

10 October 2017

Dear Parent/Carer

**Westmuir High School  
Glasgow City Council**

In June 2016, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and Glasgow City Council. Recently, as you may know, we visited the school again. During our visit, we talked to young people and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting young people's learning and achievements. This letter sets out what we found.

**Increase expectations of young people's attendance, behaviour and engagement with their learning.**

There has been a marked improvement in the ethos and culture across the school. Young people take more pride in their school and there is a significant reduction in damage to school property and graffiti. Positive relationships are a strength of the school with mutual trust and respect clearly more evident between staff and young people. There has been a small improvement in young people's attendance and a reduction in the number of exclusions. There are increased expectations of young people's behaviour both in classes and during breaks and lunch. Most staff are adopting more consistent behaviour management strategies and challenging disruptive behaviour. Commendably, the school has significantly reduced the number of young people on part-time timetables. There is an improving picture but there is still a need to improve further young people's attendance, behaviour and engagement with learning. Overall attendance figures are still low and exclusion rates remain too high. Although most young people are more engaged with their learning, expectations of what they can achieve in a lesson could be further strengthened. Some lessons continue to be insufficiently demanding and the pace of learning too slow.

**Develop the curriculum in line with national expectations so that young people's entitlements are fully met.**

Staff have begun to plan the curriculum in a more consistent way across subject areas. This has included involving partners more in the work of the school. For example, strengthened partnerships with Skills Development Scotland and 16+ Learning Choices is helping prepare young people for transition beyond school. As a result, more young people are successfully moving on into further education,

employment and training. The school now needs to continue to ensure it is getting partners, including parents and young people, more involved in planning and reviewing the curriculum. Draft policies are now in place for literacy, numeracy and health and wellbeing. Some new resources have been identified which will help take this forward, particularly in literacy and numeracy. However, these developments remain at an early stage. The school has plans in place to take forward developments in literacy and numeracy, as a matter of priority. The school is aware that it should continue to develop the curriculum as planned, in order to help address health and wellbeing issues which young people are experiencing.

### **Ensure the learning experiences for young people are relevant, interesting and motivating.**

Staff are planning and delivering more engaging work for young people in the majority of subject classes. They are also taking young people's interests into account when planning learning activities and out of school experiences. The school has also developed a more positive use of praise which most young people are beginning to respond positively to. Some young people are still not engaged in their learning including a number of regular non-attenders. The school needs to continue to focus on the attendance and engagement of young people in a consistent and persistent manner. Increased, appropriate use of digital technology has the potential to better engage and involve young people in their learning.

### **Increase individualised planning with a focus on improving outcomes for young people.**

Young people have far more opportunities to follow individualised learning programmes than previously. They receive more choices through the school week and are able to participate in a wider range of activities both in school and in the local community. Young people spoke highly of work placements, access to college courses and physical activity programmes such as golf and the climbing wall. Although these new approaches are benefitting young people, there is as yet little impact on young people's attendance, attainment and achievement. Individualised transition planning for young people has improved. Upon starting at Westmuir High School, all young people participate in a more comprehensive induction programme which identifies individual support needs. However, it is not always clear how these identified needs influence learning and teaching approaches. Staff should identify key additional support needs requiring immediate attention and what shared strategies would be of most support to young people.

### **What happens next?**

The school has made some progress since the original inspection. We will liaise with Glasgow City Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Glasgow City Council the details of this inspection. When we return to inspect the school we will write to you as parents informing you of the progress the school has made.

Steven McPherson  
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

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