



King's Park Secondary School

Standards and Quality Report

Session 2008-09

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 2008-09. However, if you wish further details, or wish to comment on the report, please contact the head teacher.

Updated August 2009

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2. Attainment
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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 our catchment area who currently attend Merrylee Primary School retain the right to transfer to King's Park Secondary without a placing request until 2012. King's Park Secondary Parent Council are preparing a request for this right to be extended without limit of time, because the catchment area is geographically unusual, eg King's Park Secondary School actually sits within the catchment area of Hillpark Secondary School.

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 2008-09 the school received no deprivation allowance to support these pupils. However the staffing formula was changed to include enhancement based on the number of pupils at each level of staged intervention.

The roll was 965 in September 2008 and is projected to be at least 930 in September 2009. The roll is expected to continue falling until 2012, when the effect of the closure of Holmlea and Simshill Primary Schools will have worked its way from S1 to S6. In session 2008-09 the teaching complement was 69.96 fte, plus an allocation for EAL, probationer teachers and Alternatives to Exclusion. There were 6 Instrumental Instructors, 1 AFA, 1 Business Manager, 6 Clerical Assistants, 3 School Technicians, 1 Librarian, 1 Education Liaison Officer (post was vacant for 7 months) and 2 Janitorial Staff.

During session 2008-09 the Senior Management Team consisted of the Head Teacher, one acting Formal Depute Head Teacher, 3 Depute Head Teachers, one acting Depute Head Teacher and the School Business Manager. There was one Faculty Head, 11 Principal Teachers (Curriculum), 4 acting Principal Teachers (Curriculum), one Principal Teacher (Support for Learning) and there were 5 Principal Teachers (Pastoral Care). In session 2009-10, because of the falling roll, the management structure for SMT and Pastoral Care will reduce to: Head Teacher, 4 Depute Head Teachers and School Business Manager, and 4 PTs Pastoral Care.

The school, first opened in 1962, is designed around 3 buildings. It underwent refurbishment and installation of extensive ICT facilities in 2002-03. 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 2008-09, there continued a consultation on vision, values and aims, which will be completed in September 2009.

- Staff and pupils identified 6 Shared Core Values – Ambition, Equality, Hard Work, Honesty, Respect and Responsibility
- The school began looking again at its vision for King’s Park Secondary, underpinned by the Values. The head teacher launched the exercise by outlining her vision for the school and invited pupils, staff, parents and other friends of the school, to comment on these. This exercise will be completed at the annual meeting of the Parent Forum on 8 September 2009.
- The proposed aims, which had been launched through the Learning Community newsletter of October 2007, were reiterated and comments were invited.

VISION. At present, the following vision is being consulted upon:

We want King’s Park Secondary to thrive

- as an ambitious, vibrant and caring community of learners and responsible citizens,
- always working in partnership with others to improve and meet the needs of every learner,
- where resources, knowledge and skills are shared and used wisely,
- and achievements are shared and celebrated.

VALUES. After consultation, staff and pupils agreed on the following shared Values, which are now being consulted upon by parents and other friends of the school:

Ambition Equality Hard Work Honesty Respect Responsibility



AIMS

PROPOSED AIMS, FOR FURTHER DISCUSSION DURING 2009-10

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.

Note: the final outcome of the consultation was:

VISION – No changes

VALUES – No changes

AIMS – In Aim 1, remove ‘in particular in literacy and numeracy’ because all areas of the curriculum are important.

3. Priorities and Targets from Previous Report

The main priorities for session 2008-09 were:

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.

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
- Leadership and Management Team meetings, eg benchmarking against questionnaires in Quality Review process.

The Quality Assurance and Improvement Working Group has prepared a comprehensive draft Quality Assurance and Improvement Policy and Procedures, which is the subject of consultation.

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. Departments are working hard to improve. English – very innovative materials and use of ICT. Focus on S1/2 writing folios of best work. Mathematics – have moved start of Standard Grade to mid-S2.

NATIONAL QUALIFICATIONS

- **Whole-school trends:**

S4

English and Mathematics at level 3 or better – improving trend

5+ Level 3 - relatively stable

5+ Level 4 – improving trend

5+ Level 5 - improving trend

S5

1+ Level 6 – improving trend

3+ Level 6 – relatively stable

5+ Level 6 – lower than comparator schools (action to be taken)

5+ Level 5 – improving trend

S5/6

3+ Level 6 - relatively stable

5+ Level 6 – lower than comparator schools

1. The overall performance of boys has improved.
2. In 2008-09, the school extended the mentoring programme, targeting S4 and S5 pupils with specific negotiated targets. These pupils' results were overall much better than had been predicted before they worked with their mentor.
3. 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.

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. Noting that the curriculum is the totality of experiences for pupils, we continued to strive to

extend the range of opportunities for pupils to achieve and attain, eg clubs, educational excursions, competitions, performances, etc. For example, we offer:

- a wide range of subjects and levels, subject to uptake and staffing
- an extensive range of alternative choices for pupils who need them, eg RightTrack, EVIP, college courses, Soccer Success, etc.
- a wide range of clubs, sports, music activities and other opportunities
- opportunities for additional study and achievement, eg supported study, 'open door' sessions
- an increasing focus on active learning in context.

RAISING ATTAINMENT

The school's approaches to innovative ways of improving attainment and achievement are 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, supporting bilingual learners, use of SurveyMonkey, MSOutlook. In March 2009, teaching staff, support staff and parents in King's Park Learning Community attended a lecture by Professor Brian Boyd 'The Changing Scottish Curriculum – What Does It Mean for Your Child?'. In February 2009, all staff participated in a Glasgow-wide training event launching Glasgow's ALS policy 'Every Child is Included'.

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. Staff have participated in Project Leadership and in the Scottish Qualification for Headship programme.

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 the school website, newsletters, assemblies, concerts and other events.

Attendance is steadily improving, but there was a setback when the Education Liaison Officer retired in September 2008 and was not replaced until April 2009. Additional support is provided for pupils at risk of low attendance. Pastoral Care staff and senior managers worked hard to fill the gap left when the Education Liaison Officer retired in September 2008. Six-weekly meetings of the King's Park Learning Community Attendance Council will resume now that another Education Liaison Officer was appointed in April 2009. Weekly meetings of each House Team (DHT and PT Pastoral Care) include discussions regarding attendance.

The number and duration of exclusions is steadily reducing, because the school continues to take a problem-solving approach to dealing with challenging behaviour. Increased support is provided for pupils at risk of exclusion, and for their parents, eg 'Managing Teenage Behaviour' sessions led by school staff and educational psychologist.

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. When the temporary Primary/Secondary Transition Teacher's contract came to an end, the school continued the programme of support for pupils transferring from primary to secondary – albeit in a more limited way. 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. Many staff have an 'open door' at lunch time and after school, for pupils who wish to consult them or do additional work.

SCHOOL ENVIRONMENT

The school environment is very good and improving.

The school has been 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. The school was a winner in 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. The Eco Committee successfully petitioned the Council to provide additional litter bins for the streets around the school. Thanks to a parent nomination, the school has been awarded £20,000 worth of solar panels in the Co-op Green Energy programme, and the Eco Committee are working with the Council, Amey and Solarcentury to plan the installation of these. The Eco Committee was also involved in Christmas Card recycling, planting trees (from the Woodland Trust) in other schools in the learning community, building bird boxes, installation of a compost bin, whole-school paper recycling, and visits to the Glasgow Film Theatre to raise awareness of eco issues.

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 (now Skills Development Scotland), 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 2008-09, 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. Attainment, attendance and exclusions of Looked After Children, are now monitored, so that the children can be better supported.

In terms of Disability Equality, the school has been 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. The school website is regularly updated with pupil achievements and news.

5. Progress

National Priority 4 – Values and Citizenship

The promotion of citizenship is very good. In addition to the Eco Schools work (see NP 2), 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. 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 MPs, MSPs, the STUC, international charities and Glasgow Housing Association. The Tom Harris (local MP) Shield for Citizenship was awarded to the Computing Lunch club in recognition of their work at many whole-school events, and the nurturing environment into which new members of the group are welcomed.

Music pupils provided entertainment at many events in school (eg Christmas Concert, 'Songs from the Shows', Open Evening and many others), as well as the local community – eg events in other schools in learning community, Head Teachers' Conference, Battle of the Bands, Curriculum for Excellence Scottish Music Day, Glasgow Council Staff Recognition Awards, etc. See also Section 6 - 'Other Achievements'.

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. 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 steadily 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 is extending its partnership with local colleges with the introduction of a Skills For Work Hospitality course.

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 (now Skills Development 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. 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 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, OTHER ACHIEVEMENTS AND EVENTS

ART & DESIGN

- Two S4 pupils won Silver medal and Gold Medal at the annual Glasgow Art Competition for Young People 2008.
- Senior Art & Design pupils took part in the annual residential stay at Castle Toward, and produced outstanding work which was displayed at an exhibition in The Tramway.
- In a partnership between Modern Languages and Art & Design, pupils attended a ‘French Art’ exhibition in Kelvingrove Art Gallery.

CITIZENSHIP

- The school held a ‘Question Time’-type event, as part of the S3 Religious Education course. In classes, S3 classes identified questions about moral and ethical issues which were put to a panel of chaplains of various faiths and none, and a local councillor. The event itself was highly evaluated by the pupils and by the panel themselves.
- Several senior pupils attended a broadcast of BBC’s Question Time at the Barony Hall, and participated in the debates.
- Staff and pupils took part in various charity events, eg the annual World Vision 24-hour Famine, Children in Need, MacMillan Coffee Morning, etc.
- Politicians attended several events with pupils, eg Charlie Gordon spoke to senior Active Citizenship pupils, Tom Harris visited the Higher Modern Studies class, and Bailie Margot Clark attended the Question Time event, and worked with the school on the Sensory Garden.
- A group of Music pupils participated in a Curriculum for Excellence event at the Old Fruitmarket.
- Staff and pupils taking Music and Social and Vocational Skills held the annual Summer Tea for local residents, where the musical entertainment and home baking was very well received.
- Senior pupils organised various social events: a Hallowe’en Party for S1 pupils, an Eid Party, the S5/6 Ceilidh, the S5/6 Leavers’/Graduation Ceremony, and the S6 Prom.

ECO MATTERS

- King’s Park Secondary won a national award – the B&Q One Planet Living Award, with an entry showing how pupils are working to change our planet’s future.
- A group of S2 pupils won Go4SET – an engineering project linking schools and businesses. Their project for an eco-friendly hotel beat 27 other schools from the West of Scotland.
- A group of S3 Biology pupils worked in partnership with the Council on the planning of a Sensory Garden, to be planted in King’s Park (the park across the road). They visited Battlefield Church Senior Citizens Group as part of their survey about the use of parks.
- The Fair Trade tuck shop sold Fair Trade goods at lunch times in the social area, and also at evening events, raising awareness of Fair Trade. They also took a stall at FloFest (community event in Mount Florida Primary School).
- The Fair Trade group held a ‘Go Bananas for Fair Trade’ event, to raise awareness of Fair Trade.

LANGUAGE, LITERATURE AND MEDIA

- Pupils in the Creative Writing Group had their work published in a book of poetry called ‘The Big Green Poetry Machine’.
- In a partnership between Modern Languages and Art & Design, a group of S2 pupils won second prize ‘Highly Commended’ for their film in the ‘Determined to Make Movies’ competition. Their film

was shown, and they received their awards, at the Glasgow Film Theatre, in front of an invited audience.

- An S2 pupil gained a Highly Commended award at the Bridgeton Burns Club newsdesk competition, submitting a newspaper account based on the poem 'O, For My Ain King'.
- European Day of Languages was celebrated in various ways throughout the school.
- In a joint project between Modern Languages and Physics, pupils worked to participate in a live International Space School link-up with the Space Shuttle, asking questions in Russian. Unfortunately severe weather conditions in Houston, Texas meant that the event had to be cancelled at the very last minute.
- A group of S1 and S2 English pupils linked up to a live interview with the author Anthony Horowitz.
- Senior Modern Languages pupils participated in a Modern Languages event in Holyrood Secondary School, where they worked in teams to sell Glasgow to a foreign audience. They had to come up with a poster, radio advert, powerpoint presentation and translate an article – all in German.
- S1/2 pupils participated in 'World of Personal Reading'
- International Job Centre was a Glasgow-wide event organised by Determined to Succeed. S3 pupils worked for weeks on a project where they researched job adverts, person specifications and application forms, and completed all of these in French, increasing their confidence in spoken and written French. They also designed an advertising campaign, scripted and filmed an interview – again all in French. Five of the pupils represented the group at the final event.
- Two senior pupils and a teacher joined a delegation representing Glasgow for 3 weeks during the summer, on a Chinese Immersion Course in Beijing. They completed a daily blog which was posted on the school website, and submitted a report afterwards. A life-changing experience.

MUSIC

- King's Park made it through to the final 10 schools in nationwide auditions (against hundreds of schools across the UK) for 'School Musical 2' a series made by TV for SkyOne.
- Several King's Park pupils participated in: Glasgow Council/Scottish Youth Music Theatre Project; Glasgow Schools Symphony Orchestra, String Orchestra, Concert Band, Big Band and Pipe Band; BBC Songs from the Shows.
- One Music pupil (a flautist) was invited to join the International European Youth Orchestra in Bremen, Germany.
- A huge choir staged 'Songs from the Shows' in November.
- The choir and band performed in George Square at the opening of Glasgow's Winterfest celebration.
- Several S4-6 Music pupils were invited to participate in DJ workshops with a view to DJ-ing at an over-14s club event. The pupils learned basic DJ techniques using both vinyl and CD decks, and worked with industry professionals.
- Music pupils from the Higher and Intermediate classes worked with Stow College in two projects. One produced a CD of indie-pop covers, with pupils performing and engineering. The second group worked with singer/songwriters across Glasgow and put on a showcase in the ABC Theatre.

PARENTS

- The Parent Council held its annual meeting with pupil representatives to celebrate success and identify areas for improvement. An action plan was produced and is being implemented.
- Several parents participated in a series of sessions on 'Managing Teenage Behaviour', led by senior staff and educational psychologist.
- The school held the usual information evenings for parents, eg Course Planning Evenings for S2 and S4/5 pupils, UCAS evening for parents of pupils applying for university.
- The Parent Council Fundraising Team raised funds at bag-packing, Spring Draw, and various raffles. They also assisted at the annual Plant Sale, which raised funds to support the prizegiving ceremony. Pupils were heavily involved in these activities, outside school hours.
- Parents and staff from all across the Learning Community attended an event led by Professor Brian Boyd (one of the architects of Curriculum for Excellence) on 'The Changing Scottish Curriculum – What Does It mean for Your Child?'

SPORT

- Two S3 girls were second and third at the Glasgow Schools Indoor Rowing Competition, hosted by King's Park Secondary. Other pupils gained Gold, Silver and Bronze Awards.
- The U-15 Football Team won the Glasgow Schools Football Championship.
- Two S3 boys were chosen to play for Glasgow Schools football.
- Sports Captains were appointed for each house, and worked hard. The swimming gala was the best ever. The sports day was an all-school event.

OTHER PUPIL ACHIEVEMENTS AND EVENTS

- An S4 pupil won 'Student of the Year' at Glasgow Metropolitan College – a Hospitality student in Glasgow's Vocational Training Programme.
- In entering the 'Shares4Schools' competition, King's Park was regularly in the top 10 of the league table, and was first in the UK at one point. Eventually the team came second in Scotland.
- Three S4 pupils won awards in the annual Trades House of Glasgow competition – a school craft project.
- S1 and S2 pupils in the Computing (Scratch) Club won a Plato Award, and £200, for excellent work in ICT.
- Hospitality pupils were presented with Elementary Food Hygiene Awards from the Royal Environmental Health Institute of Scotland (REHIS).
- Senior pupils worked with Kelly Mason Training on a mock interview programme. The company said 'We were thoroughly impressed with the calibre of students.'
- The S1 Challenge Group (a group of very enthusiastic learners) took part in a programme of extra classes both at lunch times and after school, throughout the Spring and Summer terms. In Music Technology, they produced the soundtrack which accompanied a presentation to parents at the Award Ceremony.
- 150 pupils took part in the UKMT Junior, Intermediate and Senior Mathematical Challenge competitions. Children from local primary schools were invited to the Junior Challenge. At the Senior event, pupils won 1 Silver and 4 Bronze awards. At the Intermediate event, pupils won 3 Silver and 14 Bronze awards. At the Junior event, pupils won 2 Gold, 8 Silver and 8 Bronze awards.
- Two S5 pupils won places at the Scottish Space School 2009 programme at the University of Strathclyde. They will be invited to go to the Johnston Space Center, Houston, Texas, in November.
- Pupils took part in many educational excursions, eg to the Scottish Parliament, Beamish Outdoor Museum, Glasgow Open Top Bus Tour, New Lanark, pond-dipping in Maxwell Park, Scottish Ballet, theatre visits, Piano Play Days, various Music MasterClasses.
- Residential stays are used for target groups, eg SVS residential stay at Castle Toward, residential stay at Kindrogan Field Centre for the personal development of UCAS applicants, residential excursion to Holland, residential excursion to the London Musicals, etc etc.
- Science pupils are setting up Café Sci (ground-breaking way to bring science to secondary pupils, in discussion-based format). www.juniorcafesci.org.uk
- Fourteen pupils embarked on the Duke of Edinburgh Award Bronze Award, with staff in school acting as mentors,
- Two senior pupils participated in the Mark Scott Foundation, and arrangements were made to extend this to 6 pupils in session 2009-10.

7. Main Priorities and Targets for the Coming Session

In summary, the main priorities for session 2009-10 are:

1	Curriculum for Excellence
	.. Theme/Context
	.. Interdisciplinary learning
	.. Numeracy Across Learning
	.. Literacy Across Learning
	.. Health and Wellbeing Across Learning
2	Meeting Learning Needs – Promoting a Positive Learning Climate
	.. Teaching for Effective Learning
	.. Behaviour Management Plan
	.. Additional Support for Learning
	.. Improve Working with Parents
	.. MCMC strategy
3	Managing Information – Improve the Tracking of Pupil Progress
	.. Extend ‘negotiated grades’ and ‘on track’
	.. share good practice in tracking and benchmarking across departments
	.. increase mentoring and supported study programmes

APPENDIX 1

Progress Towards Priorities and Targets from Previous Report

Specific Targets 2008-09	PROGRESS TOWARDS TARGETS
<p>NATIONAL AND SCHOOL PRIORITY 1 – RAISING ATTAINMENT AND ACHIEVEMENT</p> <ul style="list-style-type: none"> • Raise staff and pupil engagement with Curriculum for Excellence • Further promote Teaching for Effective Learning • Quality Assurance and Improvement • Improve engagement and involvement of parents and carers 	<ul style="list-style-type: none"> • Progress was made in raising staff and pupil engagement with Curriculum for Excellence. Staff attended events and became familiar with the new experiences and outcomes. • Active Learning was more widespread. Class visits confirmed improvements in Teaching for Effective Learning. • The Quality Assurance and Improvement policy and procedures were completed, and published in draft form for comment. • Engagement and involvement of parents and carers continued to improve.
<p>NATIONAL AND SCHOOL PRIORITY 2 – FRAMEWORK FOR LEARNING</p> <ul style="list-style-type: none"> • Promote a Positive Learning Climate • Extend effective use of ICT for learning and teaching, tracking of attainment and behaviour, and for SQA 	<ul style="list-style-type: none"> • The review of the Sanction and Referral system was incorporated within a strategic overview of Behaviour – the Behaviour Management Plan, which incorporates many strategies for promoting a positive learning climate, reducing the need to use discipline sanctions. • Many training sessions were offered for ICT in Learning and Teaching. Class visits confirm increased use of ICT. Whole-school tracking was improved through the introduction of 'On Track' and 'Negotiated Grades', now to be extended to S4, as well as S5/6.
<p>NATIONAL AND SCHOOL PRIORITY 3 – INCLUSION AND EQUALITY</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The relaunch of Glasgow's policy 'Every Child is Included' was the focus of an inservice day where all staff were trained in the importance of ensuring that every teacher works to meet the needs of every pupil. • Work on Health Promoting School continued, eg preparation for the implementation of the Health and Nutrition Act. • EAL policy and procedures were revised in line with Council policy. • There was much closer monitoring of attainment, attendance and exclusions of Looked After (LA) and Looked After and Accommodated (LAA) children. Therefore it was possible to give pupils more targeted support
<p>NATIONAL AND SCHOOL PRIORITY 4 – VALUES AND CITIZENSHIP</p> <ul style="list-style-type: none"> • Complete the consultation on Vision, Values and Aims • Continue to develop Citizenship and International Education • Eco Schools - Continue to work towards Green Flag status 	<ul style="list-style-type: none"> • This consultation was completed on 8 September, at the annual general meeting of the Parent Forum. • Active Citizenship and International Education continued. • Eco Schools work continued, eg application for solar panels, Fair Trade tuck shop, attendance at various school events etc.
<p>NATIONAL AND SCHOOL PRIORITY 5 – LEARNING FOR LIFE</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All ongoing. • Links with further education were extended through the negotiation of the introduction of Skills for Work Hospitality courses at college, so that S3 and S4 pupils could learn in the college's professional kitchens. Also, it was arranged that a college lecturer would teach Higher Psychology in school.

APPENDIX 2

Attainment

5-14

Reading (%)	2006/07		2007/08		2008/09	
	Actual	Target	Actual	Target	Actual	Target
School	71.3	-	76.6	65	84.6	65
Glasgow	57.7	57	62.3	58	68.3	60
Comparator Group	61	-	62	-	68	-

Writing (%)	2006/07		2007/08		2008/09	
	Actual	Target	Actual	Target	Actual	Target
School	55.6	-	55.4	55	57.4	55
Glasgow	50.6	51	53.8	50	57.8	53
Comparator Group	48	-	49	-	51	-

Mathematics (%)	2006/07		2007/08		2008/09	
	Actual	Target	Actual	Target	Actual	Target
School	64.4	-	62.9	60	74.7	60
Glasgow	58.6	54	60.3	58	63.7	60
Comparator Group	57	-	59	-	59	-

National Qualifications

By the end of S4, the percentage achieving	2007 (Post Appeal)				2008 (Post Appeal)				2009 (Pre Appeal)				
	¹ S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	Gla T	N
Eng and mathematics at level 3 or better	87	92	86	92	90	92	87	92	90		88	87	92
5 or more at level 3 or better	88	89	86	91	92	89	85	91	90		86	87	91
5 or more at level 4 or better	68	72	66	76	74	71	66	76	74		65	67	77
5 or more at level 5 or better	20	27	22	33	29	29	22	34	34		23	22.5	35

Continued over ...

¹ S=School
 T- target
 CG= Comparator Group
 N= National

By the end of S5, the percentage achieving	2007 (Post Appeal)				2008 (Post Appeal)				2009 (Pre Appeal)			
	² S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	N
1 or more Higher	33	32	28	39	30	34	28	39	36		29	40
3 or more Highers	19	16	14	22	13	17	15	22	18		13	23
5 or more Highers	7	6	6	10	4	7	6	10	4		5	10
5 or more at level 5 or better	36	39	33	46	31	40	33	45	40		34	47

By the end of S6, the percentage achieving	2007 (Post Appeal)				2008 (Post Appeal)				2009 (Pre Appeal)				
	² S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	Gla T	N
3 or more Highers	21	22	18	29	24	23	20	30	18		21	18	31
5 or more Highers	12	13	11	19	18	14	12	20	11		13	11	20

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 (Also see pages 13-15)

1. ICT

- Interactive whiteboards (eg SmartBoards) are very well used in many subjects.
- Browsers (local company) works with S2 and S3 pupils to increase motivation and attainment with spoken French, using animations and film clips produced by pupils. This work is being extended to include several other 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 chef from Glasgow Metropolitan college visits Hospitality pupils to work on knife skills; Charlie Gordon, MSP; Tom Harris, MP; local councillor Bailie Margot Clark
- Peer learning, for example, a senior pupil spent several periods giving SVS pupils a masterclass on cake decorating. She is now studying this at Glasgow Metropolitan College and hopes to continue links with the Home Economics department.

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 was more limited during the session because it was not possible to keep the Primary/Secondary Transition Teacher. However, it still involved Art and Design, Physics, P7 Challenge Event, Transition Support Group for vulnerable pupils.

6. INTERDISCIPLINARY LEARNING, GIVING A CONTEXT FOR LEARNING

- Many activities provide a context for learning, letting pupils see connections. For example, Home Economics and Biology link, so that pupils grew their own basil, rhubarb and mung beans and used these in their cooking.
- S4 pupils continue to participate in a well-evaluated Work Experience programme, which has a very high participation rate.
- Also, please see pages 13-15 for a wide range of examples of pupils learning in context.