

**Kelvinside Academy  
Glasgow  
18 April 2006**

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## 1. Background

Kelvinside Academy was inspected in November 2005. The inspection covered key aspects of the school's work at all stages. It evaluated the structure of the curriculum and pupils' achievements, including their performance in examinations (see Appendix 3). Inspectors also evaluated the quality of learning and teaching and pupil support, the environment for learning, the school's processes for self-evaluation, and its overall effectiveness and capacity for improvement. In the junior school, there was a particular focus on attainment in English language and mathematics. In the senior school, the subjects included in the inspection were English, mathematics, geography and chemistry including science taught by the chemistry department. The work of the nursery class was not included in this inspection. Unless otherwise stated, the evaluations in this report apply to provision in both the junior and senior schools.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents<sup>1</sup> and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the Board of Governors, representatives of the parent-teacher association (PTA), a group of parents and representatives of the wider community.

The school is a non-denominational independent school situated in the Kirklee area in the west end of Glasgow. Pupils attend the school mainly from the north side of the Greater Glasgow area. At the time of the inspection, the roll was 646, with 232 in the junior school and 376 in the senior school. There were 38 children in the associated nursery.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- The care and support for pupils demonstrated by all staff.
- Well motivated pupils and their enthusiastic participation and success in a wide range of achievements.
- Overall high levels of attainment at S4 to S6, most notably in computing.
- Curricular and vocational guidance which prepared pupils very effectively for the world of work and higher education.
- Productive partnerships with parents and a wide range of external organisations.
- Leadership of the headteacher and his commitment to providing high quality education for all pupils.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers and carers who are relatives or friends.

### **3. What are the views of parents, pupils and staff?**

Parents held very positive views about almost all aspects of the school. They felt welcome in the school and many commented on the high standard of education that pupils received. They thought that staff supported pupils very well. Those interviewed were very positive about the quality of leadership and strength of teamwork amongst staff. They thought that the school was very good at celebrating pupils' academic success and their wider achievements. A few parents had reservations about the effectiveness of communications from the school. At all stages, pupils enjoyed being at school. In interviews and in written questionnaires, many spoke of the strong sense of community they experienced in school. They felt that there were very good relationships amongst pupils across the stages and between staff and pupils. They appreciated very much the wide range of extra-curricular opportunities on offer, in particular the Combined Cadet Force (CCF). At the upper stages, a few had concerns about the large amount of homework and about aspects of accommodation. Teachers were positive about most aspects of school life. They enjoyed working in the school and felt that they worked well together to support pupils and promote learning. A number of junior school teachers had concerns about discipline and would have liked to have been more actively involved in setting priorities for development. Staff felt that there was further scope to improve aspects of internal communication.

Information about the responses to questionnaires appears in Appendix 2.

### **4. How good are learning, teaching and achievement?**

#### **The curriculum, learning and teaching**

The overall quality of the curriculum was good. In the junior school, teachers provided pupils with a broad curriculum and took good account of the need to extend pupils' knowledge and understanding of areas such as citizenship, enterprise education and health promotion. They were reviewing and developing the programmes for English language and aspects of environmental studies to ensure continuity and progression in pupils' learning. Specialist teachers worked with all pupils from J1 to J6 classes in subject areas such as music, art and design, physical education and modern languages. They provided pupils with a range of consistently good quality learning experiences. At Senior Preparatory (equivalent to J7), these experiences were extended to include religious and moral education and aspects of science and computing.

In the senior school, at S1/S2, pupils followed a balanced range of subjects. Almost all at S2 were learning two modern languages. All pupils were improving their information and communications technology (ICT) skills through a well-planned programme which enabled pupils to start the Standard Grade course at S2. At S3/S4, pupils followed eight Standard Grade or Intermediate courses. The choice of subjects met the needs of pupils' career aspirations. At S5/S6, pupils could choose from a range of subjects which allowed pupils to progress effectively from their subjects at S4. In addition, the school provided opportunities for pupils to broaden their learning experiences, for example through courses in physical education, business management and administration. Pupils were developing positive attitudes to health and fitness through physical education and games activities. The school should continue to develop the

senior curriculum to ensure that it meets the needs of all pupils, including opportunities for pupils to learn more about technology.

Teachers were well organised, planned their work well and made good use of questioning to check and reinforce pupils' understanding. They gave clear and helpful explanations, used praise effectively and set appropriate homework. In the most effective lessons, teachers shared and reviewed learning targets with pupils, used questioning to extend pupils' thinking, and used group work and ICT to involve them actively in their learning. However, this was not widespread or consistent across the school and best practice was not yet being shared widely. In the senior school, a few lessons were too closely directed by the teacher and relied too heavily on textbooks. In some areas there was insufficient access to ICT, which limited the range of teaching approaches used. In the junior school, teachers had begun to make clear to pupils what they would learn in each lesson. They assessed pupils' progress across the curriculum and had started to involve pupils in setting personal learning targets. Most teachers in the junior school made good use of computers to develop pupils' ICT skills. However, they did not provide sufficient opportunities for pupils to apply these skills across the curriculum.

At all stages, pupils had very positive attitudes to learning. They were cooperative, well motivated and were able to work independently with the minimum of supervision. They listened attentively during lessons and took part confidently in discussions. They responded enthusiastically when required to work at a brisk pace on appropriately challenging tasks. The pace of learning varied, however, and was too slow in some lessons, particularly in the junior school. There were some good examples of pupils working collaboratively and taking responsibility for their own learning. Again, however, these practices were not consistently applied. In the junior school, for example, pupils would benefit from more regular opportunities to work together and learn from each other in practical activities such as problem solving and technology. Across the school, pupils received appropriate ongoing individual support. Tasks and activities were generally well matched to pupils' needs. In the junior school and at S1/S2, teachers did not always take sufficient account of pupils' prior learning experiences. They did not employ sufficiently systematic arrangements for identifying pupils' progress. More attention needed to be given to ensuring appropriate challenge for higher attaining pupils in some subjects.

## **Achievement in English language and mathematics in the junior school**

### **English language**

The quality of pupils' attainment in English language was good. In recent years, the good standards of pupils' attainment had been maintained. Most pupils achieved appropriate national levels of attainment in listening, talking, reading and writing. Across the junior school, a significant number of pupils achieved these levels early. However, a small number of pupils were capable of achieving higher standards, particularly in aspects of reading and writing. Pupils at all stages were making good progress in their coursework. Pupils who experienced difficulties with aspects of reading and writing were well supported by staff and were making good progress in their learning. Pupils' talking and listening skills were good. At all stages, most pupils talked with confidence, expressed opinions and listened attentively to teachers' explanations and instructions. Most pupils achieved good standards in reading and could read with fluency and understanding. Many read widely for pleasure. Pupils' writing skills were good but there was scope for further improvement. They needed more opportunities to write at length for a variety of purposes. Their skills in punctuation, spelling and grammar were well developed.

## **Mathematics**

The overall quality of pupils' attainment in mathematics was good. In recent years, the level of pupil attainment had been consistently good. Most pupils achieved appropriate national levels of attainment and a number of pupils at each stage achieved these levels early, particularly from J2 to J6. Pupils at all stages were making good progress in their coursework. However, a few pupils in each class were capable of achieving higher standards and learning at a faster pace. Pupils with additional support needs in mathematics were generally well supported by staff and most were making good progress in their learning. By the Senior Preparatory stages, pupils used computers with confidence to handle information, to create graphs and use simple databases and spreadsheets. Across the school, most pupils' skills in written number work and calculation were well developed and they had a good understanding of time, money and decimal fractions. Their skills in mental calculation were improving. From J1 to J6, however, pupils' skills in using practical equipment to measure volume, weight and length were limited. Most had a very good understanding of the properties of shape. At some stages, there was scope to improve further pupils' understanding of strategies for solving mathematical problems.

### **Achievement in the senior school**

The overall quality of attainment at S1/S2 was good. The school did not have evidence of pupils' attainment against national standards in listening, talking, reading and writing. Most pupils were making good progress in mathematics. Overall, they were performing well in coursework in most areas of the curriculum.

The following comments are based on Scottish Qualifications Authority (SQA) data, using the Scottish Credit and Qualifications Framework (SCQF)<sup>2</sup> for the three year period (2003-2005) and also draw on the overall evaluations of the quality of learning, teaching and meeting pupils' needs.

The overall quality of attainment at S3/S4 was very good. By the end of S4, the proportion of pupils achieving five or more awards at SCQF level 5 was well above the national average and was increasing. Almost all achieved five or more awards at SCQF level 4.

The overall quality of attainment at S5/S6 was very good. By the end of S5 and by the end of S6, the proportion of pupils achieving three or more and five or more awards at SCQF level 6 was well above the national average. By the end of S6, the proportion of pupils achieving one or more award at level 7 was well above the national average.

Information on the subjects inspected is given later in the report. Significant features of attainment in the subjects not inspected were as follows.

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<sup>2</sup> 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

At S4, all pupils were presented for Standard Grade computing. The proportion of pupils achieving Credit awards in computing was well above the national average and was increasing. Around half achieved grade 1.

At S5/S6, the proportion of pupils achieving A-C grades at Higher was well above the national average in biology, computing and physics. It was in line with the national average in business management.

At S5/S6, all of the small number presented for music at Higher achieved A-C grades. Almost all of those presented for art and design and physical education at Higher achieved A-C grades. At Intermediate 2, all of the small number presented for art and design, French and Spanish achieved A-C grades.

Overall, most of those presented for Advanced Higher or A-level had achieved success. All of those presented for Advanced Higher computing had achieved A-C grades.

### **Achievement across the school**

The school placed great emphasis on participation in sports, outdoor education and cultural activities. At all stages, pupils responded very well to opportunities provided for them to develop their skills and talents and to represent the school. Teams regularly achieved success in inter-school rugby, hockey, cricket and athletics competitions. Pupils also enjoyed success in curling, tennis, shooting, golf, badminton and football. Most pupils participated in keenly contested inter-house competitions across a range of sports, music, debating and games. The CCF, compulsory for pupils at S3, retained almost all pupils at later stages. Pupils were given opportunities to develop their leadership skills and self-reliance in regular outdoor residential activities. Many went on to gain the Duke of Edinburgh bronze and silver awards. An increasing proportion of pupils participated in a wide range of musical activities. There were four choirs, an orchestra, wind band, flute ensemble, pipe band and other groups. Pupils entered annual adjudicated music competitions in both junior and senior schools. Individual pupils enjoyed success in music festivals and in the West of Scotland Independent Schools' Orchestra. Large numbers of pupils performed in theatre productions and had participated in a national drama competition organised by the National Theatre. Pupils had won several national competitions for their art work, some of which was featured in a school calendar. The school had successfully developed a number of enterprise activities in recent years. Following registration as an Eco School earlier this year, pupils were developing their awareness of global environmental issues. They had also gained insights into global issues through the work done in fundraising activities for charity, notably through links with schools in Africa.

## **Learning and teaching in the senior inspected subjects**

### **English**

Teaching was effective overall with clear explanations and a balanced use of class, group and individual tasks. Pupils had a rich experience of literature. Classwork and homework were well matched on the whole to pupils' abilities. All teachers used questioning effectively to check understanding. Some were very skilled at involving all pupils and building on their answers. On occasion, practice was very good with high expectations, a brisk pace and appropriately challenging activities to extend pupils' thinking and develop their independence. In some lessons, however, the levels of pace and challenge were more variable. Feedback to pupils was regular and constructive. Teachers had begun to develop systematic arrangements for monitoring pupils' progress.

The school was not yet able to provide information on pupils' attainment in listening, talking, reading and writing by the end of S2 as measured against appropriate national levels or their equivalent. Performance by the end of S4 was well above national averages. Most pupils achieved a Credit award at Standard Grade or A-B grades at Intermediate 2. At S5, the proportion achieving A-C grades at Higher was well above the national average. The proportion achieving an A grade at S5 was above the national average or better. The proportion gaining A-C grades at Intermediate 2 was in line with national averages or better. Overall, of the small number of pupils presented for Advanced Higher, the majority achieved A-C grades.

Other features of pupils' achievement included the following.

- Pupils from S3 and S6 had acquired the confidence and public speaking skills to compete successfully in local competitions.
- Pupils at all stages produced very good imaginative prose and poetry which was published in the school chronicle.
- Several senior pupils won school colours for their skills in acting and stage lighting in well-received school productions.

### **Mathematics**

Teachers were well organised and planned their lessons carefully. They questioned pupils effectively, but did not always fully develop pupils' thinking and understanding. They used homework consistently to reinforce pupils' learning. Pupils were very well motivated and worked conscientiously in class. Overall, teachers were not yet providing regular opportunities to involve pupils actively in lessons or for pupils to work together solving problems. Teachers generally chose tasks and activities well to meet pupils' needs. However, at times, they relied too heavily on textbooks and did not provide an appropriate level of challenge for all pupils.

At S1/S2, most pupils were making good progress in their coursework. By the end of S4, the proportion of pupils achieving Credit awards was well above the national average and was increasing. By the end of S5, the proportion of pupils achieving A-C grades at Higher was well above the national average. At Intermediate 2, the proportion of pupils achieving A-C grades

was above the national average. Almost all of the small number of pupils presented for A-level had achieved success.

Other features of pupils' achievement included the following.

- Significant numbers of pupils had achieved success in national mathematical competitions.
- Pupils at S2 were enjoying working together solving mathematical logic problems.

## **Geography**

At all stages, teachers used a variety of approaches effectively to motivate pupils. They gave clear explanations and instructions and made good use of questioning to check knowledge and understanding. They were making increasingly effective use of ICT as well as a range of other resources to support all pupils in their learning. Homework was well planned, issued regularly and well linked to coursework. Staff provided pupils with helpful and constructive feedback, including appropriate advice on how to improve. Pupils demonstrated good skills in working collaboratively and presenting a case in role play exercises. The department had taken good account of pupils' prior learning.

At S1/S2, most pupils were making very good progress in their coursework. They had very good recall of previous learning and many brought very good background knowledge to, for example, class discussions on global or environmental issues. At S3/S4, the proportion of pupils achieving Credit awards had been consistently well above the national average. In 2005, the proportion achieving A and B awards at Intermediate 2 was also well above the national average. At S5/S6, the proportions of pupils achieving A grades and A-C grades at Higher were consistently well above the national average. At all levels, pupils performed better in geography than in their other subjects.

Other features of pupils' achievement included the following.

- An increasing proportion of pupils from the department went on to study geography at University.
- Pupils at S1/S2 had produced very well researched and presented investigations on natural disasters.

## **Chemistry including science taught by the chemistry department**

Teachers knew their pupils well and had positive interactions with them which enhanced pupils' confidence. Regular homework was used to reinforce key skills. Teachers provided additional support for pupils outwith lessons. Learning outcomes were not routinely used to target key learning points at the start and end of lessons. Pupils were highly motivated and worked hard. In the best lessons, pupils worked collaboratively and had opportunities to explore their understanding of concepts and learn independently. Pupils made good contributions in group learning activities. At S3 to S6, tasks and assessments were well matched to most pupils' needs. At S1/S2, assessment activities did not provide an appropriate level of challenge for all pupils.

In S1 science and S2 chemistry, most pupils were achieving good standards in their coursework. At S4, pupils performed notably better in chemistry than in their other subjects. The proportion achieving grade A at Intermediate 2 or Credit awards at Standard Grade was well above the national average. Of the small number of pupils presented at Intermediate 1, almost all achieved A or B grades. At Higher, the proportion achieving A-C grades was well above the national average. At S6, of the small number of pupils presented at Intermediate 2 and Higher, most achieved A-C grades. Of the small number presented at Advanced Higher, the majority achieved A-C grades.

Other features of pupils' achievement included the following.

- A group of pupils in S4 had achieved success in a UK on-line science race.

## **5. How well are pupils supported?**

The school gave high priority to meeting pupils' care and welfare needs. Staff had access to clear policies on key aspects, including child protection and anti-bullying, providing them with an effective framework to guide their actions. Pupils appreciated staff's commitment to their pastoral care and they felt safe and secure. Pupils were very well supported at transitions between stages. The house system helped ensure a supportive environment for pupils. Heads of houses gained a close knowledge of their pupils through regular individual interviews, and by teaching the pupils in their houses for personal and social education. Form teachers played an important role in monitoring pupils' welfare on a daily basis. Pupils expressed confidence that they could approach a range of staff if they had any worries or concerns. Older pupils made important contributions in supporting their peers and younger pupils.

Almost all pupils were developing appropriate self-confidence, positive attitudes and effective personal and social skills. The school provided a very wide range of opportunities for extra-curricular activities and extensive community and charity work. Pupils from all stages took leading roles in many of these activities. From J1 to S5, pupils learned important knowledge, skills and attitudes through very good programmes in personal and social education (PSE) and, at S6, preparation for life (PFL). In the junior school, the PSE programme included elements of personal hygiene, relationships, personal safety and road safety. The secondary programme in PSE, taught to a high standard by the heads of houses, comprised well chosen topics including study skills, relationships and very effective coverage of key aspects of health education. Staff enhanced the relevance of the programmes in PSE and PFL by using expertise from within the school, including the school nurse, librarian and cook, and by involving a number of well-chosen agencies.

The school provided pupils with excellent curricular and vocational guidance. Pupils were given clear advice when choosing subjects for study in S3 and S5/S6 and parents were closely involved and carefully consulted. School staff worked in effective partnership with agencies including Careers Scotland and the Independent Schools Careers Organisation to provide accurate, up-to-date information and well-judged advice. In partnership with one of the housemasters, the school librarian made very important contributions to pupils' career education and their experience of the world of work and enterprise. Pupils could gain an SQA award at Intermediate 1 in the strong programme of work experience, for which they were appropriately involved in organising placements and taking key decisions. Senior pupils had extensive

opportunities to attend careers conventions and college and university open days. Guidance staff monitored pupils' progress to help guide them in curricular and career decisions and intervened where difficulties arose. Staff were also making increasingly effective use of information from assessment to work with pupils in setting their own learning targets.

The overall quality of support for learning was good. The small team of part-time teachers of learning support made strong individual contributions, which were closely coordinated with wider aspects of support for pupils. They worked with small groups and individuals and carried out cooperative teaching in some departments. They also occasionally provided training for all staff on features of learning support and acted as consultants to departments, for example to support improvements in resources or to advise on learning and teaching approaches. Pupils held them in high regard for their commitment, which often showed itself in the extra time they willingly provided to support pupils. The head of the junior school worked closely with learning support teachers and parents to clear learning targets set within Individualised Learning Plans. Pupils' progress was reviewed regularly within the school and parents were directly involved in ongoing reviews of their children's progress. Support staff skilfully assessed individual pupils' learning needs and shared their assessments with departmental staff. Most pupils on support programmes were making steady progress towards appropriate targets, and some had achieved notable success despite the impact of their additional support needs. However, the outcomes of support programmes were not evaluated sufficiently frequently. Staff deployment, which tended to be fixed over extended periods of time, was not always best targeted to meet pupils' needs. The system whereby departments bid for the time of support staff needed to be reviewed, to achieve a broader spread across subjects.

The depute rector, the head of junior school and the director of studies/head of guidance shared overall responsibility for all aspects of pupil support. They coordinated the work of a wide range of staff, including form teachers, junior school staff, the librarian, the school nurse and the cook to ensure delivery of highly effective pupil support. The director of studies/head of guidance led the pastoral care team very well and had overseen the development of a very effective framework for pupil support and PSE.

Under the requirements of the Education (Disability Strategies and Pupils' Records) (Scotland) Act, the school had submitted its policy on disability and discrimination to the Scottish Executive.

## 6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	Several new developments and refurbishments had significantly enhanced the school's accommodation and facilities. These included the creation of the "Mall" to provide an extensive social area for pupils at breaks. The same development had created a purpose-built and fully-equipped theatre and a refurbished dining area. The refurbished library provided a very pleasant working environment which was used well to support aspects of learning and teaching. A number of classrooms in the extension had been recently redecorated, and most rooms were

	<p>now networked. In addition, two ICT labs had been created in the main building. However, not all classrooms had appropriate access to ICT. Some teaching areas were cramped and in need of refurbishment. These included the junior school, music rooms, some science rooms and the annexe. Significant improvements to the school's sports facilities were now under way.</p>
<b>Aspect</b>	<b>Comment</b>
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>Pupils, parents and staff demonstrated a strong sense of identity with the school and pride in its achievements. At all stages, pupils were very well behaved, courteous and motivated to learn. Morale was high and pupils and all staff enjoyed very good relationships within a climate of mutual respect and tolerance. Pupils at all stages participated enthusiastically in the pupil council and had contributed to decisions affecting the future of the school. Expectations for pupils' attendance, behaviour and attainment were very high. An ethos of achievement was well embedded and reflected in strong performances in national examinations in the senior school. Staff deployed a range of effective approaches to promote pupils' wider achievements and to celebrate success. The school promoted a sense of equality and fairness through its aims and policy of inclusion. The move to coeducation had been managed well and staff had good awareness of gender issues, for example in relation to attainment. Cultural diversity was promoted effectively through the programmes for PSE and other courses. Frequent assemblies provided good opportunities for religious observance and celebrating success.</p>
<p>Partnership with parents and the community</p>	<p>The school had developed strong and well-established links with parents and the wider community. The very active PTA raised a great deal of money for the school. Parents supported the school in raising funds for a wide range of charities. Written reports provided detailed information about pupils' progress, and built upon the information collated and published in the monthly pupil profiles. The school published an informative annual magazine and a termly newsletter. Staff also communicated with parents through a range of leaflets and letters on specific topics. The school regularly consulted parents on curricular developments and important initiatives such as those related to health issues. Parents were successfully encouraged to attend sporting and cultural events and activities, and to assist in trips and visits.</p>

## 7. Improving the school

Kelvinside Academy provided pupils with a very caring and supportive environment for learning. The formal curriculum was enhanced by a wide range of extra-curricular activities. Pupils responded enthusiastically and demonstrated strong motivation to learn. Individual pupils in the junior school were supported well in their learning. In the senior school, guidance staff monitored pupils' progress closely and provided effective help in curricular and career decisions. Across the school, staff were making increasingly effective use of information from assessment to work with pupils in setting their own learning targets. Standards of attainment had improved in the senior school in recent years, and were very high from S3 to S6. All staff shared a commitment to improving standards of attainment and achievement. With the strength of leadership demonstrated by the rector and senior managers, the school was well placed to continue to improve.

The rector provided very good leadership. He demonstrated very strong commitment to the school and a very good understanding of current educational developments. His open and consultative style was appreciated by staff and parents. He had very good knowledge of teaching staff and had used this knowledge to make difficult decisions which had impacted positively on pupils' learning experiences. He had managed recent changes to internal staffing structures in the senior school very effectively. The depute rector provided valuable support to the rector. His wide remit included aspects of pastoral care and pupils behaviour. The rector was very ably supported by the director of studies/head of guidance. Together, they had adopted a strategic approach to the management of the curriculum to ensure the delivery of an effective programme for individual pupils. The director of studies/head of guidance made a very strong contribution to the work of the school. He had a broad remit, including aspects of timetabling and pastoral care as well as the curriculum, which he carried out with a high degree of commitment. Other staff with additional responsibilities carried out their varied remits effectively. All made valuable contributions to the life of the school. The head of the junior school had overall responsibility for day-to-day management of the junior school. She demonstrated strong commitment to the pupils. She had identified the need to improve aspects of communication and approaches to monitoring the work of the department. In the senior school, faculty heads and deputy faculty heads had key responsibilities related to improving the quality of learning and teaching. Their effectiveness in monitoring and evaluating practice was variable. The Board of Governors worked closely with the school, and were very supportive of its work.

The rector had introduced a number of effective approaches to monitoring the work of the school and reviewing staff performance. In the senior school, most staff made skilful use of information from the profiling system to monitor pupils' progress, help guide them in curricular and career decisions and intervene where difficulties arose. Staff took part in formal reviews of their work every two years which provided senior managers with appropriate information to identify strengths or areas for improvement in practice. The review process had made a significant contribution to the identification of staff development needs and all staff had been able to undertake appropriate additional training in recent years. In some faculties, staff used regular meetings and cooperative teaching opportunities to share good practice in approaches to learning and teaching. However, at faculty level and within the junior school, these good practices were not always applied consistently. The rigour with which reviews were conducted varied and they took place too infrequently to ensure ongoing and effective sharing of good practice. Support staff teams met the head of guidance weekly in order to monitor and evaluate provision and ensure continuous improvement. The school had used national quality indicators effectively to

identify well-devised targets for its improvement plan. Development needs identified from the review system had also contributed to the preparation of the school's priorities for development within a ten year strategic plan. Appendix 1 provides HM Inspectors' overall evaluation of the work of the school.

### **Main points for action**

The school and Board of Governors should take action to improve aspects of learning and teaching and quality assurance. In doing so they should take account of the need to:

- continue to improve the approaches to teaching of English language in the junior school to ensure that all pupils are sufficiently challenged in their learning;
- continue to improve the choice of tasks and activities, including more use of ICT, to meet better the needs of all pupils from J1 to S2; and
- improve further the school's approaches to monitoring and evaluating its work, to ensure that any weaknesses are identified and addressed and that good practice is shared.

### **What happens next?**

The school and the Board of Governors 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. Within two years of the publication of this report parents will be informed about the progress made by the school.

Jim Bruce  
Managing Inspector (Senior School)

Michael Wood  
Managing Inspector (Junior School)

18 April 2006

## Appendix 1 Indicators of quality

The sections in the table below follow the order in this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

<b>How good are learning, teaching and achievement?</b>	
Structure of the curriculum	Good
The teaching process	Good
Pupils' learning experiences	Good
Meeting pupils' needs	Good
Pupils' attainment in English language in the junior school	Good
Pupils' attainment in mathematics in the junior school	Good
Overall quality of attainment: S1/S2	Good
Overall quality of attainment: S3/S4	Very good
Overall quality of attainment: S5/S6	Very good

<b>How well are pupils supported?</b>	
Pastoral care	Very good
Personal and social development	Very good
Curricular and vocational guidance	Excellent
Learning support	Very good

<b>How good is the environment for learning?</b>	
Accommodation and facilities	Good
Climate and relationships	Very good
Expectations and promoting achievement	Very good
Equality and fairness	Good
Partnership with parents and the community	Very good

<b>Improving the school</b>	
Leadership	Very good
Effectiveness and deployment of staff with additional responsibilities	Good
Self-evaluation	Adequate

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

excellent	excellent
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

## Appendix 2 Summary of questionnaire responses

Important features of responses from the various groups which received questionnaires are listed below.

<b>What parents think the school does well</b>	<b>What parents think the school could do better</b>
<p>All, or almost all, parents in both junior and senior schools felt that:</p> <ul style="list-style-type: none"> <li>• their child enjoyed being at school and was treated fairly;</li> <li>• they found school work stimulating and challenging;</li> <li>• teachers set high standards for attainment and achievement;</li> <li>• staff made them feel welcome and parents' evenings were helpful;</li> <li>• school buildings were well maintained; and</li> <li>• the school had a good reputation and was well led.</li> </ul>	<p>There were no significant issues for the school to address.</p>
<b>What pupils think the school does well</b>	<b>What pupils think the school could do better</b>
<p>Almost all pupils thought that:</p> <ul style="list-style-type: none"> <li>• teachers expected them to work to the best of their ability;</li> <li>• teachers told them when they had done something well and checked their homework regularly;</li> <li>• they got on well with other pupils and felt safe and secure in school;</li> <li>• teachers helped them when they were having difficulties with their work; and</li> <li>• at least one teacher knew them well.</li> </ul>	<p>Some pupils in both the junior and senior schools thought that they did not get the right amount of homework.</p> <p>In the senior school, some pupils thought that staff could do better at helping them deal with any worries they had and should involve them more in decision making.</p>

What staff think the school does well	What staff think the school could do better
<p>Staff were very positive about most aspects of the school. They all agreed that:</p> <ul style="list-style-type: none"> <li>• they enjoyed working in the school;</li> <li>• teachers set high standards and provided helpful feedback to pupils on their work;</li> <li>• staff put a high priority on the care and welfare of pupils;</li> <li>• the school worked hard to maintain good relations with the local community;</li> <li>• the school celebrated pupils' successes appropriately;</li> <li>• there was mutual respect between staff and pupils; and</li> <li>• pupils were enthusiastic about their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A few staff in the senior school did not think that standards for behaviour were consistently upheld.</li> <li>• In the junior school, some staff did not think that aspects of leadership and communications were effective. Around a third did not feel that indiscipline was dealt with effectively.</li> <li>• A few support staff and teachers in the junior school did not feel that their training time was used appropriately.</li> </ul>

### 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 achieving by end of S4**

		2003	2004	2005 <sup>2</sup>
<i>English and Mathematics</i> <b>@ Level 3</b>	Kelvinside Academy	98	93	100
	National	91	91	90
<b>5+ @ Level 3 or better</b>	Kelvinside Academy	98	96	100
	National	91	91	90
<b>5+ @ Level 4 or better</b>	Kelvinside Academy	98	96	100
	National	76	77	76
<b>5+ @ Level 5 or better</b>	Kelvinside Academy	81	75	86
	National	34	35	34

**Percentage of relevant S4 roll achieving by end of S5**

		2003	2004	2005 <sup>2</sup>
<b>5+ @ Level 4 or better</b>	Kelvinside Academy	103	98	97
	National	78	78	78
<b>5+ @ Level 5 or better</b>	Kelvinside Academy	93	84	85
	National	45	45	45
<b>1+ @ Level 6 or better</b>	Kelvinside Academy	90	76	85
	National	39	39	38
<b>3+ @ Level 6 or better</b>	Kelvinside Academy	67	49	58
	National	23	23	22
<b>5+ @ Level 6 or better</b>	Kelvinside Academy	30	29	31
	National	10	9	9

**Percentage of relevant S4 roll achieving by end of S6**

		<b>2003</b>	<b>2004</b>	<b>2005<sup>3</sup></b>
<b>5+ @ Level 5 or better</b>	<b>Kelvinside Academy</b>	96	98	88
	<b>National</b>	47	47	47
<b>1+ @ Level 6 or better</b>	<b>Kelvinside Academy</b>	100	93	86
	<b>National</b>	44	44	43
<b>3+ @ Level 6 or better</b>	<b>Kelvinside Academy</b>	77	87	73
	<b>National</b>	31	31	30
<b>5+ @ Level 6 or better</b>	<b>Kelvinside Academy</b>	47	61	57
	<b>National</b>	20	20	19
<b>1+ @ Level 7 or better</b>	<b>Kelvinside Academy</b>	23	31	27
	<b>National</b>	12	12	12

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<sup>3</sup> Pre Appeal.

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the rector and school staff, the Board of Governors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, T1 Spur, Saughton House, Broomhouse Drive, Edinburgh EH11 3XD or by telephoning 0131 244 8142. Copies are also available on our website [www.hmie.gov.uk](http://www.hmie.gov.uk).

### **If you wish to comment about independent all-through inspections**

Should you wish to comment on any aspect of independent all-through inspections, you should write in the first instance to Kenneth Muir, HMCI, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingstone EH54 6GA.

### **Our complaints procedure**

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, 2<sup>nd</sup> Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk).

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