King's Park Secondary School

Standards and Quality Report

Session 2006-07

Updated November 2007

Contents

APPENDICES

1. Background Information

King's Park Secondary School, a six-year non-denominational school in the south-east of Glasgow, is the secondary school in King's Park Learning Community. 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 come to 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), but the school receives no deprivation allowance to support these pupils.

The roll was 1,066 in September 2006 and is projected to be 1,035 in September 2007. In session 2006-07 the teaching complement was 73.4 fte, plus an allocation for EAL, probationer teachers and sport co-ordinator time. There were 6 Instrumental Instructors, 1 AFA, 1 Business Manager, 7 Clerical Assistants, 5 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 (who is also Head of School), 4 Depute Head Teachers and the School Business Manager. There is one Faculty Head, 12 Principal Teachers (Curriculum), 2 acting Principal Teachers (Curriculum), one Principal Teacher (Support for Learning) and 5 Principal Teachers (Pastoral Care).

The School Board and the Parent Teacher Association have both been very active and supportive of the school. We expect this to continue when the new Parent Council is set up at the start of session 2007-08.

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.

2. School Aims

In session 2007-08, there will be a full consultation on the vision, values and aims of our school and our learning community.

Pupils, parents, staff and other partners will participate in a consultation which uses the 5 National Priorities and the 4 purposes of A Curriculum for Excellence as a starting point for discussion of our aims:

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

Priorities and Targets from 2005-06 were:

PRIORITY	TARGET	SECTION
1. Improving the ethos of the school	• Development of a praise policy • Monitoring and evaluation system for the work of departments • Promotion of positive behaviour • Review of discipline system • Pilot behaviour support base • Develop enterprise initiatives	5 – QI 1 5 – QI 3 5 – QI 5
2. Raising attainment	• Increase opportunities for active learning • Extend effective use of ICT • Raise attainment in S1/2, S3/4 and S5/6 • Improve links with primary schools • Develop monitoring and tracking • Introduce target setting • Improve attendance	5 – QI 1 5 – QI 2
3. Support for pupils	• Improve further the support for pupils with additional support needs • Assess pupils' knowledge, attitudes and skills in PSE • Health promotion	5 – QI 3 5 – QI 4
4. Development of data management system (Click & Go)	• Period by period registration • Pupil tracking	5 – QI 4

4. How Evidence Was Gathered

The results of our self-evaluation activities are used to inform our Improvement Plan. Ongoing self-evaluation focusing on the quality of experience and achievement of every pupil, involving all stakeholders, is being incorporated into our new policy and procedures for Quality Assurance and Improvement.

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

- HMIe Follow-Through Inspection in March 2006
- Authority self-evaluation exercise in March 2007, involving all departments. Part 1 was a questionnaire focusing on: Self-evaluation and Planning for Improvement; Implementation of BBBL; Assessment is for Learning; and Meeting Pupils' Needs. Part 2 used HGIOS2 quality indicators for self-evaluation of How Good Are Learning, Teaching and Achievement?, How Well Are Pupils Supported?, How Good Is the Environment for Learning?, and Improving the School.
- SQA Analysis by SMT, and by individual departments
- 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 Improvement Plan.
- Interim review of 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 and behaviour at weekly meeting of DHT and PT Pastoral Care
- Feedback from parents following Pupil Reports and Parents' Evenings
- Meetings of the School Board (will be Parent Council from August 2007)
- Meetings of Pupil Councils
- Evaluation of courses by pupils, eg PSE, some courses in some departments
- SMT meetings
- Departmental meetings
- Integrated Support Team meetings
- External audits (eg Health Promoting School)

In session 2007-08, a Quality Assurance and Improvement Working Group will review policy and procedures for gathering evidence. Self-evaluation will be 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: QI 1 - Curriculum

The school operates a timetable based on a week with 25 periods, each of 60 or 65 minutes. This allows time for PE classes to travel to off-site facilities. It also maximises pupil/teacher contact time by reducing the frequency of pupils travelling between classes in our 3-building campus. We aim to give sufficient pupil choice to maximise attainment, for example pupils are able to choose two social subjects in S3-S6, S3/4 pupils may choose Glasgow's Vocational Programme, and there are increasing opportunities for senior pupils to take NQs at local colleges.

The 25-period week meets the following objectives of Glasgow City Council (compared to a 30-period week):

- Increased time allocation for Physical Education S1-S4 (and also S5/6)
- Increased time allocation for literacy and numeracy S1-S4

In addition to a curriculum of 5-14 and National Qualifications, our school works very hard to develop a wider curriculum, for example:

Maths Challenge	Educational excursion to South Africa	P7 Enterprise Day
PSE		S2 Stock Market Challenge
Careers (eg WorkNet)	Ed excursion to Auschwitz	S3 Industrial Carousel
Pupils giving presentations	Ed excursions to Paris, Holland	S4 Work Experience
Pupils' displays of work	Mark Scott Foundation	S5/6 Induction days
Social and Vocational Skills	European Awareness Day	S6 Active Citizenship
Pupil Councils	Euroscola Event at European Parliament (S6)	Prefect Management team
Paired reading		S6 committee structure
Work placements for seniors	Fair Trade	Prefects-designed system for monitoring S1/2 behaviour and praise
Cross-curricular projects resulting in community events	Projects in partnership with colleges, eg Music/Stow College	
Buddies		Extensive charity work
Sporting clubs and events	S2 pupils interviewing footballer Bobo Balde in French	Readathon
Health Promoting Schools		24-hour famine
Dining Hall committee		Sponsor a child
Mock interviews		

The wider curriculum (both extra-curricular and intra-curricular) supports the purposes of A Curriculum for Excellence, enabling pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

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. The enterprise and employability officer has had a key role in supporting the development of employability.

5. Progress: QI 2 – Attainment

5-14

Pupils' overall performance at 5-14 level has been improving steadily. In 2006, pupils had attained Level E:

	Level E End of S1	Level E End of S2	Level F End of S2
Mathematics	41%	66%	*
Reading	60%	74%	37%
Writing	13%	54%	10%

* Pupils begin Standard Grade Mathematics in S2.

NATIONAL QUALIFICATIONS

Appendix 1 is an extract from ScotXed, showing attainment at levels 3, 4, 5, 6 and 7 over the last 3 years.

There is an upward/steady trend in the percentage of pupils gaining English Level 3, Mathematics Level 3, 5+ subjects at Level 3, Both English and Mathematics, and the performance overall of girls.

There is a falling trend in the percentage of pupils gaining 5+ Level 4, 5+ level 5, and the performance overall of boys.

The head teacher has held individual departmental reviews with every principal teacher, to discuss SQA analysis, and to agree an action plan for each subject, in order to raise attainment.

5. Progress: QI 3 - Learning and Teaching

Teachers share the learning outcomes of lessons with pupils. ICT is used extensively to enhance the learning experience. Increasing numbers of departments are using pupil evaluations to identify how learning can be improved.

Teachers are developing their knowledge and skills in formative assessment strategies, eg the Formative Assessment Working Group has arranged CPD training, sharing good practice sessions and a Teaching for Effective Learning Conference for all staff in King's Park Learning Community.

Interim and full reports for all year groups are prepared using Click & Go, and the next step is to develop this further into a comprehensive tracking system. Parents' views and enquiries about children's attainment are welcomed, valued and acted upon.

5. Progress: QI 4 – Support for Pupils

Support for pupils is very good, 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. Staff are trained annually on Child Protection issues. There are policies and procedures on Combating Bullying, dealing with racial incidents, internet safety and drugs education. We will shortly be audited as a Health Promoting School.

PSE courses are evaluated highly by pupils. A Praise policy is in operation. There are extensive opportunities for pupils to participate in clubs, societies, study support, volunteering, community work, charity work, residential courses and sport. The S6 Active Citizenship programme was established in 2006-07 and will be developed in 2007-08.

Curricular and vocational guidance is evaluated highly by pupils and parents, and the school enjoys the services of an excellent careers officer who is a key member of the More Choices, More Chances Strategy Group. In session 2007-08, additional Careers Scotland time will be used to supplement the careers and vocational element of the PSE programme, and to provide WorkNet for pupils at risk of leaving school not in employment, education or training. Work experience placements are provided for all S4 pupils and for S5/6 pupils where appropriate to their career choice. Strong links with local colleges have led to many opportunities for appropriate college placements for S6 pupils and for S5 Christmas leavers.

Pastoral Care staff track pupils' progress and this is being extended into a target-setting programme during 2007-08. Some departments use systematic target-setting as part of their courses and this practice is being shared.

Pupils with additional support needs are identified as part of the primary/secondary transition process. The primary/secondary transition teacher, funded through King's Park Learning Community, provides invaluable support to pupils. Teachers receive advice from the PT Support for Learning and EAL teacher about strategies to address the barriers to learning. Support for Pupils staff set Additional Support Plans (ASPs) for pupils as required. Many more pupils are supported with reading, spelling, paired reading programmes, and in-class support, by senior pupils acting as buddies, or by pupil support assistants. The school is following the Glasgow code on the implementation of the Additional Support for Learning Act. The DHT (pupil support) has undergone training in Disability Equality, and this will be rolled out to all staff through the Equality and Fairness Group.

5. Progress: QI 5 – Ethos

Staff, most pupils and most parents identify strongly with the school. The views of parents are welcomed. There is a supportive School Board (to be replaced with a Parent Council from August 2007). Overall, relationships between staff and pupils are positive. Staff have high expectations of pupils achievements.

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.

The school contributes well to the local community, eg Summer Tea for local residents; extensive charity work; supporting events in local church and the charity Glasgow the Caring City. As part of King's Park Learning Community, the school began the process of collecting evidence for Investors In People status.

A review of the discipline system was begun, and will be completed during session 2007-08. It will form part of a coherent behaviour strategy which will include Praise and Staff Training on managing challenging behaviour.

5. Progress: QI 6 – Resources

Overall, accommodation and facilities are good, with very good ICT facilities. The car park to separate pedestrians from vehicles in the playground (recommended by HMIe in April 2004) is due to be built in October 2007.

Security concerns have been addressed through an audit from Strathclyde Police's Community Safety Officer. The recommendations are gradually being met, eg additional CCTV cameras. The fire doors need to be replaced with a different model which will not lie open, at risk of damage by the wind. The Health and Safety Committee meets monthly. An Eco-School group has been working on sustainable development.

There is a range of experience amongst the staff, with systematic sharing of good practice being used to spread the knowledge and skills.

Staff undergo annual reviews as part of the Professional Review and Development (PRD) process. Identified Continuing Professional Development (CPD) needs are supported. We need to develop further, the evaluation of staff expertise, knowledge and skills gained through attendance at CPD courses, so that next steps in sharing can be identified.

5. Progress: QI 7 – Management, Leadership and Quality Assurance

There is a wide range of working groups, linked to targets in the School Improvement Plan (SIP). These groups develop, implement, monitor and evaluate policy and procedures related to the SIP targets.

The vision, values and aims of the school will be the focus of a consultation with pupils, parents, staff and other stakeholders during session 2007-08.

The school's processes for Quality Assurance and Improvement are developing, and currently include:

- Programme of class visits to monitor learning and teaching. In session 2006-07 the focus was on the start of the lesson, sharing learning intentions etc.
- Departmental monitoring and evaluation policies
- Departmental monitoring and evaluation procedures.
- PRD and CPD
- Monthly meetings between PT and SMT link
- SQA analysis by SMT, departments
- Departmental Review (PT, SMT link, HT). Agenda: SQA Analysis and Action; Departmental Improvement Plan; Departmental Monitoring Programme; Any Other Business.

We need to develop further the use of pupils, parents and others to identify strengths and development needs of the school. In March 2007, staff evaluated leadership as good/very good, describing the senior management team as 'open, consultative, participative'. Leadership at all levels throughout the school is being developed, eg S6 Active Citizenship programme, pupils, giving presentations at assembly and in class, community work etc.

6. Other Achievements

The school newsletters which accompany this Report give information about some of the other achievements of our pupils.

7. Priorities and Targets for the Coming Session

The following table links the priorities and targets in our School Improvement Plan with the working groups, and the self-evaluation procedures.

1. School Improvement Plan – Underpinning all priorities and targets

Group	Tasks	Self Evaluation HGIOS3

ICT	• Extend the effective use of ICT:
	
	  • To enhance learning and teaching
	
	  • To develop and implement ICT systems for Praise
	
	  • To implement systems for Click & Go monitoring/tracking/reporting
		Expected outcome(s)/ impact:
		The learning climate is stimulating. Pupils are motivated and there is an ethos of achievement
		
		QIs rated Level 5/6:
		5.2. Teaching for Effective Learning
		5.5 Expectations and promoting achievement
		8.3 Management and Use of resources and space for learning
		
		Expected Outcome/Impact:
		Early identification of pupils who are not achieving. Improved attainment
		QI rated Level 5/6:
		8.4 Managing Information

2. School Improvement Plan – Specific Target 1.1 – Implement Praise Policy and Promote Positive Behaviour

Group	Tasks	Self Evaluation HGIOS3
Promoting Positive Behaviour – Setting High Standards	Development of a coherent behaviour and relationships strategy: *Promoting Positive Behaviour - Setting High Standards.* Sub-groups: • Praise. – Finalise development and implementation of Praise Policy • CPD Training – Arrange CPD opportunities for staff in classroom management techniques, eg Assertive Discipline. • Pupil Support Base – Develop and implement policy and procedures on use of Pupil Support Base • Discipline – Review sanction and referral system, including spot checks, dress code. Implement revised system. • Rewards and excursions – including developing policy statement for timing of trips abroad and other reward excursions	Expected outcome(s)/ impact: The learning climate is stimulating. Pupils are motivated and there is an ethos of achievement. QIs rated level 5/6: 5.2 Teaching for Effective Learning 5.4 Assessment for Learning 5.5 Expectations and promoting achievement 7.3 Staff Development and Review

School Improvement Plan – Specific Target 1.2 –
Quality Assurance and Improvement

Group	Tasks	Self Evaluation HGIOS3
Quality Assurance and Improvement	Prepare policy and procedures for Quality Assurance and Improvement, eg: • Endorsement of Glasgow's Quality Assurance and Improvement Policy • Review programme and procedures for class visits. • Prepare, consult and implement calendar of activities for monitoring learning and teaching. • Prepare, consult and implement calendar of self-evaluation	Expected outcome(s) / impact There is a clear commitment to self-evaluation, and good management of self-evaluation, all leading to school improvement QI rated level 5/6: 5.9 Improvement through self-evaluation

3. School Improvement Plan – Specific Target 1.3 –
Raise Attainment

Group	Tasks	Self-Evaluation HGIOS3
5-14	Raise attainment in S1 and S2 • Ensure differentiation is in place in all S1/2 courses • Improve links with primary schools via transition projects (building on existing links in some areas)	Expected Outcome/Impact: Improved pace of learning in S1.2 QIs rated Level 5/6: 1.1 Improvements in Performance 5.3 Meeting learning needs
Formative Assessment	• Further develop the use of formative assessment by all staff. • Increase awareness by parents	Expected Outcome/Impact: Learners have made very good progress from prior levels of attainment QI rated Level 5/6: 5.4 Assessment for Learning
Homework Policy	Implement the recommendations of last session's Homework Policy Committee	Expected outcome/impact: Improved performance in homework. QI Level 5/6: 5.7 Partnerships with learners and parents

4. School Improvement Plan – Specific Target 1.4 –
Encourage pupils to be creative, enterprising and prepared for the world of work

Group	Tasks	Self Evaluation HGIOS3
Enterprise	• Improve pupils' creativity, enterprise and preparedness for the world of work Sub-groups: • Enterprise Development. Provide development opportunities for staff. • Active Citizenship. Develop active citizenship through S6 Committee structure • More Choices, More Chances* Strategy Group. Develop and implement strategy. * formerly NEET	Expected Outcome/Impact: The curriculum promotes wider achievements and pupils are creative, enterprising and prepared for the world of work and their future careers. QIs Level 5/6: 2.1 Learners' experiences 4.1 Engaging with local community 4.2 Engaging with wider community 5.3 Meeting learning needs 5.5 Expectations and promoting achievement.
Eco-Schools	To develop King's Park as an Eco-school and gain Green Flag status	Expected outcome/impact as above. QIs Level 5/6: 2.1 Learners' experiences 4.1 Engaging with local community 4.2 Engaging with wider community 5.3 Meeting learning needs 5.5 Expectations and promoting achievement.

5. **School Improvement Plan – Specific Target 1.5 –**
   Investigate Timetabling Models, including 33-period week and recommend the
   most appropriate model to meet Glasgow Council's policy objectives.

Group	Tasks	Self-Evaluation HGIOS3
Short-Life Working group on 33-period week	To consider whether it is possible or advisable to introduce the 33-period week from session 2008-09. If not, to recommend an alternative model which meets Glasgow's policy objectives	Council's Objectives

6. **School Improvement Plan – Specific Target 2.2 –**
   Improve Engagement with Parents, Carers and Families

Group	Tasks	Self-Evaluation HGIOS3
Parental Engagement	To improve the engagement, participation and involvement of parents in the education of their children, especially those parents who have previously been reluctant to engage with the school	Expected Outcome/Impact:: Parents' views are sought regarding school improvement and educational initiatives. Parents carers and families are actively involved in the life of the school. QIs Level 5/6: 2.2 Involvement of Parents, Carers and families 4.1 Working with and engaging the local community 5.7 Partnership with learners and parents

INFORMATION FOR PARENTS 2007
SECONDARY SCHOOLS

School: King's Park Secondary School	**Id No.:** 260 - 8435138

Leaver Destinations
Number Of Pupils Leaving In School Year 2006/2007 And Percentage With Destination As:

Total Number of Leavers (=100%)	219
Full-time Higher Education	25
Full-time Further Education	24
Training	10
Employment	27
Other Known	13
Not Known	0

Budgeted Running Costs For Financial Year 2007-2008

School Roll at September 2006	1,065
Total School Running Costs at April 2007 (£)	4,625,692
Cost per Pupil (£)	4,343

Attendance And Absence For School Year 2006/2007

	Stage					
	S1	**S2**	**S3**	**S4**	**S5**	**S1-5**
Total Number of Possible Attendances(Pupil Half Days)	65,430	80,170	87,836	79,014	49,297	361,747
Percentage Authorised Absences	8.1	8.8	12.4	9.8	8.4	9.7
Percentage Unauthorised Absences	0.6	0.5	0.6	1.0	0.1	0.6

INFORMATION FOR PARENTS 2007
SECONDARY SCHOOLS

School: King's Park Secondary School	**Id No.:** 260 - 8435138

Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The Previous Session

2004/2005	2005/2006	2006/2007
62	57	63

Examination Results (within Scottish Credit and Qualifications Framework)

(2006/2007 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**		
	2004/2005	2005/2006	2006/2007	2004/2005	2005/2006	2006/2007	2004/2005	2005/2006	2006/2007
	90	89	88	72	74	68	30	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**		
	2004/2005	2005/2006	2006/2007	2004/2005	2005/2006	2006/2007	2004/2005	2005/2006	2006/2007
	38	30	33	18	15	19	5	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**		
	2004/2005	2005/2006	2006/2007	2004/2005	2005/2006	2006/2007	2004/2005	2005/2006	2006/2007
	23	26	21	14	12	11	7	9	4

INFORMATION FOR PARENTS 2007
SECONDARY SCHOOLS

School: King's Park Secondary School	Id No.: 260 - 8435138

Minimising Overall Absence

	Absence recorded (2005/2006) Average number of half days absence per pupil	Absence recorded (2006/2007) Average number of half days absence per pupil
Absence	47.8	39.3

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

For Information:

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