

Report

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Report to:	Cambuslang and Rutherglen Area Committee
Date of Meeting:	16 December 2008
Report by:	Executive Director (Education Resources)

Subject:	HMle Report - Stonelaw High School
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise the Cambuslang and Rutherglen Area Committee of the outcome of the inspection of Stonelaw High School by HMI inspectors.

2. Recommendation(s)

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

- (1) that the HMle report on Stonelaw High School be noted.

3. Background

3.1. Stonelaw High School was inspected in September 2008 as part of a national sample of secondary education. An HM inspection of Community Learning and Development was also carried out in parallel with the school inspection.

3.2. The inspection team analysed questionnaires issued to a sample of parents, pupils and to all staff. The inspectors observed class lessons, interviewed group of pupils, including the pupil council and staff. Members of the inspection team also met the chairperson of the parent council and a group of parents.

4. Findings of HM Inspectors

4.1. The inspectors made comment under the following headings :

- Particular strengths of the school.
- Examples of good practice.
- How well do young people learn and achieve?
- How well do staff work with others to support young people's learning?
- Are staff and young people actively involved in improving their school community?
- Does the school have high expectations of all young people?
- Does the school have a clear sense of direction?

4.2. The inspectors identified the following as being particular strengths of the school :

- Young people's commitment to the local, national and wider community through their fundraising and Fair Trade activities.
- The very wide range of learners' experiences and work with partners, which increase young people's achievements and develop their work-related skills.

- The positive benefits of peer support and team working of young people in clubs and social enterprise projects.
- The wide range of extra-curricular activities which staff provide for young people.

4.3. The inspectors identified the following as examples of good practice:

- The Fair Trade team which supports Aids orphans in Africa and the extensive charity work which supports over 30 local, national and international charities.
- Physical education teachers' new and creative approach to improving the health and well-being of young people.
- A DVD called "Making a Difference", created by young people to support other schools in South Lanarkshire to address anti-social behaviour.

5. How well do young people learn and achieve?

- 5.1. Learners' experiences were found to be good. The majority of young people enjoy learning and feel safe, secure and cared for in school. Some young people are not aware of their progress and do not know what to do to improve. Young people contribute very well to a wide range of school events and activities. Their enterprise and citizenship skills have been recognised through a range of national awards.
- 5.2. Improvements in performance were judged as satisfactory. Achievement in reading and writing in S1/S2 is improving although it has not improved in maths. S4 performance has improved and S5 achievement has remained steady. Young people with additional support needs are making good progress.
- 5.3. Curriculum and meeting learning needs were judged as good. Parents are very pleased with the work done to help their children settle into secondary school. Teachers need to ensure that the learning has clearer purposes and young people's skills develop well through the new approaches displayed in Curriculum for Excellence.
- 5.4. Most tasks and activities are suitable for young people's learning needs. However, too often young people were given work that is either too easy or too difficult. At times they are given too much help which hinders them from developing as independent learners.

6. How well do staff work with others to support young people's learning?

- 6.1. HM inspectors found that the school works very well with a wide range of partners to increase the opportunities for all young people. Young people are well supported to develop work related skills, citizenship skills and life skills.

7. Are staff and young people actively involved in improving their school community?

- 7.1. The school uses an external company to collect the views of young people, parents and staff and this had led to improvements in homework. The Parent Council is developing well and feel their views are taken into account in school decision. However, young people want to be more involved in making the school better.
- 7.2. HM inspectors reported that improvement through self-evaluation was satisfactory. Senior staff and teachers should have a greater focus on improving teaching and learners' experiences and should disseminate good practice.

8. Does the school have high expectations of all young people?

8.1. Young people are well supported and cared for by staff. Some staff do not expect enough of young people. The school celebrates diversity and has strong links with the local church.

9. Does the school have a clear sense of direction?

9.1. The Head Teacher is very committed to the school and is highly respected locally. He gives a strong lead and is well supported by 4 Depute Heads. All staff need to work together with senior managers to ensure learning and teaching meets learners' needs.

10. HMI identified the following as main points for action

10.1.

- Staff will work together to improve the quality of learning and teaching, including the sharing of good practice.
- Staff will improve expectations of young people's achievement including by agreeing clear learning targets and checking their progress.
- Staff will make better use of all data, including findings from classroom visits, to improve young people's achievements.

10.2. An action plan has been prepared to address the main findings of the report. Parents will be informed of the progress achieved in overtaking these points for action.

11. Employee Implications

11.1. None

12. Financial Implications

12.1. None

13. Other Implications

13.1. None

14. Equality Impact Assessment and Consultation Arrangements

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

Larry Forde
Executive Director (Education Resources)

27 November 2008

Link(s) to Council Objectives

- Raise Attainment for All
- Supporting Communities

Previous References

None

List of Background Papers

- HMI report of 18 November 2008

Contact for Further Information

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

Patricia Rossi, Head of Education (Area)

Ext: 5692 (Tel: 01698 455692)

E-mail: patricia.rossi@southlanarkshire.gov.uk