

King's Park Secondary School Information for Families and Friends



www.kingspark-sec.glasgow.sch.uk

27 March 2012

Check out our website (News pages or Gallery pages) for stories and photos



Last Day of Term

The last day of term will be Friday 30 March 2012 – a non-uniform day for ONE DAY ONLY, with donations to charity.

We will hold assemblies for pupils led by our school chaplain Rev Neil Galbraith. As usual, if you do not wish your child to participate in this assembly, please contact the school and we will make alternative arrangements.

8.55 am – School starts

12 noon – Pupils wishing to have lunch in the Fuel Zone may do so at 12 o'clock. Other pupils remain in class.

1.15 pm – Extended lunch break for all pupils until 2.30 pm.

2.30 pm – School closes.

Most pupils leave school at 1.15 pm, but they are welcome to stay in school during the lunch break until 2.30 pm, when school closes.

School reopens on Monday 16 April 2012. We expect all pupils to return to school, very smartly dressed in full school uniform, ready to start the new term.

INSIDE

- From Education Scotland – letter to parents reporting on the inspection of King's Park Secondary in February.
- Letter from head teacher
- Calendar until end of session
- School uniform
- Equipment which pupils should bring
- Mobile phones
- Clean Glasgow – litter wardens patrolling area around school
- Education Services' Standards and Quality Report – well done to King's Park



Calendar Dates

1. Proposed School Holidays and In-Service Days 2012-13

The details of the proposed school holidays and in-service days have been posted on the Glasgow City Council web site. Go to: <http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/Holidays/holidaysfor2012to2013.htm>

2. Forthcoming (see school website for more)

Friday 30th – Close for Spring Holiday at 2.30 pm. See next page.
NON-UNIFORM DAY. 50p FOR CHARITY

April 2012

Monday 2nd – Thursday 12th – Easter Revision School for S4/5/6.

See website, and letters to parents.

Monday 16th – Return to school

Wednesday 25th – First day of SQA study leave for S4

Thursday 26th – Junior UKMT Mathematical Challenge

May 2012

Tuesday 1st – Parent Council meeting

Friday 4th – Graduation Ceremony for S5/6 school leavers

Monday 7th – HOLIDAY – May Day

Tuesday 8th – First day of SQA study leave for S5/6.

w/b Monday 14th – visitors from ASJA Girls' College, our partner school in Trinidad

Friday 18th – S1 Full Reports issued

Wednesday 30th – P7 Induction Day for new S1 pupils – Day 1 of 2
AND Evening for Parents of P7 Pupils

Thursday 31st – P7 Induction Day for new S1 pupils – Day 2 of 2

Thursday 31st – S3 Full Reports issued

June 2012

Friday 1st – HOLIDAY – May Friday (postponed from last weekend in May, to link with Diamond Jubilee holiday on 5 June)

Monday 4th – HOLIDAY – May Monday

Tuesday 5th – HOLIDAY – Diamond Jubilee

Wednesday 6th – Inservice Day 5

Thursday 7th – New S5/6 pupils return to school

Friday 8th – Sports Day (or if wet today, then 15th June)

Monday 11th – S5 Induction Day

Tuesday 12th – S6 Induction Day

Thursday 14th – Prizegiving and Award Ceremonies

Monday 18th – S1/2/3 Merit Celebration Events

Friday 22nd – Summer Tea

Monday 25th – Reward week

Wednesday 27th – School closes for summer at 1 pm. **NON-UNIFORM DAY. 50p FOR CHARITY.**

August 2012

Monday 13th – Inservice Day 1

Tuesday 14th – Inservice Day 2

Wednesday 15th – Pupils return to school.

School Uniform Update for Parents

A very big thank you to all parents for the excellent support you have given to the new uniform policy. The feedback from parents, members of the local community and the pupils themselves has been extremely positive. We are already working with M&S on next year's uniform and hope to have more information for you soon.

In the meantime, can we ask for your continued support to keep standards of uniform high please? In particular:

- **If you are buying your children new shoes, boots or wellington boots, please insist that they are black.**
- **Please make sure that they wear only black cardigans, jumpers or sweatshirts?** It was agreed, after a lot of consultation with pupils last session, that all sweatshirts would be banned, apart from plain black ones for outdoor wear only, with a zip up the middle so that the tie could be seen. Multi-coloured sweatshirts and sports sweatshirts really do take away from the smart look of the uniform. Your help with this will make sure that our pupils look smart right through the school year.



MOBILE PHONES

Parents – please support the enforcement of our mobile phone policy.

To prevent interruptions to teaching and learning, phones must be switched off in class (not on silent – actually switched off)

You can find the full policy on the school website – Home Page – Our School - Documents – Policy on Mobile Phones, MP3 Players and Other Electronic Devices. **OR** contact the school for a paper copy.



Education
Scotland
Foghlam Alba

HM Inspectorate of Education is now part of this new national body in Scottish education.

Dear Parents/Carers and Friends of our school

Following the inspection of our school in February, Education Scotland have now published the report to parents. This takes the form of a letter to parents, and it is attached to this newsletter. Many thanks again to all parents who took part in the inspection in any way.

Congratulations and thank you also to our staff and pupils who have been complimented in the letter. I am very pleased that the inspectors recognised the hard work of our staff, and their commitment to the development and wellbeing of your sons and daughters.

The letter is very positive, but of course it also gives us guidance about what we need to do to improve. Like very many schools in Scotland, we are continuing to develop our approaches to self-evaluation, especially the ways in which we track every achievement of every pupil, so that we make sure our pupils are always challenged, regardless of their level of ability. We are also continuing to build on Curriculum for Excellence, and continuing to work with our partner primary schools. Please do get in touch with me if you would like to discuss the report.

Next session, a new head teacher will lead these school improvements, because I will retire in the summer. The post will be advertised after the Spring Break, and three parents from the Parent Council will join representatives from Education Services and the Council in the interviews to appoint the new head teacher. It has been a huge privilege to be part of the King's Park school community, and I am certain that the new head teacher will lead King's Park to even greater successes.

In the meantime, on behalf of the staff, may I wish you and your families and enjoyable Spring Break.

Kind Regards

Mrs Margaret Barr
Head Teacher

Standards and Quality Report 2010-11

Glasgow City Council

Education Services

We are very proud to let you know that some of our successes have been acknowledged in Education Services' just-published Standards and Quality Report for school session 2010-11.

Our Home Economics department was the first school in Glasgow to provide a 'dual-delivery' programme in Skills for Work Hospitality. Pupils attend Langside College to work in a professional kitchen, as well as working in school.

Our Physical Education Department has achieved a large number of successes in Sports Leadership Awards and Dance Leadership Awards – 28% of all awards in city schools were made to pupils in King's Park Secondary.



King's Park Secondary School

OUR DRESS CODE

BOYS' UNIFORM

- School tie (on sale from the school office - £5)
- Plain white school shirt which buttons up to the neck - short or long sleeves
- Black school trousers
- *Trousers must be black school trousers, eg Marks and Spencer T764620D or T763600B. Boys are not permitted to wear tight trousers, leggings, shorts, cargo pants or fashion trousers of any kind.*
- Black socks
- Plain black school shoes, or plain black boots suitable for school
- Black v-neck school sweater or black school cardigan or black plain zipper
- Following recommendations from the pupils, a hooded sweatshirt for outdoor wear will be permitted, ONLY if it is plain black with a full-length zip, so that the tie can be seen at all times. Like all outdoor garments, it must be removed in class.

GIRLS' UNIFORM

- School tie (on sale from the school office - £5)
- Plain white school blouse which buttons up to the neck – long, short or ¾ sleeve. This must not be a fashion blouse.
- Black school trousers or plain black school skirt which **MUST** be knee length.
- *Girls must wear the Marks and Spencer school skirt T760112R or a very similar knee-length box pleat school skirt. We will not permit short skirts, short tube skirts, stretch skirts or fashion skirts of any kind.*
- *Trousers must be black school trousers, eg Marks and Spencer T761237 or T761225. Girls are not permitted to wear tight trousers, leggings, shorts, cargo pant, or fashion trousers of any kind.*
- Black v-neck school sweater or black v-necked school cardigan or black plain zipper.
- Plain black or white socks or plain black or natural tights.
- Plain black school shoes, or plain black boots suitable for school
- Following recommendations from the pupils, a hooded sweatshirt for outdoor wear will be permitted, ONLY if it is plain black with a full-length zip, so that the tie can be seen at all times. Like all outdoor garments, it must be removed in class.

BLAZER-STYLE JACKETS FOR BOYS AND GIRLS

- For S1-S4 – a black M & S fitted **blazer**-style jacket is **RECOMMENDED**.
 - For S5/6 – a black M&S fitted blazer-style jacket is **STRONGLY RECOMMENDED**.
- A high standard of uniform will be expected from all pupils who wish to join the Senior School of King's Park Secondary, because senior pupils are role models for the younger pupils and representatives of the school.

HATS AND CAPS

- Pupils may wish to wear these in winter on the way to school, but they must be removed when in the school building.

MAKE-UP/ JEWELLERY/HAIR/ACCESSORIES

- Light make-up only is permitted
- Jewellery should be kept to an absolute minimum.
- For girls who wish to wear a headband, a small plain black or white one will be permitted.
- The uniform should not be accessorised with gold/silver belts, chains, studs, etc.

OUTDOOR CLOTHING

- It is essential that all outdoor clothing is removed in class, immediately on entering.

PE KIT

- **INDOORS** – training shoes, navy t-shirt or polo shirt and shorts (or black shorts and black or white t-shirt or polo shirt)
- **OUTDOORS** – suitable clothing for cold and possibly wet weather, including track suit bottoms. However tracksuits are only permissible from October until March. Indoor kit must also be brought.
- **SWIMMING** – suitable swimwear. For example girls should wear a one-piece swimsuit or modest two-piece swimsuit, not a bikini.
- Pupils must bring PE kit for every single lesson. Even if they are injured and unable to take part fully in the lesson, they may be able to participate in a modified activity, and will be able to assist the teacher, eg with timekeeping. It is essential that they are dressed in PE kit.

Equipment

Pupils should come to school with the correct equipment. If they have to borrow equipment, it wastes learning time. Please support the school by making sure that your son or daughter brings the following to school:

EVERY DAY

at least one of each of the following:

- Pen
- Pencil
- Ruler
- Plastic eraser
- Sharpener (or propelling pencil) – replaced often because the blade becomes blunt
- Scientific calculator (from S1 to S6)
- Preferably all in a pencil case.

EVERY DAY FOR MANY CLASSES

- ALL jotters and folders needed for each class.

WHEN TIMETABLED:

- Home Economics – Practical Cookery – washcloth, dishtowel and container.
- Physical Education – PE kit. See page 3. Pupils must bring PE kit for every single lesson. Even if they are injured and unable to take part fully in the lesson, they may be able to participate in a modified activity, and will be able to assist the teacher, eg with timekeeping. It is essential that they are dressed in PE kit.
- Computing – your own small earphones/headphones. It is more hygienic to have your own, than to share.



Dealing with Litter

Focus on King's Park: 16-20 April 2012

Most of the pupils in our school are very responsible and do not drop litter. They know that this is anti-social. It spoils our environment and it spoils the school's relationship with our neighbours. We include the issue of Litter in our Personal and Social Education programmes, and it is also discussed at assemblies. We also have an Eco Committee who promote respect for our environment.

However, as you know, there are too many pupils who thoughtlessly (or deliberately) leave a mess behind them, expecting someone else to clean up.

The City Council has a programme of Enforcement involving Fixed Penalty Notices (**Penalty = £50**) for leaving litter, and all secondary schools will be targeted. During the week before this happens, the issue of litter enforcement will be high profile in school.

During the week 16-20 April,, Enforcement Officers will focus on the area around King's Park Secondary. This is what will happen:

- Two Enforcement Officers will work with school staff in patrolling areas which have the greatest problem.
- Pupils caught dropping litter will be required to give their name, address and date of birth to the officer. It is an offence not to provide this information. They will be issued with a Fixed Penalty Notice. The Penalty is £50. or allocated a team 2/3 hours litter picking
- The Enforcement Officers will write to parents informing them of the Fixed Penalty Notice.

This is a strong message, and we look forward to parents' support.

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27 March 2012

Dear Parent/Carer

**King's Park Secondary School
Glasgow City Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to parents and young people and we worked closely with the headteacher and staff. We wanted to find out how well young people were learning and achieving and how well the school supported young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including young people's involvement in their learning, the impact of partnerships, the range of opportunities for learning and the school's expectations of young people. As a result, we were able to find out how good the school was at improving children's education.

How well do young people learn and achieve?

Overall, young people learn and achieve very well. Almost all are well behaved and keen to learn. They benefit from very positive relationships with staff in classes and through an extensive range of academic, sporting and cultural activities. Young people told us those activities help them develop self confidence and teamwork. Young people are very positive about school where they feel safe and well cared for. They are confident their views matter but overall, would like more say in the way they learn. In class, they work well on collaborative tasks and present their findings with confidence. They are developing skills in evaluating their work and that of their peers although they need to become more skilled in identifying their next steps. International links such as the connection with a school in Trinidad, are helping young people understand other cultures better. The school has a strong focus on promoting good citizenship. Young people, mainly at the senior stages, volunteer to help others in school and in the local community. The school recognises the need to provide more opportunities like this for more of its younger pupils.

Staff are developing in young people a sense of personal responsibility. Generally, young people recognise the skills for life and work being developed through lessons and wider opportunities for learning. Individuals and school teams have achieved considerable success in academic work, sport and music. For example, the school won the 'Talk Your Way to Brussels' speaking competition run by the Scottish European Educational Trust. The school has worked successfully with partners to help substantial numbers of pupils achieve success in sports leadership and coaching awards. Those pupils have gone on to promote physical wellbeing as volunteers in the extended school community. Seniors have developed important leadership qualities through an impressive range of whole-school responsibilities. Staff have plans in place to make more awards available through this work and across the

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curriculum. At S1 and S2, young people are progressing well through their broad general education and are developing important skills in literacy and numeracy. They have a good understanding of the importance of healthy lifestyles. Young people who need additional support in their learning are making good progress. At S4, attainment in national qualifications has shown an overall improving trend at all key measures. The attainment of boys has shown particular improvement. Substantial numbers of young people have also achieved Intermediate awards through Skills for Work courses at college. By the end of S6, there is an improving trend for those achieving five or more passes at Higher level. By this stage, the school's overall performance at Higher level is in line with, or above, that of schools serving young people with similar needs and backgrounds. A significant number of young people achieve well in the Higher qualifications they study through college links. Young people following the school's personal development course at S5/S6 have achieved a range of useful certificated awards through effective partnership working.

How well does the school support young people to develop and learn?

The school supports young people well to develop and learn. Staff know them very well and young people are confident they will always find help if they need it. There are clear and effective processes for identifying learners' needs and specialist staff are skilled in organising appropriate support. The school pays particular attention to vulnerable young people and works very successfully with a range of partners to help these young people achieve well. Most teachers use a variety of approaches to meet the differing needs of learners. Where young people get good feedback on their learning, they benefit from clear targets to help them plan their next steps in learning. More rigorous tracking of all young people's achievements would help ensure that work is set at the appropriate level more consistently across the school, particularly at S1/S2. The school has identified more consistent use of homework as an area for further development.

The school has developed a curriculum which serves the school's context well. There is a strong focus on nurturing ambition and building skills for citizenship and future employability. Staff have successfully reviewed courses at S1/S2 to make learning more active and course work more relevant. Departments are developing different ways of assessing young people's progress and the school should ensure that best practice is shared. Young people have started to make connections in their learning through projects linking different subject areas, such as the successful science and art ocean project. The school's pastoral links with its associated primary schools are a sound basis for building more effectively on young people's prior learning at S1. Those at S3 to S6 benefit from a good and growing selection of courses leading to national qualifications. The curriculum as a whole is enhanced by a wide range of visitors to the school and trips such as visits to a local hotel to see hospitality skills in action. A range of Skills for Work and other accredited courses are available thanks to very effective partnership working. A number of learners at S5/S6 are developing confidence and important life skills through an innovative personal development course. The S6 active citizenship course provides further opportunities for young people to learn leadership skills. In its plans for the senior phase of Curriculum for Excellence, the school is taking steps to ensure appropriate progression routes for young people at all levels.

How well does the school improve the quality of its work?

Staff are committed to continuous school improvement and initiatives based on self-evaluation have already improved outcomes for learners. Senior managers know the school well. They have put in place a range of successful approaches to finding out how well the school is performing and where it needs to improve. However, the rigour of these approaches varies across the school and there is a need to share existing good practice more widely. Senior managers are aware of the need to review current systems for tracking pupil performance and to develop a much clearer overview of performance at S1/S2. Parents and

young people have regular opportunities to comment on the work of the school overall but would welcome more information on what happens as a result. The senior management team is proactive in seeking ways to improve outcomes for learners. Staff appreciate their support and their close involvement with departments. The team has won the respect of parents and staff. The headteacher's consultative style has won her loyalty in a time of change. She is well placed to increase leadership capacity in the school by supporting more staff to take a lead in school improvement.

This inspection of your school found the following key strengths.

- The effectiveness of the headteacher and senior management team in developing a positive whole-school approach to change.
- Staff commitment to the development and wellbeing of young people and the wide range of opportunities for young people to flourish.
- The impact of partnership working on young people's achievements.
- Polite, motivated and responsible young people.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Continue to refine approaches to self-evaluation, particularly systems for tracking achievement, in order to challenge learners more consistently.
- Continue to develop the curriculum, including closer learning links with associated primaries, in order to build more effectively on young people's progress from S1.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Fiona A Pate
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=9144&type=3>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for King's Park Secondary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=9144&type=3>.

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² *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosite3.pdf>.