

Summarised inspection findings

Springburn Academy

Glasgow City Council

SEED No: 8431639

30 January 2018

School Name **Springburn Academy**
Council: **Glasgow City Council**
SEED number: **8431639**
Roll (Sep 2016): **779**

Attendance is generally below the national average (88.3 per cent in the school in 2015/16 compared with 91.8 per cent nationally).

In February 2017 40 per cent of pupils were registered for free school meals therefore much higher than national average.

In September 2016 90 - <95% per cent of pupils live in 20% most deprived datazones in Scotland

In September 2016 the school reported that 40 per cent of pupils had additional support needs with this figure being much higher than local authority average and national average.

Key contextual information

- The headteacher has been in post approximately two years (appointed August 2015) and is the longest serving of her senior leadership team. Two of her four deputies have been in post for a very short time (10 weeks and two weeks). A third deputy fills the post in an acting capacity.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- Senior leaders have recently reviewed the vision and values of Springburn Academy with stakeholders. These are shaped through a very clear understanding of the context of the school with emphasis on achieving 'success for all'. This is supported well through the commencement of work with young people to reach the standard for Rights Respecting Schools Level 1. Staff across the school feel ownership of and are committed to the vision. They now need to make greater reference to these values in their everyday work with the young people so that impact is more meaningful.
- The introduction and development of a new house system is creating a greater sense of community within the school. This is having a visible, positive impact on the ethos and life of the school and has led to pupils developing a better sense of belonging through activities in their house groups. The increased engagement with the variety of challenges attached to this is leading to greater confidence and motivation for young people. House

assemblies and activities are increasingly acting as an effective vehicle for linking the vision and values to expectations of staff and young people across the school community.

- The school improvement plan has a manageable set of priorities which results in staff feeling that the pace of change has been well managed. The senior leadership team welcomes staff coming forward with improvement suggestions and should develop further mechanisms for staff to engage fully with the selection and direction of school improvement priorities. Senior staff need to ensure that the climate and systems exist to afford staff opportunities to influence change, and build leadership capacity across the school community. The headteacher understands the need to continue to build engagement with a wider range of parents and partners as the school goes forward. Improvement plan priorities should be more clearly defined as measurable outcomes for young people and take appropriate account of local and national advice. Outcomes and impact should be evaluated more rigorously and robustly.
- The school has set out well-considered plans for the use of its Pupil Equity Funding (PEF). These plans aim to improve attendance, reduce exclusions and make the school a more nurture-based environment. Delivery of the plans includes the addition of extra staffing and more counselling services to support mental health issues and the improvement of young people's emotional literacy skills. The enhancement of provision for young people with English as an Additional Language (EAL) via PEF funding has been particularly successful.
- The headteacher provides strong direction for the depute headteachers, two of whom are very recent appointments. She demonstrates strong core values of social justice, ensuring equitable outcomes for all young people. The headteacher is also working effectively to develop and maintain strong links with a number of partners locally and beyond. These links already demonstrate emerging impact in making a difference to the young people's choices and chances.
- Remits for senior leaders are developing and career long professional learning (CLPL) is on-going to support further clarity within their roles. In moving forward with a newly appointed senior leadership team, it will be important for all senior leaders to provide clear strategic direction in driving forward improvements. This includes providing support and challenge to middle leaders. Importantly, defined remits for senior leaders would benefit from having clearer linkage to key local and national priorities and drivers that are outcome driven.
- Most middle leaders provide strong support to the senior leadership team and lead a range of activities across the school. They show enthusiasm and commitment to improving practices which benefit young people. They take on additional responsibilities in driving forward improvements across the school. Middle leaders would benefit from further opportunities to collaborate and look outwards in developing aspects of the school's work. There is also a need to develop further rigour and consistency in the role of middle leaders to monitoring and evaluating the quality of school's work. There remain some inconsistencies in approaches within the middle leadership team. Further clarity and support with expectations around remits will help to develop confidence and direction with middle leaders in the roles that they play in leading improvement.
- Leaders at all levels should continue to monitor the impact of change through self-evaluation activities. These need to be underpinned by a clear and shared

understanding of what constitutes robust and rigorous evidence. This should include an analysis of progress, including up-skilling staff in data analysis, in order to draw conclusions of how effective interventions have been.

- Most staff across the school work well together and are keen to improve experiences for young people. Staff are receptive to and keen to act as agents of change. Many staff benefit from work as SQA markers, verifiers and members of SQA's core working teams. This is helping them improve their understanding of standards relating to National Qualifications. There is a high degree of involvement in professional learning including in-house training and opportunities provided by the local authority. A few staff are working presently to gain masters and doctorate level learning accreditation.
- Dialogue for improvement with young people is becoming a stronger feature within the school. The headteacher has worked with young people to gather their views through the pupil and house councils and this has the capacity to enable learners to influence the improvement process further. Young people receive feedback on their views and ideas, including using the 'you said we did' board. Pupils are consulted on proposed changes in the school. There is, however, scope to involve young people more in shaping school improvement and developing their roles as leaders of their learning and change agents for wider school improvement.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- Staff have created a positive ethos at Springburn Academy that supports young people to achieve. Young people feel that they receive help when they need it and that they get along well with their school work. They are appreciative of the commitment and willingness demonstrated by staff in offering additional learning opportunities, for example, through supported study. Staff work hard and are committed to ensuring that all young people achieve success.
- In almost all lessons, relationships between staff and young people are positive. This results in most young people being on task and showing a willingness to do well. It is important to have a clear and consistent approach on how to deliver young people well-structured classroom experiences with well-established routines. This would allow more time to be spent on valuable active learning tasks.
- While almost all young people are willing learners and attentive during lessons, they are too often passive in their learning. When given the opportunity, young people are actively engaged in their tasks and respond well to thoughtful questioning. Staff need to ensure that young people are more consistently actively engaged in the learning process. In many lessons, activities lack variety and stimulation.
- There is scope for tasks and activities to be planned and differentiated more effectively to meet the wide range of needs within each class. Young people are too often required to carry out low level tasks, such as colouring in, copying from the board or completing word searches. These tasks do not provide sufficient challenge for young people. Young people would benefit from working on appropriately challenging activities.
- In most lessons observed, teachers shared the purpose of learning through written learning intentions and success criteria. These could be more clearly defined so that young people are able to differentiate between the activity and the learning which the activity is meant to result in. More direct reference could also be made to these in the course of the lesson to focus students of the purpose of the activities they are undertaking. We have asked teachers to give higher priority to plenary sessions at the end of well-structured lessons to ensure young people have a clear understanding of what they have learned. Used diagnostically, they should also support teachers in planning subsequent learning, teaching and assessment.

- In a minority of lessons observed, there were positive examples of collaborative approaches which involved young people working effectively in partnership and acting as learning resources for one another. There were a few lessons where young people demonstrated independence in their learning asking questions and finding information, with the aid of digital technology. This good practice now needs to be shared and adopted more widely across the school.
- In most lessons, teachers provide clear and helpful explanations to young people. There is scope for teachers to explore how questioning can be used better to develop young people's high-order thinking skills.
- The school has rightly identified learning, teaching and assessment as an area for improvement. Plans, including an initiative involving other schools within the authority, to explore what constitutes effective learning, teaching and assessment with a view to re-launching a streamlined policy have the potential to provide a basis for future improvements. Staff are receptive to and keen to share good practice with one another.
- There are a few positive examples of practice in relation to the use of assessment within the broad general education (BGE). In these cases, staff are taking an increasingly holistic approach so that they reach a well-founded judgement overall about achievement of a level. These are aimed at ensuring more valid and reliable approaches to assessment from S1 to S3, which could be shared across the school. In these examples, teachers are making effective use of national guidance, and are aware of the need to take account of the new National Benchmarks. They have procedures in place for cross-marking and moderation of standards, or are working to put such procedures in place. Assessment approaches across the school now need to reflect breadth, challenge and application of learning. This will allow young people to show more accurately what they know, understand and can do.
- Teachers are aware of the need to improve arrangements for moderation, to ensure a shared understanding of the standards required, in particular to achieve the Curriculum for Excellence levels. This includes working with associated primary schools to develop an understanding of standards across a full range of CfE levels and ensure that teachers can build on children's prior learning.
- Arrangements for assessment is stronger in the senior phase. There is an internal quality assurance system, with effective quality checks in place, to ensure that assessment decisions are consistent between staff assessing the same qualification.
- Young people need more opportunities to develop their confidence through reflecting on their own learning. The use of recently introduced 'learning diaries' aims to achieve that aim. Young people should have regular opportunities to talk about their work and to identify and reflect on the evidence of their progress and their next steps.
- The school has recently introduced a new whole school monitoring and tracking tool. This should generate dialogue about the progress of learners enabling middle and senior leaders to work with and support classroom teachers to improve young people's learning further.

2.2 Curriculum: Learning Pathways

- See detail within the school's choice QI Curriculum 2.2.

2.7 Partnerships: Impact on learners - Parental Engagement

- The majority of parents who responded to pre-inspection questionnaires are confident that the school keeps them well informed about their child's progress and that they are happy with the school. Although the school shows evidence of developing strategies to take account of parents' views, increased use could be made of their opinions in relation to on-going planning and policy development.
- Senior leaders work well to communicate with parental partners. Regular use of social media and newsletters celebrate learners' successes and inform parents of school activities. Attendance at parents' meetings has increased from 30% (average attendance) to 58% in most recent S1 parents evening. Interim and full reports support parents to discuss progress and learning with their children.
- Senior leaders are building a positive partnership with the Parent Council. This is evidenced through the regular meetings held (every six weeks) and built into the school's annual calendar. The Parent Council and Chair of the Parent Council are very supportive of the direction of school improvement and feel regularly consulted. The number of parents involved in the Parent Council is small but they are committed to supporting school improvement. Staff should continue to encourage parents from across the school's diverse community to develop this partnership work further.
- The school's arrangements for self-evaluation and improvement planning do not yet enable parents to be fully included in decisions which affect their children's learning. Parents would benefit from better structured opportunities to engage in activities to evaluate the quality of the school's work.
- There is headroom to build in more family learning activities to support parents to confidently help their children in their learning. The enthusiastic staff working group on parental partnerships has a clear understanding of the potential of family learning. The early work completed to engage parents is having a positive impact.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- The school has established a culture and community which promotes and supports the wellbeing of all young people. Almost all staff are clear about their role in relation to the health and wellbeing of young people and their responsibility to focus on improving wellbeing outcomes. The school should continue to work with staff to ensure they have access to relevant training to best support their understanding of the wellbeing needs of the school community.
- Almost all young people feel valued, cared for and respected by almost all adults in the school. The school promotes and supports respectful relationships across the school. There is, however, further work to be done to ensure this is embedded in all areas of the school. Having a clearer understanding of the mental, emotional, social and physical aspects of their own health would support young people to take greater personal responsibility in areas such as managing their own behaviour.
- In discussions, young people acknowledged recent improvements in terms of behaviour and relationships across the school and that there were still improvements to be made in relation to the behaviour and attitude of some of their peers. Young people feel staff know them well and encourage and support them to make the most of opportunities and helpfully direct them toward appropriate external organisations if required.
- The Personal and Social Education (PSE) programme provides young people with opportunities to learn around key areas of health and wellbeing. Young people have articulated changes that they think would help to better engage them in their learning in PSE and make it more relevant to their needs. As a result the school now offers a life skills course as an option for senior pupils. This enables young people to become more confident in preparing for life after school.
- The delivery of personal support through a daily 'tutor time' slot varies considerably in quality and consistency. There is scope to evaluate fully the impact of this provision to establish the value and impact of deploying staff and time in this way.
- The Pupil Support Team (in its broadest sense) has a well-developed understanding of wellbeing. The team understands fully the needs of the young people. Pastoral Support staff are knowledgeable, committed and effective in providing targeted support which enables young people to settle at school and to experience positive outcomes. There is scope to develop the language of wellbeing across the school and to establish a whole school system to monitor and track learners' wellbeing across the school.

- There are a number of school mechanisms that support wellbeing. These include house meetings, staged intervention inclusion meetings, joint support meetings and, when appropriate, case conferences for individual pupils. Partners, including mentors, are used effectively when planning interventions for young people. Most young people feel that they are known as individuals and most feel they have a member of staff with whom they can confide, if such a need arises.
- Through the work of the Strathclyde University inter-generational project and the Motivation, Commitment and Resilience group (MCR) targeted groups of young people receive bespoke mentoring. Young people benefit from the highly committed and experienced mentors who help develop valuable skills for progression in to the next phase of learning or life. Partners cited examples of the impact this has had in preparing young people for the next stage in learning, life or work.
- The approach to religious and moral education (RME) for young people from S1 to S4 supports the development of equality and positive relationships. Young people can express their views in a supportive environment and demonstrate respect for the views of others which are different from their own. The school should now extend this further to include more opportunities for learning about the rich cultural mix of young people across the school.
- At S5 and S6, pupils select from RME/PSE/PE and remain in their chosen subject for the session. As a result, the school is currently not meeting its statutory duty in relation to the provision of a continuing element of religious and moral education for many young people at S5 and S6. Appropriate arrangements are in place to provide religious observation, for example, during assemblies.
- The school now needs to have a stronger understanding of its strategic approaches to providing young people with universal and targeted support. On a day-to-day basis, strong relationships and staff commitment enables almost all young people to have their pastoral needs well met. This is based on a foundation of good practice in supporting and caring for young people, especially the most vulnerable. On a more strategic level, however, the longer term planning and tracking of outcomes for all young people, including the more vulnerable, is not yet well established.
- Staff are aware that a number of learners with additional support needs do not yet have an appropriate plan in place to support and meet their needs. Young people and their parents should be fully included in all planning and discussions about targets and these should be specific, measurable and regularly tracked. Class teachers should be fully aware of these targets and a more consistent approach to monitoring and recording would support improved outcomes for all. Parents and young people should be regularly updated on the progress of these targets.
- In relation to young people subject to Child Protection, staff should fully consider the nature of support provided for those youngsters, including those who have been deregistered. Although the risk of significant harm may have receded, appropriate staff should continue to monitor their progress and ensure they are continuing to be protected and their needs met. The school should make sure that plans and targets are in place and are being regularly monitored for this group of young people. Staff recognise the

need to develop more robust systems to track and monitor the attainment of looked after children.

- Staff have in place arrangements to support young people who require help to manage their own behaviour. It is important that suitable planning is in place to support young people to improve their behaviour and that any intervention strategies are part of longer term planning. The 'Time Out Zone' is used to support learners who display challenging behaviour. The senior leadership team is aware that there is an urgent need to review this facility in order to make sure there is a clear understanding of its purpose and impact. It is important to ensure that regular evaluations are carried out both of pupil and staff usage. This would enable some targeted intervention and supports as appropriate.
- Aspects of exclusion are currently being addressed and it would be important to move towards a more restorative and positive system of supporting young people to self-manage their behaviour. In particular, senior leaders should now review and evaluate patterns of exclusion and detentions amongst groups of learners who have additional support needs. All arrangements for exclusion should take due account of current national advice and guidelines.
- A minority of young people feel that bullying is not dealt with effectively. Although they know where to go for support when things go wrong and have the confidence to report incidents, these young people feel that these matters are not always resolved effectively. The school should undertake a review of its anti-bullying policy to ensure it meets the requirements of the Equality Act 2010 (to cover all relevant protected characteristics). Staff should also analyse and follow up on the findings from recorded incidents to refine and improve their policies.
- A few young people reported in pre-inspection questionnaires that they do not always feel safe. The school has addressed this matter promptly.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Attainment in literacy and numeracy

BGE

- In 2016, the school reported that by the end of S3 the majority of young people achieved third curriculum level in listening and talking, reading, writing and numeracy.
- In 2017, by the end of S3 the school reports that the majority of young people achieved third curriculum level in listening and talking, reading and writing. Most young people attained third curriculum level in numeracy.
- Further work on moderation is ongoing and is needed to ensure teacher judgement information is reliable. As a priority, staff need to seek opportunities to look outwards in collaborating with colleagues locally and beyond. This will improve their understanding of each stage of the moderation cycle, and subsequently, what achievement of a level looks like.

Leavers

Attainment of young people in literacy by the time of leaving school:

- Almost all young people attain literacy at SCQF level 4 or better by the time they leave school and the majority attain literacy at SCQF level 5 or better. In these two measures, the school has performed significantly higher or significantly much higher than the virtual comparator (VC) in three of the past five years (and in line in the other two). Although the percentages of leavers attaining SCQF levels 3,4 and 5 or better in literacy show overall improving trends over the last five years, there is evidence of a decline over the last three years at levels 4 and 5 or better and at SCQF level 6 (when taken as a course).

Attainment of young people in numeracy by the time of leaving school:

- Most young people leaving school have attained SCQF level 4 or better in numeracy in each of the last three years. Around a half now attain numeracy at SCQF level 5 or better. Overall, performance in numeracy is in line with the VC, however, the proportion achieving numeracy through course awards at SCQF level 4 or better is significantly lower than the VC and significantly much lower in the latest year. The percentages of leavers attaining SCQF levels 4 or better and level 5 or better in numeracy show improving trends over the last five years. There is some evidence of a decline over the last three years at SCQF level 5 or better (course award) and at SCQF level 6.

Those leaving at the end of S4:

- The percentage of young people attaining **literacy** at SCQF level 3 or better and level 4 or better has improved since 2011/12 and is overall in line with the VC. The percentage of young people attaining **literacy** at SCQF level 5 or better has declined in the last two years and was significantly lower than the VC in 2016.
- The percentage of young people attaining **numeracy** at SCQF level 3 or better and level 4 or better has improved overall since 2011/12 and is overall in line with the VC. However, in 2016, the percentage of young people attaining **numeracy** at SCQF level 4 or better was significantly much lower than the VC. The percentage of young people attaining **numeracy** at SCQF level 5 or better is overall in line with the VC.

Those leaving at the end of S5:

- The percentage of young people attaining **literacy** at SCQF level 4 or better and level 5 or better has improved overall since 2011/12. Performance was significantly higher than the VC at SCQF level 4 or better and level 5 or better (as part of a course award) in three (and two, respectively) of the last five years when taken as a course. The percentage of young people attaining **numeracy** at SCQF level 4 or better and level 5 or better has improved over the last five years and is overall in line with the VC.

As young people move through the school from S4 to S6:

LITERACY:

- **At S4**, the percentage of young people attaining **literacy** at SCQF levels 3 or better and 4 or better is significantly much higher than the VC. In 2017, the proportion attaining literacy (as a course) at SCQF level 4 or better was significantly higher than the national average. The percentage of young people attaining **literacy** at SCQF levels 5 or better is in line with the VC (significantly higher than the VC in 2017). **By S5**, the percentage attaining **literacy** at SCQF 3 or better, 4 or better and SCQF level 5 or better is overall significantly higher or significantly much higher than the VC. At SCQF level 6, attainment in literacy is in line with the VC. **By S6**, the percentage attaining at SCQF level 4 or better and 5 or better is overall significantly higher or significantly much higher than the VC. At SCQF level 6, attainment in literacy is in line with the VC. Overall, across S4, S5 and S6, there are some important improving trends in young people's attainment in literacy.

NUMERACY:

- **At S4**, the percentage of young people attaining **numeracy** at SCQF level 4 or better is, overall, in line with the VC. In 2017, the percentage attaining numeracy at SCQF level 4 or better through a course award was significantly higher than the VC. The percentage of young people attaining **numeracy** at SCQF level 5 or better is, overall, in line with or significantly higher than the VC. In 2017, the percentage attaining numeracy at SCQF level 5 or better was significantly much higher than the VC as a unit award (though not at course award). **By S5 and by S6**, the percentage of young people attaining numeracy as part of a course at SCQF level 4 or better and 5 or better and SCQF level 6 is, overall, in line with or significantly higher than the VC over the last five years.

Attainment over time

BGE

- There are emerging signs of progress being made in tracking and monitoring the attainment and achievements of young people from S1-S3 at whole school level. There

now needs to be a clearer understanding amongst all staff of the types and frequency of data gathered at departmental level. This will help to generate more reliable information about levels of participation and performance at whole school level. A consistent approach across the school of the purpose of data being used to report young people's progress also needs to be established and adhered to by all staff.

Senior phase

Complementary tariff scores

- The average complementary tariff score of all **leavers** has improved, overall, between 2012 and 2016 and has been in line with the VC throughout this period. The average complementary tariff score of the lowest attaining 20% of leavers, middle attaining 60% and highest attaining 20% of leavers are each, overall, in line with the VC.
- **At S4**, complementary tariff scores over the past five years have improved overall. The average complementary tariff scores for the lowest attaining 20% and middle attaining 60% have been significantly higher or significantly much higher than the VC for three out of the last five years (and in line for the other two years).
- **By S5**, complementary tariff scores are overall in line with the VC. In 2015, average complementary tariff scores for the lowest attaining 20% and middle attaining 60% were significantly higher than the VC. Five year trends are positive (though not consistently improving).
- **By S6**, complementary tariff scores are overall in line with or significantly higher than the VC. The average complementary tariff scores for the lowest attaining 20% and middle attaining 60% have been significantly higher than the VC for two out of the last five years (and in line for the other three years.) Five year trends are positive (though not consistently improving).

Breadth and Depth

- The proportion of young people presented for courses from providers other than SQA is overall significantly higher or significantly much higher than the VC.
- **At S4**
SCQF Level 3 or better. The percentage of young people attaining 1 or more to 7 or more courses at SCQF level 3 or better has increased, overall, over the past 5 years and is, overall, significantly higher or significantly much higher than the VC.
SCQF Level 4 or better. The percentage of young people attaining 1 or more to 7 or more courses at SCQF level 4 or better has increased over the past 5 years and is, overall, significantly higher or significantly much higher than the VC. There are some notable improvements in the most recent year (2017). (e.g. 5+, 6+ and 7+ at SCQF level 4)
SCQF Level 5 or better. The percentage of young people attaining 1 or more to 4 or more courses at SCQF level 5 or better has increased over the past 5 years and is, overall, in line with or significantly higher or significantly much higher than the VC. There are some notable improvements in the most recent year (2017). (e.g. 1+, 2+ and 3+ at SCQF level 5). However, in 2017, there was a sharp decline in the percentage attaining two or more passes at A.

■ **By S5**

SCQF Level 4 or better. The percentage of young people attaining 1 or more to 5 or more courses at SCQF level 4 or better has increased over the past 5 years and is, overall, in line with or significantly higher or significantly much higher than the VC.

SCQF Level 5 or better. The percentage of young people attaining 1 or more to 4 or more courses at SCQF level 5 or better has increased overall over the past 5 years and is, overall, in line with or significantly higher or significantly much higher than the VC.

SCQF Level 6 or better. The percentage of young people attaining 1 or more to 5 or more courses at SCQF level 6 or better has increased overall over the past 5 years and is, overall, in line with the VC. In 2017, the percentage attaining two or more and three or more passes at A has declined and is significantly lower than the VC.

■ **By S6**

SCQF Level 4 or better. The percentage of young people attaining 1 or more to 7 or more courses at SCQF level 4 or better increased overall between 2013 and 2016 and is, overall, significantly higher or significantly much higher than the VC. In 2017, however, there was a decline in the percentage attaining at SCQF level 4 or better.

SCQF Level 5 or better. The percentage of young people attaining 1 or more to 6 or more courses at SCQF level 5 or better has increased overall over the past 5 years and is, overall, significantly higher or significantly much higher than the VC.

SCQF Level 6 or better. The percentage of young people attaining 1 or more to 5 or more courses at SCQF level 6 or better has increased overall over the past 5 years and is, overall, significantly higher than or in line with the VC. There are some notable improvements in the most recent year (2017). (e.g. 1+, 2+ and 3+ at SCQF level 6).

Latest year attainment

■ **At S4**

At *National 4* in 2017, the school performs significantly higher than the national figure in biology, chemistry, English, history, mathematics, modern studies.

At *National 5*, in terms of passes, the school performs significantly higher than the national figure in administration and IT. It performs significantly lower than the national figure in biology, business management, chemistry, French, health & food technology, history, mathematics and physics. 80% of those presented for National 5 mathematics received no award. Around half (40% - 60%) of those presented at N5 in several other subjects also failed to attain an award. These include, biology, business management, chemistry, French, health & food technology, history and physics.

■ **By S5/6**

At S5, attainment at National 5 is mostly in line with national figures. In a number of subjects, including, art & design, biology, chemistry, history and mathematics, half or more of those presented for received no award. The number of young people presented for several subjects at Higher, including English, physics and mathematics is significantly lower than national figures. (It is significantly higher in a few subjects, including ESOL and administration & IT). For those presented, performance at Higher is, overall, in line with national figures. At S6, the number of presentations is in line with or higher than national figures for N5 and Higher for almost all subjects. Subsequent performance is in line with national figures. At Advanced Higher, attainment in both English and mathematics is in line with national figures.

Overall quality of learners' achievement

- The school has established a culture which recognises, celebrates and shares the successes and achievements of young people. Awards ceremonies, departmental awards recognising effort and achievement, house points for good attendance rates and timekeeping, sporting achievements, musical performances, including the choir, and externally validated awards all contribute to young people feeling valued and supported to make the most of opportunities available. Young people, staff, parents and partner organisations share in the celebration of the achievements of individuals, groups and whole school awards.
- Staff have recently and successfully introduced a house system to promote better relationships across year groups and to build a sense of belonging and community for all. Young people feel the house challenge activities and rewarding of house points is motivating learners to engage more positively in the life of the school. Increasing numbers of young people across the school are involved in successful fundraising activities and in raising awareness generally about local, national and international causes.
- The school is working to establish a system for tracking and monitoring wider achievements accesses through school-based programmes and activities. There is a focus on the development and acquisition of specific skills as young people work with other providers, including, Glasgow Kelvin College (all S3 pupils) and The Duke of Edinburgh's Award. Young people at S1 take part in team-building activities as part of a transition trip to Loch Eil through Outward Bound Trust. The John Muir Trust offers leadership opportunities for a few senior pupils and a few benefit from participating in the Mark Scott Leadership Award. There now needs to be a more strategic approach to ensure progression for young people and to build capacity and sustainability.
- Opportunities for young people to engage in leadership roles are increasing. These include promoting and supporting better lifestyle choices through physical activity and sport, for example, acting as Sports Ambassadors, Junior Sports Captains and Community Sports and Dance Leaders. Young people can articulate the impact of such roles on their self-confidence and how they help them to improve their skills working and communicating with others. There remains scope, however, to increase leadership opportunities for young people within the BGE, particularly at S1 and S2.
- A local community-based housing association engages well with the school and other partners to support the development and delivery of high-quality learning experiences. Twenty-five pupils from S1-S3 young actively engaged in a local budgeting exercise. In doing so they were supported to take on a wide range of leadership responsibilities. A sum of £40,000 was secured to support eight school-related projects covering sports, fitness, music and drama. As a result, young people improved in confidence and gained skills in resilience, as well as developing a better awareness of their local community. As a result of their involvement in the budgeting exercise, young people have now engaged in local community organisations, including, *Friends of Springburn Park Board*.
- The school, working in partnership with Active Schools, monitors and tracks the uptake and participation of young people in clubs on offer at lunchtimes and after school. Analysis of this information and discussions with young people has helped in the identification of barriers which may exist and discourage or prevent young people accessing facilities and resources in their nearby community. Staff have worked well with

partners to create a range of opportunities for young people and to create facilities which can be accessed beyond the school day.

- At S6, pupils engaged in Professional Development Awards (PDA) are increasing their knowledge of their individual strengths and weaknesses. As result, they are actively taking steps to improve any areas of weakness identified. Participants in the *Glasgow Kelvin College Science Award* are increasing in confidence. Their engagement in mainstream science classes is improving as a result. Participation in a Construction programme delivered in partnership with Luddon Construction and Glasgow Kelvin College offers young people industry qualifications and provides a good taster of the construction industry and helps to improve their employment opportunities.
- There is scope to encourage and develop accredited volunteering from S1 onwards. The range of accredited awards offered could be further extended. More systematic ways of capturing achievement outside school should be developed to ensure that all young people benefit from a broad and progressive experience.

Equity for all learners

Attainment vs Deprivation

- Almost all young people (approximately 92%) attending the school live within SIMD deciles 1 and 2. (Over 75% are in decile 1). Over the past 5 years, attainment (complementary tariff scores) of young people living in individual deciles has been in line with that of young people living in similar deciles elsewhere nationally. In 2017, however, the attainment of young people at S4 from deciles 1, 2 and 3 (almost 95% of all pupils) was significantly higher or significantly much higher than for young people living in the same deciles elsewhere nationally.
- The school is working to develop effective systems to ensure equity in the promotion, recognition and sharing of successes and achievements of all learners. Financial barriers are known and addressed successfully to ensure equity of access to opportunities. However, young people feel there is less transparency and clarity around how and who is selected for experiences. The school provides opportunities for young people to attend supported study clubs and work with catering staff to offer snacks and water for those clubs offered after the school day.

Destinations

- The proportion of young people who leave school and achieve a positive destination is generally in line with the VC. Data provided by the school indicates that almost all (92%) achieved a positive destination in 2016 and in 2017 (90%).
- The school has a strong focus on supporting young people to make informed choices. Skills Development Scotland (SDS) provides group work and one-to-one interview sessions in line with the school partnership agreement and the national offer. Within these sessions, there is a clear focus on developing Career Management Skills (CMS). However, the work done by school staff and employers is not yet fully aligned with developing young people's' individual CMS. The language and entitlements from the Careers Education Standard are not well understood by school staff or young people.

School choice of QI : 2.2 Curriculum

- **Rationale and design**
- **Development of the curriculum**
- **Learning pathways**
- **Skills for learning, life and work**

Rationale and design

- The school continues to develop its curriculum rationale and design based on an understanding of the context of Springburn Academy and the needs of young people. Senior leaders report the rationale of the curriculum is designed across the four contexts of learning and to support improved skills development, including skills for life, learning and work; improved attainment for all learners; and improved sustained positive destinations. Senior leaders are aware of the need to articulate and share more widely the rationale for the curriculum with the school community.
- In the senior phase, staff work effectively with a wide range of partners who provide input to curriculum planning and design. This has led to a constructive development of the curriculum where wider achievements and interpersonal and employability skills are an appropriately strong feature of the school offer. There is scope to use local and regional employment trends more effectively in the designing of the curriculum in the BGE.

Development of the curriculum

- The headteacher shows a strong commitment to developing a progressive and effective curriculum that meets the needs of all learners. Over the last few years, the school has reviewed the curriculum at the BGE in consultation with stakeholders to ensure young people experience learning in all eight curricular areas from S1 to S3.
- All departments across the school have been involved in reflecting on the four contexts of learning and the seven design principles during consultative activities on curriculum development. Middle leaders, with the support from teachers within their faculty, now need to ensure that courses and programmes in the BGE build effectively on prior learning. In particular, curricular transitions from primary school need to be stronger so that young people experience progressive learning. An increased awareness of the changing demographic of the school has helped staff adapt and change the curriculum to meet the needs a wider range of learners. A particularly positive development is the work undertaken by staff to support young people who have English as an additional language.
- Senior leaders have responded well to the national Developing the Young Workforce (DYW) policy, and have well-structured and productive relationships with Glasgow Kelvin College and employers. The partnership working has a useful focus on developing employability skills, and has an impact on the number of young people achieving positive destinations.

Learning pathways

- Across the school, departments plan courses based on the experiences and outcomes of curriculum for excellence from S1 to S3. While staff have reflected on curriculum design principles there is significant scope to ensure all young people receive a curriculum which has appropriate levels of depth, challenge and pace. In the BGE, young people are not

receiving their entitlement to languages or drama. The introduction of a wider achievement option in S3 has been received positively by young people. This is providing an element of choice within the BGE.

- There is some scope for choice once young people have achieved third level progressing into fourth level and focusing on a subject within a curriculum area while retaining breadth in learning. It is important that S3 provides suitably challenging learning which builds the foundation or provides a platform for young people to make a confident start to National Qualifications so that they achieve success in the senior phase.
- Staff know pupils well, and give helpful guidance around next steps on leaving school and transitions. The extensive wider achievement activity, started in S3, works well to extend interpersonal and employability skills at an early stage, and encourages useful reflection on interests and career decisions. Subject specialism choice first occurs in S4. Young people and their parents receive helpful information about options in the course choice booklet. There is scope to develop information provided within these choice booklets to highlight wider progression options within curricular areas more fully. While these booklets contain a list of skills for each subject, there is at present, no whole school core set of skills. This would provide young people with greater clarity on skills they develop in curricular areas and how these skills transfer across their learning.
- The school is at the early stages of planning for the roll out of one-to-one digital devices. This development has the potential to provide equity of experience and transform learning opportunities within the school. The school should continue with its plans to develop digital literacy skills to support a consistent approach to the delivery of digital learning experiences.
- As the school moves forward it is important that there is a clear strategic plan to develop staff's understanding of literacy and numeracy skills across the school, planned with learners' experiences at the centre. Senior leaders should proceed with plans to develop a clear and shared strategy for the development of literacy and numeracy as a responsibility for all across the school. Projects and initiatives such as 'word of the week', active reading strategies and 'TAP the text' have raised the profile and awareness of literacy and numeracy.
- Staff are at the early stages of understanding their role in health and wellbeing as a responsibility of all. Plans to develop a whole school approach to health and wellbeing across the curriculum are at an early stage. There is currently no mechanism to track young people's health and wellbeing across the school.
- The school continues to develop an increased range of learning pathways for young people as they move through the senior phase. It works creatively and proactively with a number of partners to ensure tailored approaches for young people. Joint working is underpinned by a strong commitment by all partners to support young people. Partners such as Active Schools, NG Homes, Glasgow Kelvin College, Wallacewell Community Fellowship and Glasgow Life play an active part in delivering learning and in building the confidence and resilience of young people.
- School staff work effectively with Glasgow Kelvin College to offer a broad range of experiences and courses. This helps young people to develop a broad range of skills and to make better informed career decisions. There are 14 certificated programmes

delivered in partnership with the college, offering training in areas, including, hairdressing and sound recording. These work well to prepare pupils for the next steps in learning for work.

- The school provides many useful opportunities to encourage and support pupils to progress to Further and Higher Education. The school engages well in a wide range of projects aimed at encouraging pupils to apply for university and to succeed once there. For example, partnership working with the Caledonian Club, Focus West and the summer schools at Glasgow and Strathclyde Universities are in place. These provide encouraging and supportive opportunities for pupils to make informed and confident choices.
- The school promotes equality through anti-stereotyping work in careers education and through promoting gender balance in their STEM work. The *GirlsGoDigital* group attendance at a recent conference has led to a newly formed partnership with a multi-national computer company.
- At S4, the school does not currently meet the national advice of offering two hours of quality physical education.

Skills for learning, life and work

- Young people at S3 work towards a Community Achievement Award. The school has plans to develop this further as young people move in to the senior phase to reflect their commitment to working in the community.
- The school has developed very effective working relationships with both Luddon and McTaggart Construction who support young people in a variety of ways. Work placement, specific training and certification in construction, CV writing, mock interviews and mentoring combine to offer helpful preparation for work, particularly for those young people who may want to work in construction or engineering.
- Young people are offered appropriate work placement opportunities in their final year in school based on a Skills and Aspiration Audit. The experience is individualised in design and timing, and well-structured to include helpful reflection. It is consistent with the Work Experience Standards, and use of this guidance material within the Work Placement Standards may help parents and employers to engage in a more fully informed way. The school should continue to develop monitoring arrangements of these work placements to ensure that all young people benefit fully from these opportunities.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

| | |
|-------------------------|---------------|
| All | 100% |
| Almost all | 91% – 99% |
| Most | 75% – 90% |
| Majority | 50% – 74% |
| Minority/Less than half | 15 – 49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.

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