



King's Park Secondary School

Standards and Quality Report for Session 2009-10

1 About our school

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 the closure of Holmlea and Simshill Primary Schools, and 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.

Approximately 13% of the pupils come from ethnic minority backgrounds. This percentage has been increasing steadily. Where necessary the pupils receive support from the teacher of English as an Additional Language. Three pupils are working at Langside College towards a qualification in English to Speakers of Other Languages (ESOL).

The roll was 935 in September 2009 and is projected to be approximately 900 in September 2010. 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 2009-10 the teaching complement was 67.8 fte including probationer teachers, plus an allocation for EAL, Alternatives to Exclusion and instrumental instructors. The Senior Management Team consists of the Head Teacher, 4 Depute Head Teachers and the Business Manager for King's Park Learning Community. There are 4 Principal Teachers of Pastoral Care, a Principal Teacher of Support for Learning and 5 Pupil Support Assistants (PSAs) in total, with one unfilled PSA vacancy. Other support staff include one AFA, 6 Clerical Assistants, 4 School Technicians, 1 Librarian, 1 Education Liaison Officer and 2 Janitors.

The school, first opened in 1962, is designed around 3 buildings, and was refurbished 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 Our vision, values and aims

Following consultation with pupils, staff and parents, the Vision, Values and Aims of our school are:

VISION

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.



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.
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.

3A

Our successes and achievements

What outcomes have we achieved?

Improvements in performance (Quality indicator 1.1)

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

5-14

Overall, the steady improvement in 5-14 performance continues.

NATIONAL QUALIFICATIONS - Whole-school trends:

S4

English and Mathematics at level 3 or better - While this has been an improving trend, there was a drop in 2010 caused by an increasing percentage of pupils in alternative placements.

5+ Level 3 – relatively stable

5+ Level 4 – relatively stable

5+ Level 5 – improving trend until 2010, then a drop which we believe will be for one year only.

S5

1+ Level 6 – improving trend

3+ Level 6 – improving trend

5+ Level 6 – was lower than comparator schools, then big increase in 2010-

5+ Level 5 – improving trend

S5/6

3+ Level 6 – relatively stable

5+ Level 6 – varies, but overall relatively stable.

1. *The overall performance of boys continues to improve.*
2. *S3 and S4 pupils participated in Glasgow's Vocational Training Programme, taking Skills for Work courses at Intermediate 1 or equivalent in Construction, Professional Cookery, Sport Recreation, Administration, Amenity Horticulture and Hospitality.*
3. *In partnership with Langside College, S6 pupils took Higher Psychology, gaining 25 Highers (including 17 A passes) These awards were not included in the above Higher statistics.*

How well do we meet the needs of our school/centre community?

Learners' experiences (Quality indicator 2.1)

The overall quality of learners' experiences is good with some very good classroom practice.

Pupils are motivated and engaged in learning. Our pupils are keen to ask and answer questions and work collaboratively in groups. Teachers share learning intentions and revisit these during and at the end of the lesson. Student planners are used in lessons. Almost all young people feel that they are given responsibility for their own learning. In an increasing number of lessons, our pupils are involved in setting and evaluating their performance against their own learning targets. Our pupils receive high quality feedback from the teacher, helping them to determine their next steps in learning. There are very good relationships between staff and young people, and pupils report that they are making good progress, that staff encourage them to do their best and that they can get help when needed. Pupils confirm that they feel safe and cared for. They feel they are treated fairly and with respect; they enjoy their learning and feel that the school is helping them to become more confident, and to make progress in their learning.

We offer our pupils a wide range of opportunities to engage in the life of the school and wider community. These include external awards, charities, the eco committee, clubs and sports. Many of our young people have won prestigious awards for themselves and the school through their participation in projects and competitions with partner agencies. Our pupils praise the out-of-class activities in art and music and are positive about the range of opportunities we offer.

We are working hard to increase the number of young people taking part in the wide range of activities on offer, and to track the number, gender, ethnicity and socio-economic status of young people participating in the activities, so that we can target the impact more effectively.

Our school website www.kingspark-sec.glasgow.sch.uk records many achievements of our pupils and staff. Below is a very small sample:

- Our school was the only Glasgow secondary school to reach the finals of the Scottish Education Awards 2010, in the 'Enterprise and Employability Across Learning (Secondary)' category. This was in recognition of the wide range of enterprise and employability opportunities embedded in our learning.
- A senior pupil was selected to be one of the 'interaction ambassadors' – young people from Glasgow who have been chosen to attend the Commonwealth Games in Delhi in October 2010, as part of the handover for the Commonwealth Games in Glasgow in 2014.
- A senior pupil was one of only 12 young people in Scotland, selected to visit NASA Johnson Space Centre in Texas, with the Scottish Space School.
- There are many sporting achievements at local and national level – rowing, football, ice skating,
- Intermediate 1 Biology pupils have worked closely with the Council and local community groups to create a sensory garden in the local park.
- Working with Glasgow Wood Recycling, pupils built raised beds in our new Eco Garden in the school grounds. Pupils then grew organic produce which was used by the Home Economics department, and sold to a local greengrocer. Pupils also promote and sell Fairtrade products.
- Music pupils stage very well-received concerts in school and in the local community (eg Glasgow's Winterfest), performing in choirs, orchestras and bands. Many pupils are members of various Glasgow orchestras and bands.
- Pupils participated in 'Cross Out Child Poverty' – a public speaking event held in school to discuss child poverty and discuss action.
- A senior pupil was the outright winner of Glasgow's Young Football Journalist competition 2010.
- Pupils raise large amounts for charity every year, and also assist with Parent Council fundraising events.
- Pupils participate in a very wide range of day and residential educational excursions, and also participate in events in school, eg Engineers Without Borders, Cafe Sci, RAF Band Workshop

3B The work and life of our school / centre

How good is the education we provide?

The Curriculum (Quality Indicator 5.1)

We are working towards full implementation of Curriculum for Excellence, and the overall quality of our curriculum is good. Courses are being reviewed and adjusted to increase challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice. Interdisciplinary learning promotes relevance, and we are working to develop Literacy, Numeracy and Health and Wellbeing Across Learning. Several departments are reviewing literacy within their curricular areas, to ensure that it is appropriate, and does not become a barrier to learning about the subject. Information about numeracy approaches has been distributed to parents, and our departments are also

discussing shared numeracy language, methods and timescales. Pupils and staff participate in a very wide range of health and wellbeing activities, and the working group recognises the need to share this information more widely. Active learning and AifL approaches are the foundation of our curriculum.

In S3/4, pupils may choose from a wide range of subjects. For example they can choose two out of the three social subjects, all three sciences, skills for work courses at college and Glasgow's Vocational Training Programme. In S5/6, pupils may choose from a wide range of subjects including Advanced Highers in a number of subject areas. The breadth of the senior curriculum has been enhanced through close liaison with further education colleges to offer Higher courses in Drama, Media Studies and Philosophy. A lecturer from Langside College teaches Higher Psychology in school. A wide range of alternative provision is provided to seek to engage those young people for whom learning provides a particular challenge; in particular, Skills for Work courses have been introduced to further widen curricular opportunities for young people. Enterprise and Employability activities have significantly enhanced curricular opportunities for pupils across the school. S5/6 pupils may choose a Personal Development course with options such as sports coaching, Early Education Childcare, Health Issues in the Community, work experience, St. Andrew's Ambulance First Aid course, etc. Pupils also have the opportunity to extend their skills in some areas by undertaking voluntary work in the community, in their own time.

Children from our partner primary schools are involved in a number of initiatives to ease their transition from primary to secondary, such as the science lessons in the secondary laboratories and a P7 Science Challenge in March. Staff in the modern languages department have worked with children in P7 and held video-conferences to enhance the teaching of French. At the annual P7 Challenge Day in November P7 children from partner primary schools work together in mixed groups on a team challenge. Each summer term, we hold a well-evaluated two-day visit for P7 pupils. In the evening, their parents have the opportunity to meet with senior and Pastoral Care staff

Meeting learning needs (Quality indicator 5.3)

The overall quality of meeting learning needs is good. There are many aspects of very good practice. Throughout the session, staff continued to work with key stakeholders from health, social work, psychological services, primary schools and parents/carers, to implement the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004.

Staff are supported to ensure that barriers to learning are promptly identified and addressed effectively. For example, comprehensive information about each pupil's needs is shared with staff through the Dropbox. In addition, comprehensive general information and training regarding additional learning needs are also provided for staff, eg Dyslexia, managing challenging behaviour, English as an Additional Language, etc. Support also includes case conferences, support with reading, spelling, paired reading programmes, language development 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, transition programme for vulnerable P7 pupils as they move to secondary, Behaviour Support Base, and Additional Support Plans as required. Partner agencies also provide support for pupils, eg YCSA run self-esteem groups, and the school nurse offers a drop-in service.

Attainment, attendance and exclusions of Looked After Children are 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. Young people in need of More Choices More Chances are identified, supported and if appropriate they participate in alternative programmes, eg Right Track, Fairbridge, Langside Achievers, Rathbone, EVIP, Soccer Success. There is intensive support for targeted pupils before SQA examinations. ICT is used as an effective tool to support independence in learning e.g. text

to speech software; digital exams, etc.

An increasing number of pupils are leaving school to go to positive destinations, and we are committed to improving this even further. We work closely with Skills Development Scotland, Social Work, Psychological Services, local colleges and other partners, to ensure that our young people are supported into sustained positive leaver destinations. One of our aims is to develop employability skills in the widest sense by creating opportunities for learning, which develop workplace and soft skills such as problem-solving, spotting and seizing opportunities, self-confidence and communication skills.

Gifted and talented pupils are 'stretched', eg senior pupils attend Kindrogan Field Centre, with a programme of teamwork skills and personal development preparation for UCAS applications.

Improvement through self-evaluation (Quality indicator 5.9)

We are strongly committed to self-evaluation as a means of improving learning and teaching; overall improvement through self-evaluation is good and improving. The school has a comprehensive Quality Assurance and Improvement policy and procedures which is embedded in the school calendar. Self-evaluation through a wide range of methods is used to identify areas for improvement, eg:

- 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 school improvement plan and department 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, including consultation on school improvement priorities
- Evaluation of courses by pupils
- Meetings to reflect on improvements required, eg Senior Management Team, Leadership and Management Team, Joint PTs Pastoral Care/SMT, Subject Departmental meetings, Joint Support Team, **Working Groups**
- Evaluations by parents after every parent event, eg course planning evenings, UCAS evening
- In the recent past, there has also been extensive consultation with pupils, staff, parents and other partners, about the school's Vision, Values and Aims, and also about the move to the 33-period week.

3C Vision and Leadership

How good is our leadership?

Leadership of improvement and change (QI 9.4 with aspects of QIs 9.1-9.3)

The overall quality of leadership of improvement and change is very good.

The headteacher and senior management team are committed to working with all staff to plan and implement strategies for improvement. Self-evaluation focuses on learning and teaching. As a result, we have identified improvement priorities which are described in section 4 of this report.

Consultation is genuine and inclusive, involving staff, pupils, parents and other stakeholders.

Our expectations are high. We encourage creativity and innovation with the aim of improving learning. We encourage leadership at all levels. Pupils act as 'buddies' for younger pupils. The school has a thriving Eco Committee. Pupils invite local residents to an annual 'Summer Tea' in school. Senior pupils are involved in a number of school committees as part of the Active Citizenship programme. Senior pupils may choose a Personal Development Programme which includes options such as First Aid, etc. Equality is promoted and diversity is celebrated. Most staff are members of school improvement groups to implement priorities in the school improvement plan. Staff voluntarily offer a wide range of sports teams, clubs and societies and various learning activities outwith 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. The school's programmes for probationer and student teachers is always very highly evaluated.

In short, we have a school culture where staff and pupils are encouraged, enabled and supported to take leadership roles.

4 How good can we be?

What are our areas for improvement in the coming session?

We know that the implementation of Curriculum for Excellence is a main priority, and will be so for several years. As well as developing Literacy, Numeracy and Health and Wellbeing Across Learning, we will continue to develop active learning and interdisciplinary learning, matching the experiences and outcomes. We will also continue our work on developing appropriate forms of assessment and reporting, and prepare our Curriculum Plan and Step Plan for the next few years, until the Senior Phase is 'worked through'. We will also share information about Curriculum for Excellence more widely with parents.

In meeting learning needs and promoting a positive learning climate, we know that it is vital that we continue implementation of the Additional Support for Learning Act, and that teachers use the correct strategies to meet the needs of pupils who are experiencing barriers to their learning. Working with our Employability Officer, Skills Development Scotland, Vocational Training, 16+ Learning Choices, Glasgow Life and other partners, we will also continue to address the needs of pupils who need More Choices More Chances, to increase their chance of a positive sustained leaver destination.

Our third area for improvement underpins all that we do. We have identified the need to 'raise expectations, improve ethos and work ethic', and are discussing a range of strategies to do this. We know that a strong work ethic and high expectations are essential if we are to realise our vision:

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.

For further information contact:

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APPENDIX - Improvements in performance (Quality indicator 1.1)

5-14

Reading (%)	2007/08		2008/09		2009/10	
	Actual	Target	Actual	Target	Actual	Target
School	76.6	65	84.6	65	81.0	
Glasgow	62.3	58	68.3	60	70.2	64
¹ Comparator Group	66		70		73	

Writing (%)	2007/08		2008/09		2009/10	
	Actual	Target	Actual	Target	Actual	Target
School	55.4	55	57.4	55	64.3	-
Glasgow	53.8	50	57.8	53	58.8	56
¹ Comparator Group	54		55		55	

Mathematics (%)	2007/08		2008/09		2009/10	
	Actual	Target	Actual	Target	Actual	Target
School	62.9	60	74.7	60	57.1	-
Glasgow	60.3	58	63.8	60	63.5	62
¹ Comparator Group	61		64		65	

SQA- Cumulative Attainment % (Source: STACS) - By end of S4

By the end of S4, the percentage achieving	2008 (Post Appeal)				2009 (Post Appeal)				2010 (Pre Appeal)			
	² S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	N
Eng and mathematics at level 3 or better	90	92	87	92	90	94	88	93	85	94	89	92
5 or more at level 3 or better	92	89	85	91	90	93	86	91	86	94	89	92
5 or more at level 4 or better	74	72	66	76	75	75	65	78	73	76	68	78
5 or more at level 5 or better	29	29	22	34	35	31	24	35	23	30	23	35

By end of S5

By the end of S5, the percentage achieving	2008 (Post Appeal)				2009 (Post Appeal)				2010 (Pre Appeal)			
	² S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	N
1 or more Higher	30	31	28	39	37	34	29	41	39	36	32	43
3 or more Highers	13	17	15	22	19	16	13	23	22	18	16	24
5 or more Highers	4	7	6	10	4	6	5	11	10	7	7	11
5 or more at level 5 or better	31	40	33	45	40	42	34	47	46	45	37	49

By end of S6

By the end of S6, the percentage achieving	2008 (Post Appeal)				2009 (Post Appeal)				2010 (Pre Appeal)			
	² S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	N
3 or more Highers	24	21	20	30	19	26	22	31	30	27	22	33
5 or more Highers	18	13	12	20	11	15	13	21	17	15	13	22

¹ Comparator Groupings are based on the Fyfe Consortium Local Authority Schools

² S=School

CG= Comparator Group (Median value)

N= National