classroom management techniques – opportunities provided, and will be extended. ○ Continue programme of spot checks – continued, but review resulted in in-class checks instead of assembly hall ○ Develop a coherent behaviour/relationships strategy using the work done by various groups – all groups linked as a PPLC group, working on their tasks and reporting back to the main group. Review of sanction and referral procedures is ongoing. Behaviour Support Base is being piloted. • Extend effective use of ICT – additional ICT equipment purchased. ICT working group working on developing learning through ICT, as well as using ICT for reporting, monitoring and tracking, and recording behaviour. • Encourage and support innovative programmes involving schools in other parts of the country or overseas – International Education group is developing links.
Further develop the system for monitoring L&T within a quality assurance and improvement framework.	<ul style="list-style-type: none"> • Monitoring calendar set up in consultation with Quality Assurance and Improvement Group, and departments. • It was agreed that the overall focus should be Raising Attainment. Departments then identified their own focus which linked with raising attainment, and this focus was used by visiting SMT link and also within the department.
Raise attainment	<ul style="list-style-type: none"> • Differentiation – was the focus of class visits in S2 • Improve links with primary schools – Mathematics transition projects were developed (Sharing practice across sectors, Questioning project with Associated Schools Group) • Develop system for tracking pupil progress – interim reports in place for all year groups. Pastoral Care interviews in place for all year groups. • Formative assessment strategies – Learning Community held a Sharing Good Practice event in September 2007. Formative Assessment is the focus of S3 class visits in May 2008. • Homework policy to be developed and implemented – ongoing. • Develop Supported Study programme – programme of tutorials and lunch club continued. Piloted mentoring programme, aiming to maximise number of S4 pupils gaining 5+ Level 5s in SQA exams.
Encourage pupils to be creative, enterprising and prepared for the world of work.	<ul style="list-style-type: none"> • Provision of development opportunities for staff • Implement NEET strategy – renamed 'More Choices, More Chances' strategy. Comprehensive audit of additional support needs and circumstances provides helpful information to identify quickly pupils who would benefit from opportunities, both planned and unexpected. • Develop active citizenship through S6 committee structure – committee structure implemented. Wide range of committees in place. Conveners gave presentations to S5/6 assembly, reporting on the outcomes. • Education for sustainable development - develop school as an Eco-School – Eco Committee in place. Paper recycling programme implemented. Planning for outdoor classroom. Parents invited to participate in activities.
Investigate various timetable models	<ul style="list-style-type: none"> • Staff, parents and pupils considered implications of various timetable models. With the agreement of Education Services, implementation of a 33-period week was postponed until session 2009-10
Improve support for pupils with Additional Support Needs	<ul style="list-style-type: none"> • Improve range of activities to support learning needs of pupils with ASN - • CPD opportunities for staff - • Implementation of Glasgow Code of Practice for pupils with ASN – ongoing, but Code of Practice is being reviewed. • Continue to highlight bilingualism and the needs of bilingual learners – EAL teacher delivered training event for staff
Improve engagement with parents, carers and families	<ul style="list-style-type: none"> • Launch event for Parent Council – constitution agreed. New Parent Council formed and now operational with several sub-groups. • Parents involved in school improvement planning process – Parent Council and all parents given information about priorities and targets. Parents involved in working groups. • Parental Engagement working group – responded to Education Services' draft Parental Involvement strategy; discussed possibility of parent helpers in cases where there would be agreement.

APPENDIX 2

Attainment

5-14

	Level E by the end of S1			Level E by the end of S2			Level F by the end of S2		
	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing
Year	%	%	%	%	%	%	%	%	%
2008	56	80	62	63	77	55	*	42	13
2007	53	62	16	65	71	56	*	40	11
2006	41	60	13	66	74	54	*	37	10

* Pupils begin Standard Grade Mathematics in S2.

National Qualifications

Examination Results (within Scottish Credit and Qualifications Framework) (2007-08 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
		89	88	92	74	68	74	30	20

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
		30	33	29	15	19	13	5	7

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
		26	21	24	12	12	18	9	4

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:			
Level 7	CSYS at A-C; Advanced Higher at A-C		Level 4 Intermediate 1 at A-C; Standard Grade at 3-4
Level 6	Higher at A-C		Level 3 Access 3 Cluster; Standard Grade at 5-6
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2		

APPENDIX 3

Strategies for Raising Attainment and Achievement – Some Examples

1. ICT

- The Modern Languages department and the Enterprise and Employability Officer worked with Digital Web Browsers ICT Partnership to engage, motivate and raise attainment with a group of S4 pupils studying Foundation level French through computer gaming. Evaluation and feedback from pupils was very positive, and there was a highly significant improvement in the pupils' SQA results in French. This group of pupils spoke very well to a group of visiting Dutch teachers about the project, further fostering their employability skills.
- The school is continuing the partnership with Browsers, exploring ways of raising attainment of disengaged learners in various subjects.
- The Mathematics department uses the hand-held game console Nintendo DS to motivate pupils and raise attainment.
- Interactive whiteboards (eg SmartBoards) are very well used in some subjects.

2. IN-CLASS STRATEGIES

- Thinking Skills in Modern Studies classes, including 'mysteries' and 'taking a position' techniques. These have resulted in increased group discussion and better quality written answers, completed more quickly.

3. GUEST SPEAKERS

- Many teachers invite guest speakers, closely linked with learning and teaching activities, eg chefs; South African head teacher; representatives of international charities, Glasgow Housing Association, the STUC, Scottish Ballet and colleges; distinguished former pupil (eg Cameron McNeish, broadcaster, walker and author). The annual Industrial Carousel for S3 pupils is a two-day event where pupils develop employability skills while learning about the world of work.

4. EDUCATIONAL EXCURSIONS

- Many teachers arrange educational excursions, closely linked with learning and teaching approaches, eg hotels, colleges, Burrell Collection cafe, Scottish Parliament, Glasgow Film Theatre Schools' Programme, Scottish Ballet, Coca Cola, New Lanark, Our Dynamic Earth, Holland. Castle Toward Residential Centre in Dunoon is very well used – for Art and Design, Music and Social and Vocational Skills (SVS) classes. The school also provides 'reward trips' for pupils.

5. TRANSITION SUPPORT

- The primary/secondary transition programme involved Mathematics, Art and Design, 'French Cafe', P7 Challenge Event, P7 event held by SVS pupils.

6. CONTEXT FOR LEARNING

- Many activities provide a context for learning, letting pupils see connections. For example, SVS pupils planned, prepared and served a 2-course lunch to visitors during the Industrial Carousel. Hospitality pupils interviewed chefs. The Int 1 Biology classes grew the plants which dressed the stage at Prizegiving. Pupils were involved in the Clyde Waterfront education project. Music pupils and SVS pupils held a Summer Tea for local residents, providing entertainment and hospitality. The school worked in partnership with Stow College supporting two groups of senior Music pupils who formed record companies, and held events to launch their CDs.