



King's Park Secondary School

Standards and Quality Report for Session 2010-11

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 have made a request to Education Services for this right to be extended without limit of time, because the catchment area is geographically unusual, ie the King's Park Secondary School building actually sits within the catchment area of Hillpark Secondary School.

Approximately 13% of the pupils come from households where English is an additional language. This percentage has been increasing steadily. Where necessary the pupils receive support from the teacher of English as an Additional Language.

The roll was 900 in September 2010 and is projected to be approximately 886 in September 2011. The roll is expected to continue falling until 2012, when the closure of Holmlea and Simshill Primary Schools will have affected all year groups from S1 to S6. In session 2010-11 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 Support Manager for South East Area 2 (which includes 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 (term time/part-time), 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, eg primary schools, Psychological Services, Social Work, Health, Glasgow Life, Skills Development Scotland and others.

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

	<p>pupils to feel valued and respected, benefiting from the education provided.</p> <p>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</p> <p>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.</p> <p>6. SUMMARY. To equip all pupils to become successful learners, confident individuals, responsible citizens and effective contributors.</p>
<p>We refer to our vision, values and aims almost on a daily basis, to inform our work.</p>	

	What outcomes have we achieved?
<p>3A</p> <p>Our successes and achievements</p>	<p><i>Improvements in performance (Quality indicator 1.1 – ATTAINMENT)</i></p> <p>In 2010-11, overall, attainment was good. Appendix 1 gives summary results. Notable features were:</p> <p>NATIONAL QUALIFICATIONS - Whole-school trends:</p> <p>S4 After a drop in overall S4 attainment in 2010 caused by a relatively large percentage of pupils in alternative placements, the upward trend resumed in 2011, with King’s Park performing better than comparator schools.</p> <p>S5 After an improving trend, the S5 results dropped . However, this was building on a lower performance from last year’s S4, and the ‘value added’ from S4 was in line with, or better than comparator schools.</p> <p>S5/6 The upward trend continued, with performance better than comparator schools.</p> <ol style="list-style-type: none"> 1. The overall performance of boys continued 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. S3 and S4 pupils also gained awards in Skills for Work Hospitality, in partnership with Langside College. 4. In partnership with Langside College, S6 pupils took Higher Psychology, gaining 25 Highers (including 13 A passes)

Improvements in performance (Quality indicator 1.1 – ACHIEVEMENT)

Our pupils had a wide range of opportunities to achieve externally certificated awards, to participate in competitions, and to engage in extensive learning activities. Our school website www.kingspark-sec.glasgow.sch.uk gives some examples.

Appendix 2 gives some examples of pupil achievements.

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

Learners' experiences (Quality indicator 2.1)

The overall quality of learners' experiences in 2010-11 was good with some very good classroom practice. During 2010-11, we continued to focus on improving learners' experiences and meeting learning needs through active learning. Teachers worked hard to give pupils high quality feedback on their learning, so that they could determine their next steps in learning, and evaluate their own progress. Most of our pupils were motivated to learn and contributed enthusiastically to their own learning experience.

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

We continued to work 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 could target the impact more effectively.

Appendix 3 gives some examples of learners' experiences during 2010-11

Partnership with Parents and Learners (Quality indicator 5.7)

We respect, welcome and encourage partnership with parents. Our school values include Equality and Respect, so we want to know parents' views. In 2010-11 we continued to encourage parents to be involved by means of conversations, newsletters, our school website, and special invitation letters to harder-to-reach-parents, eg before parents' evenings. We welcome the partnership with parents in terms of their own children, and also regarding the school as a whole. We appreciate the time they take to attend focus groups, and all their support for the school. During 2010-11, our Parent Council continued to support the school very well, including asking pupils what they would like; contacting Education Services about our catchment area; lobbying for the demolition of the derelict building at the front of the school; liaising with the Eco Group to improve the school grounds;

	securing funding for solar panels; updating the Parent Council section of the school website. Our Parent Council Fundraising Group provided valuable lockers for pupils in the PE department, stage lighting for the Spring Concert, awards for pupils who 'go the extra mile' and supported the Plant Sale which provides funds for prizegiving. They also attend every parent event to engage with other parents.
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3B The work and life of our school / centre	How good is the education we provide?
	<p><i>The Curriculum (Quality Indicator 5.1)</i></p> <p>During 2010-11, the overall quality of our curriculum was good. We continued to work towards full implementation of Curriculum for Excellence, continuing the process of reviewing and adjusting courses to increase challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice. S1 pupils (the first cohort of Curriculum for Excellence) in particular, experienced a more active approach to the curriculum. Interdisciplinary learning promoted relevance, understanding and enjoyment, eg the SciArt project. We continued working to develop Literacy, Numeracy and Health and Wellbeing Across Learning. We benefited from support from Leaders of Learning, who supported us with planning, assessment and moderation of standards. Active learning continued to be the foundation of our curriculum. Along with other schools in Scotland, we continued to work on our curriculum plan for the Senior Phase (due to begin in August 2013), which will be based on our school values and on self-evaluation. We began to prepare learner journeys for pupils of all abilities and learning needs, to ensure that the curriculum plan would meet their needs.</p> <p>Led by the PT Modern Languages, the school began a Global School Partnership with ASJA Girls' College in Tunapuna, Trinidad, and was successful in an application to The British Council for a reciprocal visit grant. After negotiations by email with ASJA Girls' college, a global learning project through Social Studies was agreed, leading to young people understanding the social and historical links between Glasgow and Trinidad, developing the inclusive education legacy of the Commonwealth Games.</p> <p>In S3/4, pupils continued to have a choice of wide range of subjects. For example, they could choose two out of the three social subjects, all three sciences, skills for work courses at college and in Glasgow's Vocational Training Programme.</p> <p>In S5/6, pupils chose from a wide range of subjects including Advanced Highers in a number of subject areas. Religious, Moral and Philosophical Studies at Higher and Intermediate levels were introduced, leading to very good SQA results. The breadth of the senior curriculum continued to be enhanced through close liaison with further education colleges offering Higher courses in Drama, Media Studies and Philosophy. A lecturer from Langside College taught Higher Psychology in school. The Personal Development course for S5/6 was developed further, 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 had the opportunity to extend their skills in some areas by undertaking voluntary work in the community, in their own time.</p> <p>A wide range of alternative provision was provided to seek to engage those young</p>

people for whom learning provided a particular challenge, eg Skills for Work courses, Fairbridge, Right Track, Emprove, Soccer Success. Enterprise and Employability activities significantly enhanced curricular opportunities for pupils across the school.

Children from our partner primary schools were involved in a number of initiatives to ease their transition from primary to secondary, such as the science lessons in the secondary laboratories. At the annual P7 Challenge Day in November, P7 children from partner primary schools worked together in mixed groups on a Dragon's Den team challenge. Children from Hilltop Nursery provided snacks for the P7 participants, and our senior pupils supported this event. As usual, we held a well-evaluated two-day visit for P7 pupils in June. In the evening, their parents had 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, with 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. Our integrated model of support for pupils actively involved a range of teaching and support staff (support for learning, pastoral care, English as an additional language, pupil support assistants).

Staff were supported to ensure that barriers to learning were promptly identified and addressed effectively. For example, comprehensive information about each pupil's needs was shared with staff through the Dropbox. In addition, comprehensive general information and training regarding additional learning needs was also provided for staff, eg Dyslexia, managing challenging behaviour, English as an Additional Language, etc.

Support also included case conferences; restorative conversations; support with reading and 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 met their learning needs; enhanced transition programme for vulnerable P7 pupils as they moved to secondary; Behaviour Support Base with individual programmes; Additional Support Plans as required; supported study, Easter School. Partner agencies also provided support for pupils, eg YCSA ran self-esteem groups, pupils were referred (or self-referred) to Castlemilk Stress Centre, and the school nurse offered a drop-in service.

Attainment, attendance and exclusions of Looked After Children were monitored, so that the children could be better supported. Young people in need of More Choices More Chances were identified, supported and where appropriate they participated in alternative programmes, eg Right Track, Fairbridge, Langside Achievers, Rathbone, EVIP, Soccer Success. The number of young people for whom an alternative programme was suitable, fell in 2010-11. There was intensive support for targeted pupils before SQA examinations. ICT was used as an effective tool to support independence in learning e.g. text to speech software; digital exams, etc.

	<p>We continued to work closely with Skills Development Scotland, Social Work, Psychological Services, local colleges and other partners, to ensure that our young people were supported into sustained positive leaver destinations. We continued to aim 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.</p> <p><i>Improvement through self-evaluation (Quality indicator 5.9)</i></p> <p>We continued our strong commitment to self-evaluation as a means of improving learning and teaching. Overall improvement through self-evaluation was good and improving. The school's comprehensive Quality Assurance and Improvement policy and procedures which are embedded in the school calendar, include a range of self-evaluation tools which were used to identify areas for improvement.</p> <p>Appendix 4 gives examples of the self-evaluation tools which we use to secure improvement.</p>
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3C Vision and Leadership	How good is our leadership?
	<p><i>Leadership of improvement and change (QI 9.4 with aspects of QIs 9.1-9.3)</i></p> <p>Leadership of improvement and change across the school was very good. All staff and pupils are encouraged to take leadership roles.</p> <p>The headteacher, senior management team, staff and partners continued to work on planning and implementing strategies for improvement. Self-evaluation focused on learning and teaching. As a result, we identified the improvement priorities described in section 4 of this report.</p> <p>Our high expectations continued. We encouraged creativity and innovation with the aim of improving learning. This report includes examples of leadership opportunities and action by staff and pupils. Equality was promoted and diversity was celebrated. Most staff were members of school improvement groups to implement priorities in the school improvement plan. Staff voluntarily offered a wide range of sports teams, clubs and societies and various learning activities outwith the core curriculum. Many staff had an 'open door' at lunch time and after school for pupils who wished to consult them or do additional work. The school's programmes for probationer and student teachers was again very highly evaluated.</p> <p>In short, we have a school culture where staff and pupils are encouraged, enabled and supported to take leadership roles.</p>

4 How good can we be?	What are our areas for improvement in the coming session?
	<p>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</p>

Health and Wellbeing Across Learning, we will continue to develop active learning and interdisciplinary learning, matching the experiences and outcomes. To support this, we will move to Phase 2 of Glow (Scotland's intranet for the educational community). We will also continue our work on developing appropriate forms of assessment, moderation and reporting. A priority is to prepare our Curriculum Plan and Step Plan for the next few years, until the Senior Phase is 'worked through'. We will learn about new Scottish Qualifications Authority qualifications for the Senior Phase, and give feedback to the SQA as they evolve. In the absence of 5-14 assessment information, we will work with primary colleagues to agree standards and collect information to ensure a smooth transition from primary to secondary school. 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 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 - to 'raise expectations, improve ethos and work ethic'. In 2010-11 we conducted an extensive consultation about making school uniform much smarter, in order to demonstrate our high expectations. This was successful, and we will now consult extensively on homework. 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 please contact:

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APPENDIX 1

Improvements in performance (Quality indicator 1.1 - Attainment)

SQA - Cumulative Attainment % (Source: STACS)

By the end of S4, the percentage achieving	2009 (Post Appeal)				2010 (Post Appeal)				2011 (Pre Appeal)			
	S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	N
Eng and mathematics at level 3 or better	90	94	88	93	87	95	90	93	97	95	91	93
5 or more at level 3 or better	90	93	86	92	86	94	89	92	96	94	91	93
5 or more at level 4 or better	75	75	65	78	76	77	69	78	85	73	72	78
5 or more at level 5 or better	35	31	24	35	26	30	24	36	39	30	24	35

By the end of S5, the percentage achieving	2009 (Post Appeal)				2010 (Post Appeal)				2011 (Pre Appeal)			
	S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	N
1 or more Higher	37	34	29	41	40	36	32	43	35	37	33	44
3 or more Highers	19	16	13	23	22	19	17	25	19	20	16	26
5 or more Highers	4	6	5	11	10	7	8	11	7	8	7	12
5 or more at level 5 or better	40	42	34	47	46	45	37	49	39	43	37	50

By the end of S6, the percentage achieving	2009 (Post Appeal)				2010 (Post Appeal)				2011 (Pre Appeal)			
	S	CG	Gla	N	S	CG	Gla	N	S	CG	Gla	N
3 or more Highers	19	26	22	31	30	27	22	33	31	28	24	35
5 or more Highers	11	15	13	21	17	15	13	22	20	18	15	23

S = School

CG = Comparator Group (Median value)

N= National

APPENDIX 2

Improvements in performance (Quality indicator 1.1 - Achievement)

Some Examples

- Two S3 pupils were the national winners in the 'Talk Your Way to Brussels' speaking competition run by the Scottish European Educational Trust.
- The Intermediate 1 Biology class won the south-east heat of the Evening Times Community Champion Award for their work with the local community organisation Friends of Kings Park, in designing, building and planting a sensory garden in the local park, and organising an Open Day.
- Every pupil in S3 took part in the Youth Philanthropy initiative, where they researched charities and prepared presentations making a pitch to win £3,000 for their chosen charity. Four of the pupils won £3,000 for the charity Action for Children, and participated in a celebratory event in Aberdeen.
- A member of the school's Creative Writing Club, one pupil won the Pushkin Prize for Creative Writing. S1 and S2 pupils won a total of 8 awards for their 2 movies in Glasgow's Determined to Make Movies competition – for production, direction, acting and art work. A group of Modern Languages pupils were showcase finalists in the Moving Images in Education project organised by Glasgow South East Regeneration Agency.
- An S5 pupil was one of only 12 young people in Scotland selected to attend Space School at the Johnson Space Centre, Texas.
- Several young people are members of the Glasgow Schools' Symphony Orchestra and perform at the City Halls. An S3 pupil won a scholarship from the Glasgow East Merchants' Rotary Club to study at the National Piping Centre in Glasgow.
- Twenty-four pupils gained a Level 1 Dance Sports Leadership award, leading to part-time work - several of them are now volunteer dance coaches, and two are paid dance coaches. They also participated in a Glee Show at Rangers FC.
- Six senior pupils gained the Mark Scott Leadership for Life Award. One senior pupil gained the Millennium Volunteer Award for work in school, and plans were made to extend this opportunity.
- S5 Hospitality pupils are awarded the REHIS Food Hygiene Certificate (Royal Environmental Health Institute of Scotland). Three S2 pupils received Plato Awards for excellent progress in their use of ICT.
- Many pupils have achieved success in sport, supported by the school; Rowing – silver medallists in the Women's Junior 8; Football – four pupils with international caps; performance league football; Rugby – one pupil selected for Cartha Queen's Park Rugby Club; Dance – finalist in Sky TV's 'Got to Dance' competition; Cricket – one pupil is a Scottish international cricketer; Ice Skating – Scottish champions; Judo – representing Great Britain U17, second in the Scottish Championships U19.
- The school was given the Diamond Enterprise Award from the Council in recognition of the wide range of enterprise activities.
- At the annual prizegiving, sponsors give awards to pupils, eg the Parent Council Community Award, a Trophy for Outstanding Contribution to Music, an Award for the senior pupil with the greatest social conscience and concern for the planet.

APPENDIX 3

Learners' Experiences (Quality indicator 2.1)

Some Examples

- Visiting specialists enhanced learners' experiences, eg visits from chefs, artists, scientists (Café Sci). Pupils' learning was also enriched by educational excursions linked to the curriculum, eg Blairvadach, Marriott Hotel, Kindrogan Field Centre, Glasgow Science Centre, Chemistry laboratories of the University of the West of Scotland, after-school science labs, Kelvingrove Art Gallery, New Lanark, Scottish Parliament, pond-dipping in Maxwell Park, Music MasterClasses, Coca Cola Education plant.
- Our school was selected by St Mary's College, University of Belfast, to participate in the 'SciArt' project, investigating the benefits of learning a topic of work through Science and Art combined. Pupils benefited from presentations from artists and scientists, and visited art students in their studios. The project culminated in a very successful exhibition where pupils displayed their completed art work and spoke to visitors about their learning journey.
- Senior pupils participated in an ever-evolving Personal Development course, involving sports coaching, child care, health in the community, first aid, volunteering and work experience. S6 pupils followed a programme of Active Citizenship involving several working groups, eg Community, Charities, Social (organising various social events), Publicity, Yearbook etc. Our structure of Prefects, House Captains and School Captains continued to provide a means to support the school.
- Skills for Work Hospitality pupils hosted a Christmas lunch for invited guests in Langside College. They also organised and hosted a breakfast café, and planned, cooked and served a formal lunch in school. The Social and Vocational Skills classes hosted the highly popular annual Summer Tea for local residents, where Music pupils also entertained the guests.
- Young people in the Music department hosted a workshop from the RAF Band, where they worked with RAF musicians then performed in a concert. They also took part in a project with the University of the West of Scotland about the music industry. The annual Christmas Concert was postponed until Spring, because of poor weather in December. A group of S1 and S2 pupils performed in The Citizens' Theatre, in a sell-out production of the anti-sectarian play 'The Divided City'. Higher Music pupils worked with a composer through the Youth Music Initiative, resulting in a 20th century piece of Programme Music.
- S3 Art and Design pupils played a key role in the Fashion Show hosted by Cathcart Old Church, showing their design work on the theme of The Mad Hatter's Tea Party. They also hosted a Mad Hatter's Tea Party for invited guests, displaying their work.
- At the end of the school session, members of the Debating Society staged a debate which was judged by invited guests who were very impressed with the quality of the debate. One of the judges, the local MSP, gave senior pupils the opportunity to enter a competition to work with him as an intern.
- Senior pupils continued to support younger pupils' learning, eg in peer support for reading; in science classes; in PE classes, notably swimming; in Art and Design, Home Economics etc. Senior pupils had a leadership role as sports captains, arranging sports activities, and encouraging pupils to participate. Senior pupils assisted at events in primary schools, eg Christmas Fairs, parents' evenings.

- Two senior pupils participated in the annual Lessons from Auschwitz project run by the Holocaust Educational Trust, and visited Auschwitz-Birkenau in Poland. One pupil joined a delegation representing Glasgow for 3 weeks during the summer, on a Chinese Immersion Course in Beijing. One pupil visited Delhi as a young ambassador for the Commonwealth Games representing Glasgow in the handover to 2014.
- As usual, pupils participated in various competitions: the UK Mathematical Challenges – Junior and Intermediate; Go4Set (for young engineers); Festival of Chemistry (University of the West of Scotland); Community Cookery Competition.
- S1 and S2 pupils participated in the World of Personal Reading programme.
- Local ICT company Browsers worked with pupils to increase motivation and attainment, using animations and film clips.
- Eco matters continued to be high profile. A group of S4 pupils piloted an ethical food co-op, selling to 10 members of staff. Other pupils who had grown their own potatoes in the school vegetable garden, attended the Glasgow Harvest. Home Economics pupils used school grown vegetables in their lessons. Pupils had worked with Glasgow Wood Recycling to build raised beds for growing vegetables in the school grounds.
- As well as the physical education activities within the curriculum, pupils participated in whole-school competitions in cross-country, swimming, athletics, golf, netball and football.
- Senior science pupils continued to run the after-school Café Sci, inviting speakers to debate on scientific issues. A wide range of clubs and societies continued to run – sports and music activities, debating, computing, yoga.
- Pupils continued to be involved in charity events, for example Children in Need, fundraising coffee mornings. Pupils also assisted the Parent Council Fundraising Group at events in school and in the local community.

APPENDIX 4

Improvement Through Self-Evaluation (Quality indicator 5.9)

Some Examples of Self-Evaluation Tools Used.

- External audits (eg Health Promoting School)
- SQA Analysis by SMT, and by individual departments
- Departmental and whole school self-evaluation using HGIOS3? quality indicators 1.1, 2.1, 5.1, 5.3, 5.9 and 9.4, using materials from 'Taking a Closer Look at Excellence' (TACLE).
- Departmental reviews (PT, SMT link and HT) focusing on attainment and achievement, departmental monitoring, evaluation and tracking, the departmental improvement plan, and implementation of Curriculum for Excellence
- Annual Performance Review – Area Education Manager and link Quality Improvement Officer meet with the senior management team to scrutinise attainment, achievement and progress.
- 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. The focus for class visits was again linked to the school improvement plan. Once again, our focus was Learners' Experiences and Meeting Learning Needs through Active Learning.
- 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
- Questionnaires (eg every pupil through PSE class; sample of staff and pupils through Glasgow survey; pupil focus groups, parent focus groups)
- Evaluation of courses and learning 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, 'Help Your Child to Study' evening, 'Curriculum for Excellence – Update' evening.
- In 2010-11, extensive consultation was carried out with pupils, parents and staff on how to make the school uniform much smarter, leading to a marked improvement in school uniform from August 2011.
- Parent focus groups met to discuss 'what is good about our school, what needs to be improved, and how can we improve it?'