

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 7 March 2016

Secondary School Follow Through at Liberton High School

Item number	6.5
Report number	
Wards	Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton Ward 17: Portobello/Craigmillar

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Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Secondary School Follow Through – Liberton High School

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES undertook the responsibility for this follow-through and produced this report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in March 2014.
- Note the education authority will inform parents about the schools progress by January 2017.

Measures of success

- Liberton High School provided a good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

[http://www.edinburgh.gov.uk/info/905/schools-management and inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

<http://www.educationscotland.gov.uk/>

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Appendices	1.	Follow through report – Liberton High School dated January 2016
	2.	Overall evaluations from 2014 report



LIBERTON HIGH SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

Inspectors from Education Scotland published a report on the quality of education in Liberton High School in March 2014. Subsequently the school, with support from the education authority, amended the school improvement plan to take account of the findings of the inspection. Education authority officers visited the school in March 2015 and November 2015 to assess the extent to which the school was continuing to develop the quality of its education, including the areas identified for improvement, and produced a progress report for parents.

This report tells you how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

Areas for improvement from original report:

Ensure young people benefit from high-quality learning experiences in all lessons and have their learning needs consistently well met across the school.

Continue to build young people's confidence in identifying their own strengths and next steps through regular high-quality feedback.

Increase expectations of what young people can achieve.

Improve attainment at all stages.

Overall, there have been improvements in young people's learning experiences since the original inspection. Across the school, young people were given opportunities to learn and achieve in a wide range of activities. They were well behaved, polite and helpful. They felt safe and well cared for and confident of getting help when needed. The ethos of respect was evident in all aspects of the life of the school.

In almost all lessons learners were motivated and fully engaged in their learning. Young people had more opportunities to review their learning and progress. There was an increased range of opportunities for them to learn independently and take responsibility for their own learning in particular in chemistry, music, craft, design and technology, English and modern languages. Young people in physical education were able to talk about their strengths and areas for development and exercise choice in their learning to best meet their interests and needs. Young people across the school had high expectations of what they could achieve.

The school had undertaken extensive work on tracking and monitoring learners' progress S1 to S6. Young people were fully involved in this process and had regularly engaged in discussions about their learning and progress in class. All young people also benefited from regular opportunities to discuss their progress and next steps in learning with a teacher who knew them well. Changes to reporting on progress to parents and carers had allowed young people to contribute to strengths and next steps in learning identified in their report.

At all stages, young people continued to benefit from a wide range of opportunities to develop skills for life and work. Young people were increasingly able to talk about the skills they were developing and identify how they could apply them.

Following the last inspection, staff implemented a number of strategies to raise attainment. These included a clear focus on improving the quality of learning, more opportunities for young people to reflect on their progress and better analysis of data to ensure effective interventions. Young people were making good progress in S1-S3 and there were improved systems in place for staff to monitor this. In S4 all learners gained a qualification in literacy and numeracy and increasing young people gained five or more awards at National 4 level. In S5 and S6 there had been an improvement in the number of young people gaining an award at Higher. The number of young people moving on to a positive destination had increased. The school is aware of the need to continue to maintain a focus on improving young people's attainment, including the number of young people in S4 achieving five or more National 5 awards.

3. How well does the school support young people to develop and learn?

Staff continued to be highly committed to young people's care and welfare. The identification of learning needs continued to be a strength. A variety of strategies were in place to monitor learning needs at every stage. Staff knew where to access the information in order to address the needs of individual learners in their classes.

Across the school, teachers planned a range of tasks and activities to meet the needs of individual learners and used a range of teaching approaches. The pace of learning was appropriate in most lessons.

The quality and management of young people's planning meetings had been identified by partners as good practice and was used as a model across the city. The school had recognised the need for class teachers to contribute to young people's plans so that the support for young people was more consistent.

Staff had continued to revise and improve aspects of the courses offered during the broad general education and courses leading to the new National Qualifications. Staff had increased the range of courses on offer to better meet the needs of young people. The school, continued to work with a wide range of partners including local businesses to provide a variety of well-planned opportunities for young people to develop skills for life and work. The school had made good progress in supporting young people to develop their literacy skills across learning. Young people had also been supported to develop their numeracy skills in a range of areas across the curriculum.

4. How well does the school improve the quality of its work?

The school's approaches to improving the quality of its work had become more rigorous and systematic. The headteacher had taken a decisive lead in building an ethos of collegiality, collaboration and partnership working while identifying and addressing staff development needs. He had a clear vision for long term sustained improvements in attainment over time with systematic improvements to the quality of learning and teaching central to success in this. The headteacher was well supported in this by the very committed depute headteachers. They had embedded rigorous self evaluation of learning and teaching in their quality assurance processes and teachers now had clearer advice and guidance about evaluating their work. The views of learners', staff and parents' were sought regularly and acted upon.

As part of the school's wider commitment to continued improvement, there was greater emphasis on seeking views of learners and their parents on all aspects of the school's work. Young people and parents now feel they have more of a say in school improvement.

Staff were very positive about the school's approaches to improvements in learning and teaching. They had a greater understanding of their shared responsibilities for improving outcomes for all young people. They welcomed the opportunities to share and improve their practice through a range of professional learning events arranged by the school, including business breakfasts. The school recognises that continuing to improve attainment for all young people remains a priority.

5. Conclusion

Overall, the school had taken some important steps to address the areas for improvement from the original inspection and had progressed well. Young people, parents and staff were positive about this progress. We are confident that with continued support from the City of Edinburgh Council and Education Scotland the school has the capacity to continue to improve. We will inform parents about the schools progress by January 2017.

David Leslie
Quality Improvement Officer
January 2016

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Liberton High School.

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	satisfactory

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LibertonHighSchoolEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf. Please note that the term "adequate" in the document has been replaced with "satisfactory".