![Education Scotland Foghlam Alba logo]

Summarised Inspection Findings

Govan High School

Glasgow City Council

SEED No: 8433836

28 March 2017

Transforming lives through learning

School Name   **Govan High School**

Council: **Glasgow City Council**

SEED number: **8433836**

Roll (Sep 2015): **376**

Attendance is generally below the national average (92 per cent in 2014/15).

In February 2016 the percentage of pupils registered for free school meals was more than twice the national average.

In September 2015 85–<90 of the pupils in the school lived in the 20 per cent most deprived datazones in Scotland

In September 2015 the percentage of pupils with additional support needs was higher than the national average.

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.*

- The school has come through a period of significant change over the last two years following the headteacher's appointment. Concerns around the curriculum, low levels of attainment and low aspirations required to be addressed. This prompted a need for strong leadership, improved relationships and higher expectations of staff and young people across the school. There is evidence of success in these areas. Important policies, processes and protocols have been established so that effective routines are now in place. Staff and young people know and understand what is expected of them.

- Arrangements for effective self-evaluation have been put in place and the school knows itself better. A new staffing structure has been introduced but the impact of this has still to be fully realised. There are signs of improving attainment in most measures but there is still work to be done to improve attainment in most curriculum areas.

- Since her appointment, the leadership of the headteacher has been the key driver of change and improvement. The school has already achieved a number of positive changes. The ethos and culture has been significantly improved. Staff know the young people and understand well the context of the school. The school is developing well as a community of staff, partners and learners with a shared sense of purpose that is increasingly directed towards ensuring effective learning and achievement.

- The headteacher has demonstrated effective decision making with regard to staffing. As a result of new appointments, the curriculum has been broadened. Revised depute headteacher remits and the appointment of a new middle leadership team have increased the capacity for continuous improvement. Depute headteachers, faculty heads and principal teachers have a good understanding of their role in leading change and demonstrate high levels of commitment to driving forward the new vision and direction for the school.

- An important next stage for the school is to ensure a collective strategic approach which continues to address underachievement, inconsistencies in learning and teaching and ensures the robust use of data to meet young people's needs and direct improvement. The senior leadership team should continue to build their skills through professional learning which supports them to model the innovation, creativity and practitioner enquiry they wish to see across the school.

- As a result of consultation with young people, parents and staff, the school has refreshed its vision, values and aims. The vision is underpinned by clearly

articulated values (iRESPECT) which take account of the context of the school. These are displayed very visibly in the school. The school aspires to provide an inclusive, enjoyable learning environment that will support all young people in maximising their potential. School aims are appropriately aligned with the four capacities of Curriculum for Excellence.

- There is scope to embed the school's values through applying the iRESPECT code more consistently. Grounding it within the range of values and behaviour based initiatives currently being taken forward by the school improvement working groups and through the daily practice of teachers working with classes will raise its profile and make it more explicit.

- As many of the processes, structures and leadership developments are very new they are not yet embedded. The new extended leadership team are developing plans to implement these changes fully. In doing so, they need to have in place robust approaches to ensure the changes continue to lead to improved outcomes for all learners. In continuing to move forward, senior and middle leaders need to ensure a sharper focus on effective pedagogy and increasing the level of challenge with regard to teaching and learning. This includes through timeous follow-through on agreed aspects for development ensuring that staff make the necessary changes and continue to develop.

- A majority of staff demonstrate commitment to collegiate working through membership of one or more of the eleven established school improvement groups. The inspection team recognised that developments are taking place, the impact of which has yet to be fully seen. Senior and middle leaders should reflect on the links across the work of these groups with the aim of providing a more streamlined strategy for improvement work.

- Since coming into post, the headteacher has improved the school's approaches to self-evaluation and raised the expectation that change and improvement planning will be evidence-based. The school has identified the need to develop its approaches to curriculum for excellence. This has resulted in a brisk pace of change to which most staff and young people have responded well with commitment and enthusiasm.

- The principle of looking inwards, outwards and forwards has been established within the culture of the school. Staff at all levels can demonstrate how for example, their work with other schools and the broader subject networks is supporting them to reflect and consider improvements.

- The school's professional learning programme is developing out of self-evaluation to ensure a balance of learning for personal professional development and learning which addresses a direct need within the school. A few staff have engaged in leadership development programmes and practitioner enquiry. All staff now engage in research and enquiry through the Learning Teams although this is at an early stage of development.

- All staff in the Language and Communication Resource (LCR) are highly committed to ensuring that the young people placed with them make progress and achieve to the best of their ability. Under the strong leadership of the depute headteacher, staff are encouraged and supported to lead on aspects of the provision, and do this to

good effect. Staff should consider reviewing their vision for the LCR to take into account the changing profile of the young people and the opportunities there are to work more closely with mainstream provision.

- The school engages well with its partners in planning for improvement particularly around the employability agenda. There are strong relationships with Skills Development Scotland and local colleges. The Pathways Programme and the School of Football are well integrated into the life and work of the school. This is helping young people secure positive destinations when they leave school. Partners and the school understand the needs of young people and their social circumstances.

| **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.*

- In almost all cases, the relationships between staff and young people are supportive and caring. Young people talk of how the iRESPECT code is promoted at assemblies. It would be useful for the values, iRESPECT code and merits to have a similar high profile within classrooms to reinforce high expectations. Behaviour in most classes is respectful. In a number of classes, there are a few young people who disengage from their learning and exemplify low level off-task behaviour which affects their own and peers' right to learning.

- In the majority of lessons observed, effective learning intentions and success criteria help young people to engage with their learning. There is scope for young people to have more ownership of shaping success criteria as one way of articulating learning to individual needs. The majority of learners are motivated by tasks which are relevant, related to real-life and developing important skills for employment, for example, by making connections to enterprise and employment, and the opportunities for wider achievements. A range of partners enhance young people's learning, with some taking the setting for learning beyond the school. In a minority of the lessons observed, young people engage in collaborative approaches. Generally, young people sharing and discussing their learning with each other is not yet a strong feature. Young people would benefit from being more active in shaping their own learning and, through this, developing their skills as learners. It is well-judged that teachers are currently researching how they may use more active approaches to learning with a view to changing practice. The school is looking to strengthen the pupil voice with the launch of a Pupil Parliament to replace the pupil council. As this develops, it should retain a clear focus on the improvement of learning. This needs to strengthen the developing practices, evident in a few classes, in which young people may influence their learning.

- When given the opportunity, young people use digital technology confidently. This includes, for example, tablets for recording evidence of assessment, software packages for design and profiling, researching the internet, e-mailing and digital technology to present work. Teachers use digital technology as part of their teaching. For example, they use interactive boards to present information, presentation tools for noting learning intentions and success criteria. Staff should continue to increase the use of digital technology for learning, teaching and assessment.

- The school has correctly identified that there is a need to improve the consistency of learning and teaching. Staff have identified positive practice, with a view to building on this across the school. In these situations, staff give clear explanations, have frequent interactions to support individual young people and plan well for a range of levels. They enable young people to be creative and develop their understanding in

deeper learning. The school has recognised some important areas for development including: improving the structure of lessons; the use of higher order questions; more challenging and deeper learning tasks and activities; better paced learning with less waiting time and clear planning for the learning needs of groups of young people. Many teachers and young people enjoy mutual respect, with young people ready to accept more responsibility for independent learning. In many cases, teachers should plan better to meet the needs of individuals who may need additional support or who are capable of more open-ended and challenging learning. In the majority of lessons observed, planning and teaching is aimed at the whole-class. Teachers are now ready for moving from observing each others' learning and teaching to increasingly measuring the impact of what they are doing to improve.

- In the senior phase, staff have increased confidence in their assessment judgements. Most young people are aware of their progress in National Qualifications. They value highly the additional supported study that is available to them. Teachers should continue to review the number of young people being presented for National 5 qualifications to take full account of their previous attainment. Overall, in the Broad General Education (BGE), the use of assessment is too variable. Assessment needs to better inform what is to be taught next with teachers developing a shared understanding of holistic assessment judgement based on a range of evidence. This, along with systematic moderation, is necessary in supporting teacher professional judgement in determining the curriculum levels that young people have achieved. This needs to be built on young people's prior learning from primary. While the school is developing a system for monitoring and tracking progress, it is not yet based on robust assessment and evidence of progress at the BGE. Staff, therefore, need to have a clearer understanding of the range of the learning interventions that they can put in place other than those related to pastoral support. They should be clear on how they may have to adjust learning and teaching while evaluating the impact of any interventions. Staff should pay closer attention to checking the progress of particular groups such as those facing additional challenges and those young people capable of higher attainment.

- A few departments have developed approaches to engage young people in reflecting on their progress using learning intentions and success criteria. The school should build on this emerging practice in driving well-informed assessment and feedback. "Focus Point" is being used to support young people's awareness of their learning and achievements. While young people are motivated by learner conversations, they need to be clearer on the curriculum level that they are studying and how to be successful.

- Relationships between young people and staff in the LCR are very positive. All staff are very caring and patient in their interactions with the young people who are placed there. They observe young people closely and support them through well-timed interventions when necessary. As a result of this ethos, most young people in the LCR are engaged in learning and making progress. In the LCR, the majority of teachers plan learning experiences which offer appropriate levels of challenge. Staff respond well to the interests of the young people and adapt learning contexts to meet their needs. Teachers plan a range of opportunities for young people to learn about the local community and make good use of outdoor spaces. Staff should work towards more consistency in the quality of learning and teaching in the LCR and share good practice more effectively. Staff should also support young people to be more aware of their learning targets and to take more responsibility for their learning.

Staff in the LCR are reviewing the language and methodology used in learner conversations to match the communication needs of their young people. This will help young people in the LCR to engage more positively and meaningfully in learner conversations and ensure that their views are fully considered when reviewing their experiences of learning.

2.2 CURRICULUM: Theme 3, Learning Pathways

- The school has a clear rationale for the curriculum which is based on the school's vision and values of Achieving Our Potential. The headteacher is committed to an on-going review of the curriculum. Stakeholder views and evaluation of attainment contribute to the planning of the curriculum. The curriculum is designed to provide a broad and general education for all young people up to S3.

- The school is aware that they are not meeting the entitlement for all young people to experience modern languages in the BGE. The local authority should continue to work with the school to ensure young people are given their entitlement.

- Young people have an opportunity to specialise within the broad curriculum areas in S3. However there is evidence which indicates that across the school many young people have not had sufficient scope to achieve third level before discontinuing a subject. This evidence lies within the levels of attainment and in the quality of teaching and learning. The school should monitor the impact of approaches to ensure that young people achieve their entitlement to the BGE and ensure that learning pathways in the senior phase are not curtailed by this arrangement.

- In the senior phase, the curriculum provides access to a wide range of accredited courses at different levels to meet the needs of learners. This includes vocational, leisure and personal development courses as well as those offered by SQA and other external groups. The school provides learners with access to courses at Advanced Higher level through consortia arrangements. Young people in S4 choose seven subjects. The expectation is that learners will remain in their option choices from S3 moving into S4. There are however a small number of young people who do change their course at this stage and the school should ensure that appropriate arrangements are in place to allow these young people to cover learning that has been missed. In the senior phase, learners select between five and seven courses from a range of qualifications. This provides young people with the opportunity to work towards a range of accredited courses. The school works with a diverse range of partners in a flexible way to extend and enrich the curriculum in the senior phase including, for example a vocational pre-apprenticeship course.

- The school recognises the need to review the PSE programme both in the BGE and the senior phase. The school is at the early stages of improving religious and moral education (RME) in S1 to S3 and requires to develop a progressive learning pathway from S1 to S6 to take account of the Curriculum for Excellence guidance for RME. There is a need for further support and professional learning for all staff responsible for delivering this curriculum area.

- Progress in developing a shared understanding of literacy and numeracy across the curriculum is in the early stages of development. As part of this development, the school should explore developing literacy and numeracy across the four contexts of learning.

- Young people in the LCR follow appropriate individualised learning pathways, including opportunities to learn outdoors and in the community. In the BGE phase, the LCR curriculum covers all curricular areas with young people attending mainstream classes for technical. In S2 and S3, young people are able to make

some choices in their learning pathways. Young people in third year practise independent travel as part of their personal development education which will prepare them for travel to college in the senior phase should they choose this option. In the senior phase, young people in the LCR are able to choose subjects to build on prior learning and to prepare them for life and work beyond school. This includes opportunities to learn in mainstream classes, local colleges and work experience. Learning pathways for all young people in the LCR include timetabled wider achievement and personal development education, which provides breadth and relevance. Staff in the LCR should continue to develop the curriculum to meet the changing needs of the young people placed in the LCR, including developing further links with mainstream.

2.7 PARTNERSHIPS: Theme 3, Impact on learners and families – Parental Engagement

- Senior leaders have a very good understanding of their local context and the needs of the families the school serves. Staff work effectively with other agencies and professionals to support families and ensure young people are able to engage in school. As a result, parents are positive about the direction for the school. This is a strong foundation from which staff should continue to move from parental involvement to more widespread parental engagement in their children's learning.

- The Parent Council is a positive influence. It works in partnership with the school to promote the school's revised vision and values and to enhance communication with parents about learning, curriculum and achievements. This partnership is leading to a shared understanding of these important aspects of the school's work. Next steps should include strategic approaches to engaging parents in supporting their children's progress in literacy and numeracy and increasing parents' understanding of how they can support their children's health and wellbeing (HWB).

- Parental information evenings have provided valuable information to increase parents' understanding of the broad general education and learning pathways in the senior phase. A range of useful leaflets summarise key aspects such as attendance and study advice so that parents are better able to support their children in these areas.

- Attendance at parents' meetings is improving, particularly for parents of young people in the junior years. The school is proactive in encouraging parents and young people to attend these evenings together to support learning conversations and a shared understanding of how young people can improve. The school has undertaken some work to raise the profile of homework. This should be developed further by monitoring the frequency and type of homework with a view to encouraging families to engage in learning conversations with young people.

- The pupil support team, including staff from the LCR, liaise closely with a range of partners. Home visits are targeting non-attendance. The team is flexible in the timing of meetings with parents. Where appropriate, the school is offering advice and assistance in the completing of, for example, forms and applications. The school is proactive in arranging translations of information and the use of interpreters, capitalising on the local community as a resource. The school is planning a programme of workshops with parents to support family learning.

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

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION	good

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 a strong caring ethos which supports the establishment of very positive relationships between staff and young people. Young people feel safe and cared for and have access to a trusted adult to whom they can talk about any worries or concerns which impact on their wellbeing.

- Staff have a good understanding of the needs of their learners, their families and the local community. They make good use of information provided by partners such as the English as an additional language (EAL) service, Include and the Educational Psychology Service to promote the wellbeing of young people. Young people feel that staff are interested in them and listen to their views, treating them with fairness and respect.

- Learners in the senior stages are involved in leading a number of buddying schemes which support young people's engagement in their learning, including those with a range additional support needs for example, EAL and dyslexia.

- There is a growing knowledge and understanding of wellbeing and children's rights across the school community. New developments including the Equality and Diversity Group and the Rights, Respecting School programme, will further strengthen the learning. The school should continue to work with others, including their associated primaries, parents, young people and partners to improve further wellbeing outcomes for all young people.

- A significant number of young people in focus groups, through pre-inspection questionnaires and an in-school survey indicate that further work is required to support them in making healthy food choices. This feedback provides an ideal opportunity for school staff to involve young people more in applying their learning in food and health to promote healthy food choices working alongside the school catering service and supported by the home economics department.

- Young people respond well to learning experiences which take place outdoors such as Duke of Edinburgh activities and personal development education in the LCR. The school recognises the scope to make greater and more effective use of the outdoors to promote the wellbeing of young people.

- Wellbeing of young people and staff is at the heart of the work of the LCR. Staff have a shared understanding of the dignity and worth of each young person and are very committed to supporting them.

- The school follows well local and national guidance in terms of implementing GIRFEC requirements, identifying, planning and reviewing the needs of young people. The school, in collaboration with their local feeder primaries, is working to improve the quality and consistency of the identification of need across the cluster.

- Support plans for young people are based on wellbeing indicators which are used by staff to review progress and identify needs. Information about young people's needs in the plan should be more detailed and short-term targets should be more specific with clearer actions and timescales. This will ensure appropriate short-term strategies and supports are in place to address barriers to learning, and for staff to track progress more effectively.

- The school has recently improved its additional support needs database for informing staff about the needs of young people. This is a promising development and recent pilot work on profiling with young people in S1 is further strengthening the process. The school recognises the need to develop more robust systems to track and monitor the attainment of young people who are looked after by the authority.

- Attendance (2014/2015) is currently below national averages. Pastoral care staff working with partners have successfully developed a range of enhanced support programmes for specific young people with significant attendance issues. The school, including the LCR, recognises that it now needs to develop a more comprehensive whole school approach to improving attendance, reducing lateness and truancy.

- The school is successfully reducing exclusions and has introduced a new positive behaviour management policy but acknowledges that further review is required, including the close tracking and monitoring of the policy to ensure consistency of practice. As a result more young people are engaged in learning and focused on achieving.

- The school has identified the need to revise their monitoring of specific behaviour incidents including racism and bullying to take full account of the protected characteristics in The Equalities Act (2010). Currently, the arrangements for RME within S4 - S6 means that the school is not fully meeting the statutory requirements for this curriculum area. Senior leaders should work with all stakeholders and partners to develop and implement a whole school policy and programme for religious observance to ensure compliance with current legislation. Current legislation requires the school to include a clear statement about the parental right to withdraw children from RME and Religious Observance within the school handbook and on the school website. This should be addressed as a matter of urgency.

- Support strategies are in place to meet the needs of young people experiencing barriers to their learning. A well-planned supported study programme which is both voluntary funded by the school and supported through the Scottish Attainment Challenge, is effectively supporting young people in their learning. Financial assistance is available to ensure equity in enabling young people equal access to school facilities and out of class learning.

- Staff across the school work hard to understand, support and include young people with a wide range of complex and challenging needs. Young people receiving enhanced support are very well supported by highly knowledgeable and experienced

- practitioners through strong evidence-based practice, for example, the Nurture initiative and dyslexia support programmes.

- Staff recognise that further work is required to strengthen their knowledge and practice in meeting the requirements of their 'responsibilities for all'. There is room for the consultative role of Pastoral Care and Support for Learning staff to be extended across faculties. Professional learning opportunities at a faculty or whole-school level should focus on building the capacity of staff to more effectively deliver universal support. The school strongly values and celebrates the diversity of the school community. School staff have developed a strong and productive partnership with the EAL services to support the inclusion and attainment of EAL pupils.

- The school and LCR has in place a well-developed pastoral transition programme. The school works well with both feeder primary schools as well as those partners which link with the LCR to support young people into their new learning context. There is also a new more intensive pilot programme in one of the feeder primaries. The school acknowledges the need to quickly evaluate the pilot programme to ensure equality of access to the additional interventions for all learners in the cluster and not just those in the pilot.

- Young people from the LCR spend breaks in the school playground, supported effectively by LCR staff. There are also a range of lunchtime clubs which young people can choose to attend. Young people are encouraged and supported to be active participants in discussions and decisions which affect them and to take part in the LCR Pupil Council. The DHT plans to involve young people and parents/carers in reviewing the LCR's revised anti-bullying policy and procedures. This will help to ensure that all young people in the LCR feel safe and respected by all their peers.

- A few young people in the LCR attend mainstream classes for some subjects and a few from mainstream attend classes in the LCR. Young people are engaged in these classes and are making good progress with their learning. There is scope to build on this and to develop greater partnerships with mainstream. The LCR should progress its plans to develop a buddy system involving young people from mainstream provision.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT | satisfactory

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

- The school has arrangements to track the attainment of young people in literacy and numeracy across the broad general education. Within literacy, the English department is recording young people's progress across talking, reading, writing and listening at an individual level. Literacy and numeracy, as a whole school responsibility, is at an early stage of development. In measuring attainment across the curriculum areas, the school accepts the need to develop a clearer shared understanding of the national benchmarking standards based on robust evidence of young people's progress. The building of teacher confidence through moderation is on-going. According to the data gathered by the school, based on initial cognitive ability tests (CAT) and subsequent teacher professional judgement, most young people are on course to achieve appropriate levels in literacy and numeracy by the end of S3. We have discussed with the school the consistency and therefore the reliability of this information. The school now plans to interrogate the data closely to ensure the accuracy of these judgements, and ensure appropriate challenge for all learners, and target interventions to raise attainment.

Senior phase
Leavers

- **Attainment of young people in literacy and numeracy by the time of leaving school:** In 2015, most young people leaving school had attained SCQF level 4+ awards in literacy and numeracy. This is an improving picture. Attainment in literacy and numeracy at SCQF level 4+ is now in line with the virtual comparator. However, less than half of young people leave school with SCQF level 5+ in both literacy and numeracy. In 2015, the majority of young people left school with SCQF level 5+ in literacy; less than half of learners left school with SCQF level 5+ in numeracy, with the number of young people with numeracy as part of a course award being significantly much lower than the virtual comparator.

- **As young people move through the school from S4 to S6:** From S4 to S6, the percentage of young people achieving SCQF level 4+ in both literacy and numeracy has improved significantly in the last 5 years. In session 2015 – 2016, however, performance in S4 at SCQF level 5+ in literacy and in numeracy is significantly lower/much lower than the virtual comparator. Over the past five years, while there is an overall improving picture at SCQF level 5+ for those young people in S5 and S6, there is scope for further improvement to bring it closer to the performance of the virtual comparator. The school now needs to ensure that young people attain better in S4 to enable more advanced study as they move through the senior phase. This is key to ensuring appropriate progression and the school is working to address this issue.

Attainment over time
Senior phase
- Attainment of young people as they move through the senior phase is showing an improvement in certain areas. Overall in recent years in S4, with the exception of the highest attaining 20%, attainment is in line with young people of similar needs and backgrounds. The school now needs to ensure appropriate support and challenge to increase the levels of attainment of young people as they move through the senior phase.

- While attainment is improving in the last two years, there is scope for young people to achieve better. The school is developing practices to increase the progress being made by higher attaining young people whose performance in S4 is currently significantly lower that of the virtual comparator. This extends to increasing the number of young people following National 5 level courses. The school needs to ensure that all young people are being sufficiently challenged and successfully build on their prior learning in the BGE to enable them to progress in the senior phase at the most appropriate level of study. The school recognises the need to increase the pace and challenge in the BGE, particularly for higher attaining young people through activities and approaches which promote the skills of higher order thinking and independent learning. This is a view highlighted in our observations of learning. This is essential to ensure that young people are able to follow the most appropriate level of study in national qualifications. The school is now working to address this issue. The school should continue with its strategies to raise attainment overall as well as seek to address the quality of awards in a number of courses, including English and mathematics.

Breadth and Depth
- **At S4**, the percentage of young people attaining 2+ to 7+ courses at SCQF level 3+ is showing improvements in recent years. The percentage of young people achieving at this level is in line with the VC in 2016. At SCQF level 4+ there are significant improvements in the percentage of young people attaining 4+, 5+ and 6+ courses and the school now performs in line with the VC. There are important improving trends in the percentage attaining 1+ to 4+ courses at SCQF 5C+.

- **By S5,** the percentage of young people attaining 1+ to 5+ courses at SCQF levels 5C+ is showing an improving picture. The percentage of young people attaining 1+ to 3+ courses at SCQF level 6C+ is showing an improving trend and is in line with the VC.

- **By S6**, the percentage of young people attaining 1+ to 5+ courses at SCQF level 5C+ has improved to in line with the VC in the latest year. The percentage of young people attaining 1+ to 4+ courses at SCQF level 6C+ is showing significant improvements and is in line with the VC in the latest year.

- The school has identified the need to systematically track learners' progress to ensure the appropriate level of challenge and intervention strategies which will support young people in building on their prior learning and follow well-paced progression routes through the senior phase.

- In the LCR, most young people are attaining appropriate levels and almost all are successful in moving to a positive destination on leaving school. Young people are

being given a variety of opportunities to develop listening and talking skills and are gaining in confidence to share thoughts, opinions and to ask questions. Staff should continue to explore ways to support the learning of a few young people in the LCR whose attendance is a concern to ensure that they are making progress. They should also consider further developing accreditation for the many wider achievement opportunities available to young people in the LCR.

Overall quality of learners' achievement
- The school is at an early stage of tracking young people's skills through their wider achievement programmes. More needs to be done to ensure that all young people gain recognition for their achievements both in and out of school. The introduction of a timetabled wider achievement programme in the BGE is providing young people in S1 and S2 with the opportunity to develop and apply their skills in real-life contexts for example enterprise, eco and community related projects. In S3, the final year of the BGE, young people elect an area of particular interest which will carry accreditation for example, Saltire, Earl of Wessex, and Playmaker awards. This extends into the senior phase with a range of options including vocational courses. Staff are starting to see young people developing skills for learning, life and work for example through the Youth Philanthropy Initiative, John Muir award, the Duke of Edinburgh award and the SFA School of Football programme.

- A good range of partners deliver achievement programmes for young people. A focus on raising aspirations is evident through music, football and the Pathways programme. The Employability Through Literacy programme gives young people practical skills and improves confidence.

Equity for all learners'
- **Attainment vs. Deprivation:** The average complementary tariff score for those leavers living in SIMD 1 and 2, improved to in line with national performance in 2015, whilst the average complementary tariff scores for those leavers living in SIMD 3 improved to significantly much higher than national performance.

- **Destinations**: Most young people enter a positive destination on leaving school. Information supplied by the school for session 2015 -2016, indicates a rise in positive destinations including an increase in the numbers entering further education, training and employment.

- The school is seeing a trend in a reduction in the number of days lost through exclusion, with the school introducing strategies to promote inclusion. Working well with partners, the school is actively targeting non-attendance and identified barriers to learning. The school should take steps to track and celebrate more systematically the attainment of those young people who are looked after and accommodated, and those with key characteristics.

SCHOOL CHOICE OF QI: 1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

- Collaborative evaluative work with the local authority and three other secondary schools has taken place in the past year and this is helping to inform an increasingly detailed picture of the quality of learning and teaching across the school and how it needs to be improved. This work has provided opportunities for teachers at different levels to build their capacity and skills in relation to self-evaluation. A moderation event with teachers from these same schools was held in May this year to support shared judgements about learners' progress in relation to national standards. Teachers would benefit from more opportunities like this to deepen their understanding and create more robust assessment. The school is also looking outwards beyond the local authority area to identify examples of good practice across the country to inform improvements. The senior leadership team should ensure that they fully assess the suitability of practice identified elsewhere to meet the needs of Govan High School.

- The school is in the process of developing more effective self-evaluation based on a shared commitment to improving learning and teaching. A draft policy has been produced which is based firmly on local authority guidance and the use of 'How good is our school? 4', in planning for the fifteen quality indicators to be used over a three-year period. A range of processes are used to monitor and evaluate the work of the school and the initial focus has been on improving learning and teaching. For example, a round of 'learner conversations' has taken place recently with young people and this has informed the identification of 'steps for improvement'. The school should ensure that the range of self-evaluation activities are well co-ordinated and focused on securing improvements in outcomes for learners.

- A 'teaching toolkit' has been developed around the challenge questions from 'How good is our school? 4' and the use of this toolkit by teachers at all levels across the school is informing professional dialogue around improving learning and teaching. This is helping to develop a positive culture of professional collaborative learning which builds on the commitment of teachers to achieve improved outcomes for all learners. All teachers should continue to create opportunities for collaborative professional learning to develop a shared understanding of best practice which can be applied consistently across the school.

- Across the school teachers are increasingly making use of attainment data and information from cognitive ability testing (CAT) to develop a clearer understanding of the needs and potential of individual young people. While at an early stage of development, young people appreciate, and are benefitting from, 'adviser' and 'focus point' periods through dialogue with teachers and use of dedicated software

to understand and evaluate themselves better as learners and set learning targets. Teachers across the school have made a promising start to using 'Insight' to answer reflective questions around raising attainment. They should continue to develop the evaluation of performance information and data to plan and personalise learning and ensure that all young people are making appropriate progress.

- The school acknowledges that it is too early to measure the impact of recently introduced processes to secure improvement through self-evaluation. Teachers and young people report that they are increasing their understanding of aspects of learning and teaching but there is scope to ensure that the impact of self-evaluation is assessed in relation to improved outcomes for all learners as well as in improvements to professional practice. The school needs to be clear, as it moves forward, which developments are having which impact. There needs to be more depth and rigour in identifying evidence that the intended impact of improvement activity has actually taken place and to what extent. The school should continue to develop appropriate ways in which all stakeholders can contribute effectively to self-evaluation to ensure that young people experience improved outcomes.

- Staff in the LCR work effectively as a team. They support one another in challenging situations and share strategies to support young people regularly. Teachers work with each other and mainstream colleagues to moderate young people's work. Staff plan to further develop collaborative partnerships with other schools in the city with units attached to them. The DHT should take a more systematic approach to analysis and evaluation of data and use this to plan improvement.

PARTICULAR STRENGTHS OF THE SCHOOL

- The pride which young people have in their school and the strong sense of community. This is increasingly having a positive impact on the outcomes for young people.

- The effective leadership of the headteacher in directing significant change. This has led to an improving culture and ethos within the school. She is very well supported by staff at all levels in taking forward developments.

- The quality of partnership working which is supporting the wellbeing, development and learning of young people.

- The positive relationships which exist between staff and young people. Young people appreciate the care and support which they are receiving.

AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL

- Continue to develop the curriculum so that it reflects fully the principles of Curriculum for Excellence. This needs to ensure stronger emphasis on literacy and numeracy as the shared responsibility of all staff.

- Continue to develop staff skills to ensure assessment information provides an accurate understanding of young people's progress and informs strategies to further raise attainment and achievement.

- Continue to improve the consistency and effectiveness of approaches to learning and teaching to meet young people's varying needs and ensure the best possible outcomes for all young people.

WHAT HAPPENS AT THE END OF THE INSPECTION?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Glasgow City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.