

**Cleveden Secondary School
Glasgow City Council
1 May 2007**

Contents	Page
1. Background	1
2. Key strengths	2
3. How well does the school raise achievement for all?	2
4. How good is the environment for learning?	7
5. Leading and improving the school	8
Appendix 1 Indicators of quality	11
Appendix 2 Summary of questionnaire responses	12
Appendix 3 Attainment in Scottish Qualifications Authority (SQA) National Qualifications	13
How can you contact us?	15

1. Background

Cleveden Secondary School was inspected in November and December 2006 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. HM Inspectors evaluated how well the school was raising achievement for all pupils, taking into account the extent to which pupils' learning needs were met by the curriculum and teaching. They also analysed pupils' attainment in national examinations (see Appendix 3), the school's processes for self-evaluation and innovation, and its overall effectiveness and capacity for improvement. HM Inspectors focused particularly on English, mathematics, physics and S1/S2 science, and art and design.

The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meal provision.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires¹ issued to a sample of parents² and pupils and to all staff. They interviewed groups of pupils, including representatives of pupil councils, and staff. Members of the inspection team also met representatives of the School Board and from the local community and a group of parents.

Cleveden Secondary School is a non-denominational school serving the north west area of Glasgow. At the time of the inspection, the roll was 1167. The percentage of pupils entitled to free school meals was well above the national average. Pupils' attendance was generally in line with the national average although there had been a notable decline in session 2005-06. The headteacher of the school was also principal of the Cleveden Learning Community which comprised local nursery and primary schools. The formal deputy headteacher acted as head of school for Cleveden Secondary School and worked closely with the headteacher in the management of the school. Staff absence had led to an extended unsettled period in session 2005-06.

¹ See Appendix 2

² Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

2. Key strengths

HM Inspectors identified the following key strengths.

- Pastoral care, learning support and the productive links which the school had with an extensive range of support agencies.
- Promotion of inclusion, equality and fairness.
- Staff's commitment to the school and its pupils and the wide range of extra-curricular learning available.
- Partnership with parents, the School Board and the local community.
- Contribution of pupils at S6 to the life of the school and the welfare of younger pupils.

3. How well does the school raise achievement for all?

To evaluate how well the school was raising achievement for all, HM Inspectors considered the extent to which the learning needs of all pupils were met through the curriculum and teaching. They evaluated the effectiveness of the school in promoting the learning and personal development of all pupils in lessons and in other, broader contexts. They also considered the standards attained in specific aspects of learning.

Curriculum

The quality of the curriculum was adequate. It provided a broad and appropriate range of subjects for most pupils. Based on sound rationale and with appropriate consultation, vocational aspects had been developed to promote achievement for a small number of S4 pupils with additional support needs. The school required to extend this provision for pupils at S3/S4. Particular features of the curriculum included the following.

- The school had recently introduced a course at S1 to ensure that all pupils had experience of enterprise and design.
- It had also introduced a course in information and communications technology (ICT) at S1 to develop pupils' skills. However, pupils did not have sufficient opportunities to extend these skills systematically across the school.
- Curricular and vocational guidance was very effective. Pupils received very good support when making course choices and preparing to leave school. Careers Scotland staff and pastoral care teachers provided valuable advice to pupils.
- The school provided a considerable range of events and activities in the extended curriculum to promote pupils' broader achievements in citizenship, sports and the arts.

- Overall, pupils at S3/S4 had a broad choice of subjects. A small number of pupils studied social and vocational studies (SVS) instead of French. Pupils achieved well in this course.
- The school did not yet provide sufficiently for physical education and religious education in the S5/S6 curriculum.
- All pupils at S5 had two study periods each week. These classes were not monitored appropriately.
- All pupils had a daily tutor period to support their personal and social development. However, the effectiveness of these classes varied considerably across the school.

Teaching and meeting pupils' needs

Overall, the quality of teaching was good with clear explanations and a suitable variety of class, group and individual work. Most teachers shared learning outcomes clearly with pupils and established a purposeful environment for learning where pupils received due praise. Many were very skilled at using questioning and feedback to develop pupils' ability to think through issues. However, these effective approaches were not applied consistently in some lessons. In recognition of this inconsistency, the school was developing sound arrangements to share good practice across the school.

Overall, the quality of provision for meeting pupils' learning needs was adequate. Generally, teachers knew their pupils well and many used appropriate approaches and resources to address a range of learning needs. However, they did not build systematically enough on pupils' earlier learning or provide suitable challenge for all pupils. In some lessons, pupils knew how to improve their work and were making good progress. Overall, however, many pupils were unclear about how to meet the targets teachers set for improvement. Support for learning staff provided well-targeted and effective support for pupils with additional support needs. Pupils with individualised educational programmes (IEPs) were making good progress towards their targets. Behaviour support staff used a range of appropriate methods to improve pupils' social skills and their ability to learn in class. In some areas, staffing difficulties had reduced continuity in pupils' learning experience. Pupils with English as an additional language (EAL) including asylum seeker pupils received very well-targeted support. Constructive praise and feedback helped them to have high expectations of success and make good progress. While the school had made a positive start to identifying their strengths and learning needs, it had still to put in place a sufficiently rigorous system for planning and tracking their progress.

Learning and personal development

The quality of pupils' learning was adequate overall. The library provision made a productive contribution to their learning, for example in supporting informed choices when searching for information. Pupils learned and achieved most effectively when given well-designed tasks with high expectations of the quality they should produce, a brisk pace, and opportunities to be independent. Such activities included research work and enterprising activities. They had frequent and appropriate opportunities to work with others to improve their learning. Pupils generally cooperated well with their teachers. However on occasion, for example when the pace was too slow, the poor behaviour of a few pupils interrupted learning. Overall, pupils had too few opportunities to be independent in their learning or to

use ICT to extend their learning.

The quality of pupils' personal and social development was very good. A well-planned programme for personal, social and health education covered a broad range of relevant topics. Most pupils were developing as confident and caring individuals. The school had established a tutorial programme for pupils to develop their personal and social skills further. However, delivery of the programme was not yet sufficiently consistent. Pupils were developing citizenship and enterprise skills, including teamworking and decision-making skills, through their active participation in school committees. The values and citizenship committee, for example, organised a festival to promote the rich cultural diversity within the school. Pupils at S6 had taken on many additional responsibilities including mentoring roles, and successful buddying and peer support programmes with younger pupils to develop their citizenship and leadership skills. Large numbers of pupils were gaining confidence through their involvement in musical performances in the school and local community. Many pupils developed commitment and self-confidence through residential trips, competitions and a wide range of sporting activities. Pupils developed a sense of responsibility through successful fundraising events and involvement in the school council and Eco Schools group. Almost all younger pupils were motivated by the monthly focus of the merit system, which enabled teachers to acknowledge their achievements.

English

Overall, teachers gave clear explanations and used an appropriate range of teaching approaches. However, staffing difficulties and inconsistent practice in providing appropriate challenge slowed pupils' progress and reduced the extent to which their needs were met. In a significant minority of classes where expectations were high and a brisk pace was set, pupils worked well with others, and independently. For example, they researched and wrote for displays and competitions successfully.

The quality of teaching was good and meeting needs and learning were adequate. The overall quality of attainment was weak. Particular features included the following.

- At S1/S2, less than half of pupils attained appropriate national levels in reading and writing. The school had started to monitor progress in talking and listening but was not yet able to provide reliable evidence of pupils' standards.
- At S3/S4, pupils performed less well in English than in their other subjects. The proportion of pupils attaining grades 1-4 at Standard Grade was below the national average.
- At S5/S6, the proportions of pupils attaining A-C grades were in line with the national average at Higher and Intermediate 2 but below at Intermediate 1. At Advanced Higher, most pupils were successful.

Mathematics

Teachers used questioning well to check pupils' knowledge and, in the most effective lessons, to develop their understanding. Overall, most teachers explained work clearly. They had developed a wide range of resources to meet pupils' needs well, particularly at S3/S4. However, some tasks did not challenge higher attaining pupils appropriately. The pace of learning was generally brisk and most pupils worked conscientiously on the activities

set. Most teachers built effectively on pupils' previous learning.

Overall, the quality of teaching, meeting pupils' needs and learning was good. The overall quality of attainment was good. Particular features included the following.

- At S1/S2, attainment had improved overall and the majority of pupils attained the appropriate national level. Most were making appropriate progress in coursework.
- At S3/S4, pupils' attainment at Standard Grade was much better than in their other subjects.
- At S5/S6, the proportions of pupils attaining A-C grades had declined and, overall, were below the national average at Higher and Intermediate 1 and 2. At Advanced Higher, the majority of pupils were successful.

Physics and S1/S2 science

Teachers set appropriate homework for all classes. However, they used a limited range of teaching approaches for physics. The majority of teachers did not use questioning effectively to involve all pupils and to allow them to explain their ideas. At S1/S2 in science, pupils experienced a wider range of activities including investigative work which developed their enquiry skills effectively. In physics, pupils at S4 benefited from well-planned study support. Overall, tasks and activities were not sufficiently challenging, particularly for higher attaining pupils. Pupils at S2 and S4 benefited from opportunities to be responsible for their learning. The poor behaviour of a minority of pupils was not consistently well managed and interrupted learning.

Overall, the quality of teaching and learning was weak and meeting pupils' needs was adequate. The quality of attainment was weak. Particular features included the following.

- At S1/S2, pupils had acquired a good range of investigative skills.
- At S3/S4, the proportion of pupils who attained grades 1-4 in Standard Grade physics was consistently well below the national average.
- At S5/S6 the proportion of pupils attaining A-C grades in Higher physics was in line with the national average. Pupils' results at Intermediate 2 were notably poorer than in their other subjects.

Art and design

Teachers prepared and presented the majority of lessons effectively and gave pupils clear instructions. The majority of teachers used questioning well to develop pupils' thinking. However, lessons were not consistently challenging enough to meet the needs of all pupils. Most pupils remained on task but not all were actively involved in learning or encouraged to think independently. The pace of learning was slow in several classes. Opportunities to attend supported study classes and visit art galleries enhanced pupils' learning experiences.

Overall, the quality of teaching, meeting pupils' needs and learning was adequate. The quality of attainment was adequate. Particular features included the following.

- At S1/S2, the majority of pupils were making progress in developing their understanding of the visual elements, and experiencing a range of media.
- At S3/S4, the proportion of pupils who attained grades 1-4 at Standard Grade was well below the national average.
- At S5/S6, the proportion of pupils attaining A-C grades at Higher had improved to be in line with the national average. For the past two years, all pupils presented at Intermediate 2 and Advanced Higher had attained A-C grades.

Attainment

Information about the subjects inspected has been given earlier in the report. Across the school, particular features of pupils' progress, results in examinations and other qualifications, including those awarded by the Scottish Qualifications Authority (SQA) within the Scottish Credit and Qualifications Framework (SCQF)³ for the three year period 2004-2006, are included below.

By the end of S2 attainment was adequate. Particular features included the following.

- Overall, most pupils were making appropriate progress in their learning.
- The majority of pupils attained appropriate national levels in mathematics. In English, pupils made slow progress from the end of P7 to the end of S2. In most subjects, attainment was not being measured appropriately.

By the end of S4 attainment was good. Particular features included the following.

- The proportion of pupils attaining English and mathematics at SCQF level 3 had improved in session 2006 and was above the national average.
- The proportions of pupils gaining five or more awards at SCQF level 3 or level 5 were better or much better than in similar schools. At SCQF level 4, levels of attainment were similar to those in similar schools.
- The proportions of pupils gaining awards at SCQF level 5 were above the national average in German and Spanish and well below in computing studies, history and physical education.
- Pupils performed better in French and German, and less well in history than in their other subjects.

By the end of S6 attainment was good. Particular features included the following.

³ Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

- The proportions of pupils gaining three or more and five or more awards at SCQF level 6 had improved and were better than in similar schools.
- At SCQF level 6, pupils performed better in chemistry in comparison to their other subjects.
- Boys' attainment at SCQF level 6 was generally better than that of girls.

4. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>Overall, the quality of pastoral care was very good. Staff followed well-established procedures relating to pupils' safety and wellbeing, including child protection. They knew pupils well and were sensitive to their individual circumstances. Pupils felt safe and were confident that issues raised would be dealt with effectively by staff. Staff made effective use of partner agencies to support vulnerable pupils, for example to develop learning and social skills, and to manage behaviour and anger. The school had begun to develop the existing initiatives to promote a healthy lifestyle across the school. However, vending machines provided too many drinks and snacks with a high sugar content.</p>
Quality of accommodation and facilities	<p>Accommodation was very good. Particular features included the following.</p> <ul style="list-style-type: none"> • Bright and spacious classrooms. • The range of ICT facilities across the school. • Facilities for music and physical education including the swimming pool. • The effectively organised and well-used library. • Appropriate disabled access to teaching areas. • The canteen area was small and did not display information about the food available effectively.

Aspect	Comment
Climate and relationships, expectations and promoting achievement and equality	<p>The school had a welcoming atmosphere. Overall, staff, pupils and parents were proud of the school and the wider opportunities it provided for extra-curricular learning. In most classes pupils were friendly and relationships between teachers and pupils were positive. Staff morale was not consistently high. The school regularly celebrated achievement, for example at assemblies and through a ‘gold standard’ merit system. It had introduced a programme to promote positive behaviour and most pupils, although not all, behaved responsibly. Senior pupils, particularly at S6, had very good opportunities to contribute to the life of the school. The expectations of staff and pupils of behaviour, attitude and the amount of work to be produced were not always high enough. Regular assemblies provided appropriate opportunities for promoting diversity and religious observance. Across the curriculum, staff made effective use of opportunities to raise pupils’ awareness of other races and cultures and to encourage tolerance of others. Initiatives, including a multicultural festival, celebrated a positive multicultural community within the school. Pupils were developing a sense of citizenship and an awareness of the needs of others through, for example, working in the community and raising funds for charity.</p>
Partnership with parents and the community	<p>The quality of partnership with parents and the community was very good. Particular features included the following.</p> <ul style="list-style-type: none"> • A strong working partnership with the School Board and some members also served on school committees. • Communications with parents, including newsletters, parents’ evenings and pupil reports were very helpful. • The school sought the views of parents, for example on arrangements for the transfer of pupils from its associated primary schools. • Concerts, pupils’ involvement in local competitions and fundraising had contributed to establishing a wide variety of beneficial links with the wider community. • Liaison with a wide range of partner agencies had supported the development of an integrated approach to meeting pupils’ needs.

5. Leading and improving the school

Cleveden Secondary School was successfully raising the achievement of pupils. Pupils’ wide-ranging achievements developed their confidence and citizenship skills. The school

provided very good pastoral care for its pupils. Attainment from S3 to S6 was good and adequate at S1/S2. Overall, pupils and teachers identified strongly with the school. The School Board provided strong support. While the overall quality of learning and teaching had strengths, it varied across the school. Staff now needed to focus on improving pupils' learning to ensure that all pupils made appropriate progress and developed more independent approaches to their learning.

Leadership of the school was good. The headteacher had recently taken up post and had set a clear direction for the school effectively, gaining the support and trust of staff. She had focussed on appropriate improvements in learning and teaching and the promotion of positive behaviour as key priorities. She had promoted leadership at various levels to involve a wide range of staff in decision making, based on sound consultation processes and responsive management. Although she had generally set an appropriate pace for change, the school's quality assurance processes required more immediate focus and direction. The senior managers were hard working and committed to the school. Individually, they had successfully made contributions in leading and supporting school developments, for example in pupil support. However they required to work more consistently as a team and to adopt a more strategic role in school improvement. A number of principal teachers provided very effective leadership in departmental management, influencing whole-school developments, and sharing good practice effectively.

Overall self-evaluation was weak. The headteacher had introduced some useful approaches which had the potential to allow the school to monitor and evaluate the quality of its provision well. These included the strengthening of systems to standardise the work of the school and introduce more rigour to the analysis of pupils' progress and examination results. However, the monitoring of the quality of learning and teaching by senior managers and principal teachers was inconsistent. Some principal teachers had established programmes of class visits which led to effective professional dialogue and the sharing of good practice but such programmes did not operate in all departments. Effective procedures were not in place for senior managers to monitor and evaluate systematically the consistent quality of learning experiences for all pupils and to identify actions for improvement.

As well as building on the strengths and addressing the issues raised throughout this report, the school and the education authority should address the following main points for action.

Main points for action

- Improve the curriculum at all stages to meet the needs of pupils more effectively and ensure an element of RME in the personal and social development programme at S5/S6.
- Improve standards of attainment, particularly at S1/S2.
- Develop further the overall quality of learning and teaching, by improving pupils' learning experiences and meeting their needs appropriately.
- Make learning and teaching the focus of self-evaluation and improve the rigour, effectiveness and impact of the school's quality assurance processes.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. HM Inspectors will continue to engage with the school and the education authority in monitoring progress, and will undertake a follow-through inspection. This will result in a report to parents, within two years of the publication of this report, on the extent of improvement that has been achieved.

Eleanor Harkness
HM Inspector

1 May 2007

Appendix 1 Indicators of quality

The following quality indicators have been used in the inspection process to contribute to the evaluation of the overall effectiveness of the school in promoting learning and achievement for all pupils.

Section 3. How well does the school raise achievement for all?	
Structure of the curriculum	adequate
The teaching process	good
Meeting pupils' needs	adequate
Pupils' learning experiences	adequate
Personal and social development	very good
Overall quality of attainment: S1/S2	adequate
Overall quality of attainment: S3/S4	good
Overall quality of attainment: S5/S6	good

Section 4. How good is the environment for learning?	
Pastoral care	very good
Accommodation and facilities	very good
Climate and relationships	good
Expectations and promoting achievement	good
Equality and fairness	very good
Partnership with parents, the School Board and the community	very good

Section 5. Leading and improving the school	
Leadership of the headteacher	good
Leadership across the school	good
Self-evaluation	weak

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Appendix 2 Summary of questionnaire responses

The following provides a summary of questionnaire responses. Key issues from the questionnaires have been considered in the inspection and comments are included as appropriate throughout the report.

What parents thought the school did well	What parents think the school could do better
<ul style="list-style-type: none"> • Parents' evenings were helpful and informative. • Staff made parents feel welcome in the school and showed concern for their child's care and welfare. • School buildings were kept in good order. • The school was well led. 	<ul style="list-style-type: none"> • The school could explain better how they could help with pupils' homework.
What pupils thought the school did well	What pupils think the school could do better
<ul style="list-style-type: none"> • They enjoyed being at school. • Teachers expected them to work to the best of their ability and helped them when they were having difficulties. • They got on well with other pupils. 	<ul style="list-style-type: none"> • The behaviour of some pupils was not good.
What staff thought the school did well	What staff think the school could do better
<ul style="list-style-type: none"> • Staff showed concern for the care and welfare of pupils. • Pupil success was celebrated regularly. • Time for training and continuous professional development was used effectively. • The school promoted and maintained good relations with the local community. 	<ul style="list-style-type: none"> • Standards set for pupils' behaviour were not consistently upheld in the school. • Indiscipline was not always dealt with effectively.

Appendix 3 Attainment in Scottish Qualifications Authority (SQA) National Qualifications

Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll attaining by end of S4

		2004	2005	2006
English and Mathematics @ Level 3	Cleveden Secondary School	93	83	95
	Comparator schools⁴	86	85	88
	National	91	90	91
5+ @ Level 3 or better	Cleveden Secondary School	92	89	95
	Comparator schools	85	85	86
	National	91	90	91
5+ @ Level 4 or better	Cleveden Secondary School	67	59	71
	Comparator schools	64	65	67
	National	77	76	77
5+ @ Level 5 or better	Cleveden Secondary School	27	24	24
	Comparator schools	21	20	23
	National	35	34	35

Percentage of relevant S4 roll attaining by end of S5

		2004	2005	2006
5+ @ Level 4 or better	Cleveden Secondary School	61	71	63
	Comparator schools⁴	68	65	66
	National	78	78	78
5+ @ Level 5 or better	Cleveden Secondary School	28	32	32
	Comparator schools	31	31	32
	National	45	45	45
1+ @ Level 6 or better	Cleveden Secondary School	24	28	27
	Comparator schools	26	25	26
	National	39	39	38
3+ @ Level 6 or better	Cleveden Secondary School	14	19	16
	Comparator schools	13	10	11
	National	23	23	22
5+ @ Level 6 or better	Cleveden Secondary School	5	9	7
	Comparator schools	4	3	3
	National	9	10	10

Percentage of relevant S4 roll attaining by end of S6

		2004	2005	2006
5+ @ Level 5 or better	Cleveden Secondary School	36	32	33
	Comparator schools⁴	33	35	35
	National	47	47	48
1+ @ Level 6 or better	Cleveden Secondary School	33	26	30
	Comparator schools	31	31	30
	National	44	43	43
3+ @ Level 6 or better	Cleveden Secondary School	20	21	25
	Comparator schools	18	18	18
	National	31	30	30
5+ @ Level 6 or better	Cleveden Secondary School	13	13	15
	Comparator schools	10	10	9
	National	20	19	20
1+ @ Level 7 or better	Cleveden Secondary School	8	7	11
	Comparator schools	4	4	5
	National	12	12	13

⁴ Comparator schools are the 20 schools statistically closest to the school being inspected in terms of the key characteristics of the school population.

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Executive Director Education Services, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 1st Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at www.hmie.gov.uk.

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