

# Report

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Report to:	<b>Clydesdale Area Committee</b>
Date of Meeting:	<b>18 November 2008</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>HMle Report - Carluke High School</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the inspection of Carluke High School by HM Inspectors

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) to note the HMle Report on Carluke High School.

## 3. Background

- 3.1. Carluke High School was inspected in March 2008 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages.
- 3.2. Inspectors evaluated how well the school was raising achievement for all pupils, taking into account the extent to which pupils' learning needs were met by the curriculum and teaching. They focussed particularly on English, mathematics, modern languages and home economics.
- 3.3. The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.
- 3.4. At the time of inspection the roll was 1186. The percentage of pupils entitled to free school meals was in line with the national average as was pupil attendance.
- 3.5. The report by HM Inspectorate was published in June 2008.

## 4. Findings of HM Inspectors

- 4.1. The Inspectors made comment under the following headings:
- Key strengths
  - How well does the school raise achievement for all?
  - How good is the environment for learning?
  - Leading and improving the school

4.2. HM Inspectors identified the following key strengths:

- The very good arrangements for the care, welfare and development of pupils, particularly the quality and range of support for vulnerable pupils.
- Strong partnerships with parents, support agencies and the wider community for the benefit of pupils.
- The school's commitment and success in developing enterprise skills and citizenship.
- The range of extra curricular activities and the commitment of staff to the school and its pupils.
- The effective service the library made to the school.
- The very high quality of accommodation.

4.3. HM Inspectors considered the extent to which the learning needs of all pupils were met through the curriculum and teaching. They evaluated the impact of the school on the learning and personal development of all pupils in lessons and in other, broader contexts. They also considered pupils' achievements in examinations and other areas, and the school's overall success in sustaining improvements in performance.

4.4. The inspectors found the overall quality of the curriculum was good. There was a clearly articulated rationale aimed at improving achievement, offering more choice and meeting pupils' needs. There was regular evaluation of the curriculum and staff were encouraged to propose innovations.

4.5. The quality of teaching was good overall, but varied across the school. Most lessons were well planned and teachers gave clear instructions. Arrangements for meeting pupils' needs were adequate overall. Guidance staff knew their pupils well and had good links with parents and other agencies to support pupils in their learning. The school had begun to monitor and track performance of pupils but this practice needed to be more consistent. Support for learning needed to be more focussed and a greater consistency adopted in dealing with behaviour.

4.6. The quality of pupils' learning experiences was good. Pupils felt safe and encouraged to play a full part in the life of the school. They contributed positively to the ethos of the school and the wider community by raising substantial funds for an extensive range of charities.

4.7. The overall quality of teaching and learners' experiences in English was good, and of meeting learning needs was adequate. Inspectors felt pupil performance could improve further.

In mathematics, the quality of teaching, arrangements for meeting pupils' needs and the quality of pupils' learning experiences was good and pupils' performance was improving well.

In modern languages, the overall quality of teaching and learner's experiences was good. The quality of arrangements for meeting learning needs was adequate and pupil performance could improve further.

The overall quality in home economics of teaching, arrangements for meeting learning needs and learners' experiences was very good with performance improving very well. Learning and teaching had major strengths and pupils were enthusiastic and motivated. The achievements of pupils at all stages were enhanced by a number of well developed links with the local community.

Overall the school was beginning to raise pupils' achievement. By the end of S2 and S4 the majority of pupils had made good progress from their prior levels of achievement. By the end of S6 the quality of improvement in pupil performance was good. Pupils were beginning to have higher expectations of themselves and how to benefit more from their education.

- 4.8. The school had very good arrangements for the care, welfare and development of pupils with clear and appropriate policies in place. Staff were alert to the emotional, physical and social needs of the youngsters and were clear about their responsibilities regarding child protection and anti bullying. The school had an integrated support team, which facilitated suitable planning with other agencies.
- 4.9. Inspectors commented on the high quality new build accommodation and found that pupils has settled well and were benefiting from the modern environment for learning. The well resourced and well organised library provided very effective service to the school.
- 4.10. Almost all staff had positive relationships with pupils and a few were skilled at engaging all pupils in the learning process. The school successfully promoted equality and fairness through a range of courses. Teachers had provided many opportunities for pupils to participate in a wide range of sporting, musical, charity and social activities. The school had successfully developed links with parents, carers and families. Almost all parents felt welcome in the school and were satisfied with the overall quality of education which their children received.
- 4.11. The school was improving the quality of educational provision for pupils and this good practice needs to be shared across all areas of the curriculum to impact positively on attainment.

The overall leadership in the school was good. The Head Teacher had shared his vision and ambitions for the school and was highly regarded by teaching staff. He was actively encouraging many of them to develop their leadership abilities which will ultimately impact on learning.

The school's approaches to self evaluation were adequate and further development will help to embed this into practice. The commitment of the Head Teacher, deputies and promoted staff to take this on as a priority indicated the school's continued capacity for improvement.

- 4.12. The following main points for action were identified:
  - Continue to review the curriculum to ensure the needs of all learners are fully met
  - Improve attainment at all stages
  - Develop further the approaches to tracking and monitoring pupils' progress in order to improve the consistency of teaching and learners' experiences
  - Review the arrangements for the management and organisation of all aspects of support for learning to provide greater coherence and

- Continue to improve the way the school evaluates and monitors its own performance to ensure greater impact on the quality of pupils' learning, teaching and meeting needs.

4.13. The school and the authority have worked together to produce an action plan which indicates how they will address the main findings of the report.

## **5. Employee Implications**

5.1. None

## **6. Financial Implications**

6.1. None

## **7. Other Implications**

7.1. None

## **8. Equality Impact Assessment and Consultation Arrangements**

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained in this report.

**Larry Forde**  
**Executive Director (Education Resources)**

22 October 2008

## **Link(s) to Council Objectives**

- Raise educational attainment for all
- Improve lives of vulnerable children, young people and adults
- Increase involvement in lifelong learning

## **Previous References**

None

## **List of Background Papers**

- HMle Report of 17 June 2008

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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