

Supporting Improvement: **Standards and Quality Report**



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Leadership of Change

- Our BGE Curriculum Innovations Team spent two days at Ardoch re-designing our BGE curriculum to incorporate Project-Based Learning, Meta-skills and Meta-cognition and all staff have had training in these areas across the session. Our S1 PBL pilot will start in August 2024.
- As part of this work, a consultation on school values took place with all stakeholders to help the BGE team develop a Curriculum Rationale. This draft rationale includes our School Vision, Values and Aims. All departments/faculties contributed to it. At the start of August 2024, it will be shared with all learners and families for further feedback.
- Our Head Teacher has been appointed to the role of Vice President of School Leaders Scotland and this has allowed her to be part of national discussion on curriculum reform and be part of the Transition Board for the reform of SQA to Qualifications Scotland. She is also Chair of BOCSH (Building on Collaborations with Secondary Heads), which provides the school with examples of interesting practice from schools across Scotland. Two Depute Head Teachers have completed the Into Headship Qualification and a 3rd is undertaking it this session.
- Pupils have an increasingly strong voice in our school through their leadership opportunities. They had a central role in developing more flexibility into our mobile phone policy this session and we have designated pupil leadership roles in a variety of areas across the curriculum – Youth Parliament, STEM ambassadors, Community Sports Leaders, Diversity Ambassadors, SCQF Ambassadors and our Learner Participation leads.
- All staff, pupils and parents/carers were consulted on our approaches to Promoting Positive Behaviour through our expectations of Ready, Respectful, Safe. Almost all staff reinforce these expectations in classrooms and around the school community.
- We have introduced Collaborative Self-Evaluation for Improvement (CSI) visits to departments across the school this session. These have involved observations, discussions about key Education Scotland Quality Indicators and learning walks with stakeholders at all levels.

Learning, teaching and assessment

- All teachers participated in a Professional Enquiry with colleagues across the school and took part in a showcase to share learning with colleagues. Feedback from this was that almost all staff reported that this had improved their classroom practice.
- Learning and Teaching pedagogy shared throughout the year at all Inservice days and Staff meetings to support supporting greater consistency, high expectations and active engagement. Our PT of Learning and Teaching co-ordinates this and has recently completed a Master's Level Qualification on Improving our Classroom.
- Our Learner Participation Group updated their version of Wee HGIOS to support their classroom visits to evaluate learning and teaching.
- Most staff across the school undertook a peer observation during the session to allow good practice to be shared.
- Staff Digital Leaders of Learning were established with the main focus around supporting staff and pupils accessing and using their iPads to their full potential.
- Focused work with trio schools (John Paul and Eastbank) continues through our Glasgow Depute Head Teacher Learning and Teaching Network. We hosted a development session where young people from each school, worked together and shared their experiences and identified what they would like their school to focus on moving forward. Our trio work also allows for validation of standards. These visits incorporate observations, staff and pupil focus groups and suggested areas for improvement.
- All staff have participated in training sessions on the Skills Development Scotland meta-skills framework to allow increased use of this framework from next session to increase opportunities for meta-skills development and increase confidence of learners in articulating their meta-skills.
- Moderation is embedded within the school and across trios (Castlemilk and St Margaret Mary's in the main) to ensure staff are clear on the standards expected and that they are familiar with the moderation cycle. Learning Community moderation also continued this session to allow us to share approaches across the learning community and plan for progression.
- Work within our Learning Community with our PT Learning and Teaching has facilitated the development of a Learning Community approach to Learning and Teaching, which we will embed in Session 2024/25.

Well-being, equality and inclusion

- There is a sense of community and mutual respect based on our shared values. All staff demonstrate genuine care, respect and compassion for young people and have a shared understanding of wellbeing. In a recent survey, 83.4% of young people agreed that staff treated them fairly and with respect.
- Our Believe, Achieve Merit Awards have been embedded within the Senior Phase.
- Across the school there has been an increased commitment to equalities and Rights Respecting Schools through diversity events, tannoys in languages other than English, anti-racist training and a focus on "calling it out" and being an active bystander.
- As a Silver Rights Respecting school and Bronze LGBT Charter school, learners experience a rights-based curriculum to support their health and wellbeing. Staff and young people create environments which are nurturing and effectively support wellbeing both within and out with the school day. We have a strong extracurricular programme and in a recent survey, 84% of learners said the school offers us the opportunity to take part in activities in school beyond the classroom and school day.
- Our Columba 1400 pupils and staff group and our Humanutopia Heroes are undertaking leadership roles to address health and wellbeing priorities across our school community and our wider community. This session that has included supporting people who are homeless and elderly people in our community.
- We have enhanced our work with partners using our PEF funding particularly in the areas of mental health support and wellbeing needs. In Session 23/24 we partnered with Magic Breakfast to launch a free, healthy breakfast. This is led by our Partners from FARE and Police Scotland. To improve wellbeing and address child poverty, we have Nurture baskets in all classrooms, a food bank run by our partners, and food available for young people at lunch times. We have also established a partnership with Young Movers to offer a small group of targeted young people a 'walk and talk' programme. Learners continue to benefit from a school-based counsellor for those requiring more targeted interventions.

- Robust processes are in place to ensure all staff are aware of their role and responsibilities in relation to reporting concerns. Feedback through monthly quality assurance (QA) meetings focusing on Pastoral Notes, Chronologies and CP/VP casefiles, Bullying & Inequalities record, behaviour referrals and moderation of approaches across Pupil Support demonstrates this and follow local and national guidance to keep young people safe. We have also introduced termly Safety Briefings to support our young people and families.
- Youth Philanthropy Experience (YPI) has been introduced in S3 to allow young people to think more widely about the challenges for others and inclusion. This will be continued in RME next session.

Progress in improving outcomes for children in attainment and achievement

- Our continued focus on those young people who were at risk of not attaining had a positive impact on attainment for this cohort with our 5+ qualifications at Level 4 remaining above the authority position.
- Significant improvements in all S4 National course measures in 2024 -
 - 5+National 5s – increased from 31% in 2023 to 38% in 2024
 - 3+ National 5s – increased from 58% in 2023 to 61.8% in 2024
 - 1+National 5s – increased from 83% in 2023 to 87.2% in 2024
- Expected dip in attainment in all S5&6 National course measures in 2024* -
 - 5 Highers dropped 2% to 12% in 2024
 - 3+ Highers – dropped 6% to 23% in 2024.
 - 1+ Highers – dropped 5% to 48% in 2024
 - 1+ Advanced Highers – slight dip of 1% to 15% in 2024.

*These figures do not detail our increased opportunities using the SCQF Framework of Qualification (National Progression Awards, Level 7 Refereeing being only 2 examples of these).

- Pupil Equity Funding (PEF) was used to appoint two PT Raising Attainment (Senior Phase), who helped ensure targeted and tracked subject-specific interventions across the senior phase along with mentoring provision and regular contact with young people and their families. We also continued the appointment of our PT Raising Attainment (BGE Interventions) who monitored the impact across wellbeing, attainment, achievement and behaviour/engagement.
- S4 Literacy and Numeracy at both Level 4 and Level 5 (91.33% and 59.44% respectively) are beyond our Virtual Comparators.
- Our S4 Improving Attainment for All is greater than both our virtual comparators and Glasgow for our lowest 20%, middle 60% and our highest 20%.

Here is what we plan to improve next year.

Key Developments:

1. To provide a high quality and engaging learning experience across the school, ensuring adapted learning to meet needs.
2. Ensuring our learners have access to an appropriate learner pathway from S1-S6, ensuring equity.
3. Embrace our school context to build success.

Developments in learning and teaching and assessment:

- Develop the use and recognition of meta skills and metacognition across the school.
- The use of digital technology is embedded in all subjects across the school.
- Embed our collaborative learning and teaching strategy across the learning community, in line with Glasgow's Pedagogy Strategy and our use of Wee HGIOS.
- Learner's needs are met with appropriated adapted resources/strategies to support and challenge their learning.

Progress in promoting well-being, equality and inclusion:

- Embed our new school values and vision, aligned to Believe, Achieve and building on our Ready, Respectful, Safe expectations.
- Achieve GOLDS Rights Respecting Schools Award and embed pupil voice across the school.
- Improve attendance by developing stronger family learning and relationships.

Progress in children's learning/raising attainment and recognising achievement:

- Pilot the development of Project Based Learning in S1 and develop materials for S2 and S3.
- Ensure suitable senior phase pathways are available for all young people to progress their learning – using SCQF.
- Maximising Achievement Curriculum designed and timetabled for learners at risk of not achieving.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@kingspark-sec.glasgow.sch.uk

Our telephone number is: 0141 582 0150

Our school address is: 14 Fetlar Drive, Glasgow, G44 5BL

Further information is available on: Twitter, the school website, and in the school handbook