



GLASGOW CITY COUNCIL

EDUCATION AUTHORITY PERSPECTIVE

Name of Establishment	King's Park Secondary School
Head of Service	Morag Gunion
Area Education Officer	Isobel Taggart
QIO	Winnie Mallon
Last updated on	April 2012

1 About the school / centre	
Type of centre	Secondary
Learning Community	King's Park Learning Community
Roll	863
Additional features	
Building	The school accommodation is spread over 3 buildings, which were refurbished in 2002. The school has fully resourced classroom accommodation, several areas equipped with computers. The Music department includes a modern sound studio. There are ten science laboratories, a fitness room and two astro-turfed pitches. There is no games hall or swimming pool, so many physical education classes are timetabled to travel off-campus to Castlemilk Sports Centre and Castlemilk Swimming Pool. The social area is popular and well used by pupils from all year groups. The pupil council has led the installation of several areas of seating and lockers.

2 Relevant background factors	
Head Teacher:	Mrs Margaret Barr
Depute Head Teachers:	Mr Tom Feasby Mrs Margaret Logan Miss Lilian Marshall Mrs Maura Thomson
Additional information:	King's Park Secondary is a 6-year comprehensive secondary school in south-east Glasgow, serving Simshill, Crofffoot, King's Park, Mount Florida and Toryglen. In 2005, two of our partner primary schools (Holmlea PS and Simshill PS) closed, and the children were transferred to Merrylee Primary School, whose

	<p>children transfer to Hillpark Secondary School. This led to a smaller intake in S1 each year, and therefore a falling roll for 6 years (from 1,100 to 863) and an increase in the number of children entitled to clothing grant and free school meals (from 15.8% to 25.3%). Our school roll is currently 863, of whom 117 have English as an Additional Language, 11 are looked after, and 5 are looked after and accommodated.</p>
<p>Awards:</p>	<ul style="list-style-type: none"> • Evening Times Community Champion Award 2011 (South East) – Young Team. • Scottish Education Awards 2010 – finalist in the Enterprise and Employability Across Learning (Secondary) category. • B&Q One Planet Living Award • Platinum Partnership Award and Diamond Awards for Enterprise (Glasgow City Council) • Many young people have also received awards, e.g. many sporting awards, including at national level; winners of the ‘Talk Your Way to Brussels’ competition (Scottish European Educational Trust); Scottish winner of the Pushkin Prize for Creative Writing; winners of Determined to Make Movies (Glasgow City Council; Mark Scott Leadership for Life awards; Youth and Philanthropy Initiative; The Plato Award (for ICT).

3A Successes and achievements	<p>What outcomes have we achieved?</p> <p><i>Improvements in performance (Quality indicator 1.1)</i></p> <p>The overall quality of improvements in performance is very good.</p> <p>Staff are developing in young people a sense of personal responsibility. 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. The music groups, for example, involve well over two hundred young people. The school has worked successfully with a range of 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. The school has gained the Platinum Partnership Award in recognition of the wide range of partnership and enterprise activities offered. Seniors have developed important leadership qualities through an impressive range of whole-school responsibilities, for example, roles as prefects, sports captains and leaders. All young people in S6 participate in one of eight Active Citizenship groups. These opportunities build on the skills they have developed at earlier stages. A large number of S5 and S6 young people volunteer to help younger pupils both through the buddying system or by working as tutors in younger classes to support learning. Personal achievements are celebrated at assemblies, in newsletters, on the school website, and at the annual prizegiving ceremony, for example through the Parent Council Community Award. The awards ceremony is inclusive and gives recognition to a wide range of academic, sporting, cultural and personal achievements.</p> <p>At S1 and S2, young people are progressing well through their broad general education, developing important skills in literacy and numeracy and a good understanding of the importance of healthy lifestyles. The skills for learning, life and work developed through the numerous opportunities available in the school are well understood by most young people. Young people who need additional support in their learning are making good progress. Young people with English as an additional language performed close to the average at S4 in 2011. The MCMC group involves key partners and ensures that young people are receiving support to achieve positive and sustained destinations. The positive destination figure for 2010 – 2011 was 86%. At S4, attainment in national qualifications has shown an overall improving trend at all key measures over the past five years with particularly strong results in 2011 when the school's performance was in the top quarter in its comparator group for 5+ awards at levels 3,4 and 5. The attainment of boys has shown marked improvement over the past five years. At S5, the school's performance is overall equal to or better than its comparators. The proportion of Higher awards at A and A/B has been improving. 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.</p> <p>The school and departmental improvement plans support the progress of the school very well and the positive impact of the actions taken are evident in the overall pattern of the improvements in performance.</p> <p>Aspects for development</p> <p>The school will continue to seek further opportunities for accreditation for those young people who participate in extra activity.</p> <p>The school will continue to develop ways of tracking wider achievement as they work towards the development of S3 profiling.</p>
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	<p>How well do we meet the needs of our school/centre community?</p> <p><i>Learners' experiences (Quality indicator 2.1)</i></p> <p>The overall quality of learners' experiences is very good.</p> <p>Young people learn and achieve very well and 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 which help them develop self confidence and teamwork. Young people are very positive about school where they feel safe and well cared for. They are treated fairly and with respect and know how to access help and personal advice. They are engaged in their learning, cooperate well together, participate willingly in classroom activities, remain on task and present their findings with confidence in a variety of ways. They are developing skills in evaluating their work and that of their peers. In some classes, particularly in the middle and upper school, learners are clear about their strengths and areas for improvement and negotiate targets for progression in their learning. Overall, young people need to become more skilled in identifying their next steps and to be given more responsibility in their learning. Study planners are used to record learning targets and progress and there is scope to develop this further and more consistently. The school has a strong focus on promoting good citizenship. International links such as the connection with a school in Trinidad, are helping young people understand other cultures better. 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. Young people are confident their views matter and feel that their opinions and questions are welcomed but overall, would like more say in the way they learn and they are not always aware of the action taken as a result of their input.</p>
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<p>3B Work and life of the school / centre</p>	<p>How good is the education we provide?</p> <p><i>The Curriculum (Quality indicator 5.1)</i></p> <p>The overall quality of the curriculum is good with aspects of very good practice.</p> <p>The school has consulted with a wide range of stakeholders including parents and has established a shared vision and set of values on which to base its curriculum; the clear rationale behind the curriculum is to develop the four capacities of CfE and build on the school's shared values of respect, honesty, hard work, responsibility, equality and ambition. The curriculum provides all young people with the opportunity to develop those values and achieve qualifications and skills for life. Staff have successfully reviewed courses at S1/2 to make learning more active and course work more relevant, while promoting enjoyment and challenge. All eight curricular areas are covered and in S3 there will be a degree of personalisation and choice within those areas. All staff are aware of their responsibility regarding Literacy, Numeracy and Health and Wellbeing and these skills are promoted through course work. The school works well with partner agencies to ensure that local health priorities are addressed. Departments should continue to work on exemplification of Es and Os in Health and Wellbeing within their courses. Departments are developing different ways of assessing progress and will share good practice, ensuring that assessment is part of learning. The school is developing a way of recording and tracking progress, including wider achievement.</p> <p>In its plans for the senior phase of CfE, the school is taking steps to ensure appropriate progression routes for all young people. A wide range of courses is offered at the senior phase and the school makes every effort to find suitable courses for young people to meet their individual needs through links with other providers, ensuring coherent learner journeys. For those young people in the senior school in danger of not achieving, the school provides appropriate courses in conjunction with Glasgow's Vocational Education programme. The innovative Personal Development course focuses on life and employability skills and includes</p>
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an increasing range of opportunities for accreditation. The curriculum as a whole is enhanced by a wide range of visitors to the school. A variety of good out-of-class activities enable young people to participate in wider experiences to develop their responsibility as citizens and their individual confidence. A more strategic view of partnership working will be developed in conjunction with Glasgow Life.

Children from Learning Community primary schools are involved in a number of very successful initiatives to ease the transition from primary to secondary. There are sound arrangements to support young people pastorally in transition but the curricular links need to be further developed to ensure the curriculum builds more effectively on young people's prior learning at S1.

The school has a broad programme of PSHE, delivered by Pastoral Care staff. Provision of RME, PE and drama will be further developed.

Meeting learning needs (Quality indicator 5.3)

The overall quality of meeting learning needs is good.

The school supports young people well to develop and learn. Young people are confident that they know how to get help if they need it. Strategies for meeting individual support continue to be developed and improved. The school pays particular attention to vulnerable young people and works very successfully with a range of partners to ensure that these young people achieve well. The school operates a staged approach to identifying learners' needs very effectively. There is an appropriate focus on vulnerable young people and their progress, attainment and attendance are closely monitored. Appropriate and effective planning is in place for young people at different stages of the staged intervention process. The school will improve its arrangements for ensuring that all young people have regular and frequent discussions about their learning with an adult who knows them well.

The behaviour support base for young people with social, emotional and behavioural needs is now well established and proving effective. An integrated support model continues to be developed with support from senior staff and partners and is having a positive impact on meeting learner needs. All staff in the Pupil Support Team are committed to meeting the additional support needs of young people and all staff continue to develop their capacity to respond to the ASL legislation. Confidential information on all young people in S1 is made available to all staff through the effective 'Drop-Box' facility on the school's ICT system.

Young people whose first language is not English benefit from the specialist support of a dedicated EAL teacher who also makes a valuable whole school contribution to meeting needs. Learning assistants provide valuable support to young people across the school.

Most learning tasks and activities are set at the appropriate level of difficulty for most young people. Where young people get good feedback on their learning, they benefit from clear targets to help them to progress. More rigorous tracking of young people's achievements will help ensure that work is set at the appropriate level more consistently across the school. More consistent use of homework is an area for further development.

Improvement through self-evaluation (Quality indicator 5.9)

The overall quality of improvement through self-evaluation is good.

Staff are committed to continuous school improvement and initiatives based on self evaluation have improved outcomes for learners. A clear policy on quality assurance and school improvement is in place. The supportive culture established by the management team encourages and empowers staff in departments to develop their approaches to self evaluation and improve the quality of learning and achievement. However, the rigour of self evaluation varies across the school and there is a need to share existing good practice more widely. The school will continue to develop staff skills in the use and analysis of evidence, improving the quality of reflection. Good systems are in place to gather views, including those of parents and young people.

	<p>The school will consider how to demonstrate more clearly that these views are taken into account and involve young people, parents and partners more fully in the whole cycle of improvement planning.</p> <p>There is an effective programme of CPD which is aligned with the priorities of the improvement plan. The school has a good range of working groups to take forward the identified school priorities. Most teachers take part in these groups. The school should consider establishing a CPD working group to seek more effective ways of identifying and sharing good practice across departments in a range of areas.</p>
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	How good is our leadership?
3C Vision and Leadership	<p><i>Leadership of improvement and change (Quality indicator 9.4 with aspects of QIs 9.1-9.3)</i></p> <p>The overall quality of leadership is very good.</p> <p>The headteacher is very well respected by parents, staff and young people. She has a consultative leadership style and there is evidence of her genuine consultation with staff, parents and the wider community in order to manage the pace of change and make it sustainable. The development strategy to determine the school's Vision and Aims is an example of good practice and illustrated further the headteacher's desire to work with the whole school community to achieve change. There is an effective monitoring role for the SMT through departmental links and the SMT and Principal Teachers work well together in the extended leadership team. There is scope to develop leadership more across the school and increase the level of responsibility of Principal Teachers.</p>