

**Annette Street Primary School
Govanhill
Glasgow City Council
20 March 2007**

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1. Background

Annette Street Primary School was inspected in December 2006 as part of a national sample of primary education. The inspection covered key aspects of the work of the school at all stages. It evaluated pupils' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and innovation, and its capacity for improvement. There was a particular focus on attainment in English language and mathematics.

HM Inspectors examined pupils' work and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the School Board and groups of parents¹.

The school serves the Govanhill area in the south of the city of Glasgow. At the time of the inspection the roll was 203. English was not the first language of almost all pupils. About a quarter of pupils had come to the school recently from Eastern Europe. All of these pupils were at an early stage in learning English. As a response to these changes in the school roll, Glasgow City Council had, on a temporary basis, allocated the school a principal teacher of English as an additional language (EAL). The post of principal teacher in the school had also recently been upgraded to that of depute headteacher.

The proportion of pupils who were entitled to free school meals was well above the national average. Pupils' attendance was below the national average. Levels of attendance at the school had been affected recently by the transitory nature of the pupil population. The school had recently been successful in confirming its Investors in People status.

¹ 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.

- Leadership of the headteacher.
- The commitment and skill of staff in meeting pupils' learning needs, including pupils for whom English was an additional language.
- High quality pastoral care.
- The value placed on the wide range of cultures in the school and the approaches of staff to celebrating diversity.
- The strong contribution of pupils to the life and development of the school.
- The impact on pupils' learning experiences of the strong partnerships with parents and the local community.

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

HM Inspectors analysed responses to questionnaires issued to a sample of parents, P4 to P7 pupils, and to all staff. Information about the responses to the questionnaires appears in Appendix 2.

In their response to the questionnaires and in discussion with the inspection team, parents were extremely positive about all aspects of the school's work, including the pastoral care of their children, the information they received about their children's progress and the standards set by the school. All thought the school was well led and that if they raised a matter of concern the school would deal with it appropriately. Pupils were very positive about the school and their teachers. They felt safe and well cared for. All thought that teachers explained things clearly and told them when they had done something well. A minority felt that the behaviour of some fellow pupils was not always good. All staff reported that they were aware of the school's procedures relating to child protection, that the school was very well led and that communication and teamwork were effective.

4. How good are learning, teaching and achievement?

Pupils' learning experiences and achievements

The overall quality of the curriculum was very good, with suitable breadth at all stages. Staff made effective use of flexibility time to improve pupils' skills in English language. Pupils experienced a wide range of activities that enabled them to develop relevant skills in citizenship. Teachers actively and very effectively promoted and

celebrated the diversity of cultures and beliefs in the school. Pupils were making very good progress in developing their understanding of health issues, including, in most cases, through two hours of physical education per week. Across the school, pupils had very well-planned opportunities to be active in their learning, including through play at the early stages. The quality of teaching was good. Overall, teachers were consistent in their approach to organising learning opportunities for pupils. Most teachers shared the content of lessons effectively and made clear what they expected pupils to learn. Almost all teachers interacted positively with pupils and most used praise effectively. In some cases, teachers were very skilled in their use of language and how they used this to develop pupils' understanding of important learning points. Teachers did not yet reinforce pupils' understanding at the end of lessons consistently well. Their use of information and communications technology (ICT) to enhance pupils' learning was still too variable. Homework was well planned and appropriate.

The pace of learning was appropriately brisk in most classes. Teachers actively promoted a shared understanding of pupils' linguistic and cultural backgrounds. Through this, they successfully engaged almost all pupils in their learning. Most pupils were highly motivated and were very positive in their approach to learning. They applied themselves very well in a range of learning situations, including when working collaboratively. At P7, for example, pupils responded very well to active approaches to learning when working together to plan writing. They cooperated very well together and discussed relevant issues maturely and sensibly. Across the school, pupils were developing important skills in independent learning. At several stages and in a range of contexts, they exercised responsibility well in undertaking specific roles in teamwork, including acting as a reporter during feedback sessions following group discussions. Commendably, older pupils recognised the challenges faced by those pupils who did not speak fluent English and, led sensitively by staff, worked cooperatively to support them in their learning. Pupils' understanding of what they needed to do to improve their learning was not yet consistently well developed.

The school was highly committed to, and successful in, helping pupils develop their wider achievements. Pupils were actively encouraged to influence the work of the school and to contribute to decisions being made about school life. Through membership of the pupil council and the Eco committee, pupils were able to contribute to the continuous development of the school community. Members of the Eco committee had helped to improve the school environment, including monitoring and addressing litter issues in the playground. Pupils had been actively involved in the development of a school travel plan aimed at addressing pupils' safety in travelling to and from school. The school had attained two green flags for environmental awareness and action. Through involvement in the school's buddying system, older pupils were learning to assist younger pupils in a variety of ways. Across the stages, pupils developed useful skills and interests through participation in a wide range of clubs, including gardening and a number of sports and activities. The school made effective use of regular assemblies to help develop pupils' skills and confidence in presenting to an audience. As part of the school's presentation to the HMIE team, senior pupils successfully presented their views on how well the school encouraged pupils to achieve.

English language

The overall quality of pupils' attainment in English language was good. The recent arrival of pupils with very limited or no English had caused a decline in the overall proportion of pupils achieving appropriate national levels of attainment. Most of those pupils who were well established in the school were achieving appropriate national levels in listening, talking, reading and writing. In reading, a few pupils at several stages were attaining these levels earlier than might normally be expected. Those who had not attained these levels were working at an appropriate pace through their course work and were making good progress. Pupils with EAL, including those who had recently arrived, were also making good progress. Across the school, most pupils listened very well to adults and to one another. Many older pupils, in particular, were confident and articulate in group discussion. They applied these oral skills very effectively in presenting to an audience. Across the stages, most pupils were making good progress in developing their skills in reading. In writing reports, older pupils in particular structured their writing logically and effectively, when, for example, presenting an argument. For some pupils, however, progress in imaginative writing was still limited. Pupils' written work was not always well enough presented.

Mathematics

The overall quality of attainment in mathematics was good. The recent arrival of pupils with very limited or no English had caused a decline in the overall proportion of pupils achieving appropriate national levels of attainment. Across the school, a majority of pupils were achieving appropriate national levels of attainment. A few pupils at some stages achieved these levels earlier than might normally be expected. For some pupils, understanding of mathematical language was proving to be a barrier to their learning. Staff were aware of this and were providing effective support to assist these pupils in their progress. Overall, these pupils were working at an appropriate pace through their course work and were making good progress. Pupils were able to identify and interpret a range of graphs. Across the stages, they demonstrated effective skills in mental calculation. At P4, pupils were confident in handling number and in their use of both analogue and digital notation in time. By P7, most pupils had a sound grasp of the relationships between fractions, decimals and percentages. Across the stages, pupils were competent in recognising properties of two- and three-dimensional shapes. Those at P7 recognised the properties of more complex shapes and showed good understanding of symmetry. Across the school, pupils' skills in solving problems were not yet well enough developed.

5. How well are pupils' learning needs met?

Staff met pupils' learning needs very well. Teachers worked together very effectively as a team, and with parents, to ensure that pupils' needs were being addressed. They had adapted readily and successfully to the changing pupil population and were flexible and responsive in how they addressed pupils' needs. Teachers planned carefully and made good use of information from assessment to ensure that pupils' work was pitched at an appropriately supportive and challenging level. Teachers who supported pupils with EAL worked well as a team to provide very effective additional support for pupils in all aspects of English language. The support for learning teacher gave suitably

targeted assistance to pupils who had been absent for prolonged periods. Pupil Support Assistants were deployed in a range of areas to support pupils' learning and, overall, provided effective support for pupils. Staff had prioritised the need to ensure that available teaching resources were appropriate to the needs of pupils from a range of cultural backgrounds. Links with cluster support staff and a range of agencies were strong and supportive.

6. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>The quality of pastoral care was very good. Pupils felt safe and valued at school and were confident that they could discuss any concerns with staff. All school staff placed a very high priority on pupils' care and welfare and were very sensitive to their physical, social and emotional needs. Child protection procedures, including staff training, were highly effective. Staff worked conscientiously to assist pupils and families in ensuring regular attendance and appropriate time-keeping. They engaged with an extensive range of support agencies to enhance the quality of support for pupils. The school successfully developed the promotion of healthy lifestyles through a range of activities, including the highly popular breakfast club. Effective arrangements were in place to support pupils transferring from nursery to P1 and from P7 to S1.</p>
Quality of accommodation and facilities	<p>There were a number of important weaknesses in the quality of accommodation. Access for those with physical disabilities was restricted to the ground floor level. The school suffered from regular and serious leaks and subsequent water penetration. The condition of some of the pupils' toilets was unsatisfactory and required urgent attention. Playground space was limited. Through use of some attractive displays, and developments in parts of the playground, staff had taken effective steps to improve the appearance of the school and to ensure a more attractive learning environment for pupils. The entry foyer area was extremely welcoming and conveyed the school's commitment to a range of cultures and backgrounds. Further work was required to ensure a consistently attractive environment. Security arrangements were appropriate.</p>

Aspect	Comment
Climate and relationships, expectations and promoting achievement and equality	<p>The school had a very welcoming atmosphere. Relationships were very positive. Staff, pupils and parents identified strongly with the school and were proud of its achievements. Staff were very committed to their pupils and morale was high. They set high expectations for pupils' behaviour and achievement. Pupils were considerate towards each other, and towards staff and visitors. Support and clerical staff made a positive contribution to the life of the school. Regular assemblies provided appropriate opportunities for recognising achievement, as well as for religious observance. The school successfully promoted a strong sense of equality and fairness through a wide range of appropriate experiences for pupils. Staff used a number of well-planned learning experiences to promote race equality and to assist pupils in recognising and tackling discrimination, including sectarianism. Issues of equality were discussed regularly and openly and any barriers to involvement addressed very effectively.</p>
Partnership with parents and the community	<p>The school's partnerships with parents and the wider community were excellent. Communication between school and home was often informal and personal, and very effective. Staff took helpful steps to enable all parents, including those with very limited knowledge of English, to participate in the life of the school. The carefully planned induction programme for parents of P1 pupils was of a very high standard. Parents benefited from regular access to the services of an interpreter. A home-school link worker, based in the school, provided a broad range of effective support for parents and families. Staff consulted parents appropriately on sensitive health issues. Parents worked informally with staff to support the work of the school. The School Board supported the headteacher well. The headteacher valued the local community and placed the school very much at its centre. There were strong and beneficial links with the local community, including community police and local businesses. Employees of an accountancy firm worked with pupils on an ongoing and beneficial paired reading project. Local artists had supported pupils effectively in the design and production of playground murals. These, and other, examples helped staff in how they supported pupils in their learning and development.</p>

7. Leading and improving the school

Appendix 1 provides HM Inspectors' overall evaluation of the work of the school.

Through the commitment of the headteacher and staff, Annette Street Primary School had addressed its recent challenges very well. Staff had created an inclusive environment which successfully set out to remove and reduce barriers to learning and involvement. They had been particularly successful in increasing pupils' self-confidence through engaging them in the life and development of the school. Parents and members of the local community had responded very positively to the school's drive to involve them in supporting pupils' learning and development. To ensure further success, the school recognised the need to ensure even greater consistency of approaches in learning and teaching.

The headteacher led the school very well. She was highly respected by pupils, parents and staff. Working closely with all stakeholders, she provided a very clear strategic direction for the school community. She had successfully established effective teamwork among staff and exceptionally strong links with parents and the community. The headteacher had a clear vision for the future development of the school and for the personal development of its pupils. Aspects of her leadership, including her commitment to meeting the needs of all learners, were excellent. The headteacher was well supported by the deputy headteacher and two principal teachers in leading the school community. All, except the headteacher, had been appointed recently. Through open and regular communication and sound approaches to self-evaluation, the headteacher and staff had established accurate and appropriate priorities for the development of the school. The headteacher had recently taken important steps to improve aspects of monitoring, including strengthened approaches to how senior managers engaged with teachers about forward planning. Staff made good use of the school's effective tracking systems to monitor and extend pupils' progress in learning. Senior managers monitored pupils' attendance and progress in learning very effectively. However, they were not yet consistent in how they monitored the quality of teaching and the quality of pupils' learning experiences in classrooms. With support from the education authority and under the continued highly effective leadership of the headteacher, the school had a very clear capacity for continued improvement.

Main points for action

The school and education authority should continue to provide high quality and improving education. In doing so, they should take account of the need to:

- improve aspects of accommodation, and in particular, toilet provision;
- continue to improve aspects of learning and teaching; and
- ensure that monitoring of classroom practice leads consistently to improvement in the quality of pupils' learning experiences and attainment.

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


HM Inspector

20 March 2007

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.

How good are learning, teaching and achievement?	
Structure of the curriculum	very good
The teaching process	good
Pupils' learning experiences	good
Pupils' attainment in English language	good
Pupils' attainment in mathematics	good

How well are pupils' learning needs met?	
Meeting pupils' needs	very good

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

Leading and improving the school	
Leadership of the headteacher	very good
Leadership across the school	good
Self-evaluation	good

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

excellent	outstanding, sector leading
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.

What parents thought the school did well	What parents think the school could do better
<ul style="list-style-type: none">• Parents were very satisfied with all aspects of the work of the school.	<ul style="list-style-type: none">• There were no significant issues.
What pupils thought the school did well	What pupils think the school could do better
<ul style="list-style-type: none">• Almost all enjoyed being at school.• Teachers explained things clearly and listened to what they said.• It helped them to keep themselves safe and healthy.	<ul style="list-style-type: none">• A minority of pupils felt that the behaviour of some pupils could be better.
What staff thought the school did well	What staff think the school could do better
<ul style="list-style-type: none">• Staff were very satisfied with all aspects of the work of the school.	<ul style="list-style-type: none">• There were no significant issues.

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 of 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, Europa Building, 450 Argyle Street, Glasgow G2 8LG or by telephoning 0141 242 0100. Copies are also available on our website www.hmie.gov.uk.

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HM Inspectorate of Education

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4 June 2013

Dear Parent/Carer

**Broomhill Primary School
Glasgow City Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how the school evaluates the quality of its work, promotes leadership for all and provides opportunities for religious observance. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children are confident, highly articulate and enjoy learning in school. They behave very well and cooperate effectively with each other during lessons. They are increasingly independent learners but need to be more involved in planning what and how they learn. Many children benefit from active learning activities which allow them to think more deeply about their learning. These active approaches to learning could be more consistent across the school. In a few lessons, children spend too much time completing worksheets and textbook pages. Almost all children are able to talk knowledgeably about their strengths as learners and set targets to improve aspects of their learning. Children receive some high-quality feedback from teachers which is helping children achieve well. The quality of the targets set and the feedback from teachers could be further improved. Children have developed successfully their skills in citizenship and enterprise. They have a sound understanding of global issues. Children take part in interesting outdoor learning activities and make use of the newly-formed outdoor classroom.

Children's literacy and numeracy skills are developing well. Many children have developed an extensive vocabulary and use this very well orally and in written communication. A few children at most stages are skilled writers. Overall, children listen attentively to each other and to adults. They read widely and talk with confidence about books they have read and subjects which motivate them. A few children told us their reading books are too easy for them. Children apply their mathematical skills well and some children very well in a variety of real-life contexts. In P4, children explored symmetry through creating castle pictures. In P3, children created and compared weather graphs and in P7, children designed bedrooms using

their measurement skills. Children are gaining useful skills in food preparation. The well planned 'Pathways' assembly provided children with further opportunities to discuss a range of religious and moral issues. In health and wellbeing, teachers need to track children's progress more effectively.

How well does the school support children to develop and learn?

The school has a welcoming, inclusive ethos. Staff know children and their families well. The school works effectively with a range of partners, including those from health, to support children. The school provides strong support to children with identified additional support needs. Teachers plan lessons which are nearly always motivating and relevant. There are examples of highly-effective teaching and, of the lessons observed, most provided the right level of challenge for children. We have asked the school to ensure more consistent approaches to supporting and challenging children in their learning so they can make suitable progress. There is scope to improve further the support given to higher-achieving children and to provide activities which extend and deepen their learning. The school has taken good account in recent years of Curriculum for Excellence to improve and refresh the curriculum. The curriculum has breadth and is increasingly delivered through relevant contexts. Teachers have successfully improved the way spelling is taught. A planned focus on science with support from parents is a promising next step in improving the curriculum further. It would be beneficial to broaden the involvement of parents in developing aspects of the curriculum. The school does not provide for all children the nationally advised minimum of at least two hours of high-quality physical education. Children with known barriers to learning are supported very well to move between different stages of their education. Children moving into secondary school benefit positively from established transition arrangements. Transition arrangements between the school and pre-school providers could be further improved.

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

We are confident that the school is improving the quality of its work. The headteacher and staff worked with a small group of parents to review the school's vision and values. These activities resulted in a greater shared understanding of the school's long-term direction. Staff are increasingly reflective and regularly evaluate their practice. All staff contribute to school improvement by leading working groups, undertaking professional learning and developing resources. The views of children, parents and staff are gathered and mostly taken account of in a meaningful way. It is important to reassure children that their views are heard and where appropriate, acted upon. The Parent Council and the, 'Fund Raising and Events Team' make valued contributions to the work of the school. The headteacher, ably supported by the management team and staff, is committed to making Broomhill Primary School a successful place to learn.

This inspection found the following key strengths.

- Articulate, confident children who enjoy learning and coming to school.
- The inclusive ethos and provision for children with additional support needs.
- Children's positive attitudes to gaining skills in citizenship, enterprise and global education.
- Examples of effective teaching and improving quality assurance arrangements which are influencing the development of the curriculum, learning and teaching.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Continue to improve the curriculum and achieve greater consistency in the quality of learning and teaching.
- Raise further children's attainment in literacy and numeracy.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.


HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BroomhillPrimarySchoolGlasgowCity.asp>

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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 Broomhill Primary School.

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

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

The curriculum	good
Improvement through self-evaluation	good

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



**Carmunnock Primary
School
Glasgow City Council
8 February 2011**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

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1. The school

Carmunnock Primary School is a non-denominational school. It serves the village of Carmunnock. The school supports a very high number of placing requests. The roll was 178 when the inspection was carried out in November 2010. Children's attendance was above the national average in 2008/2009.

2. Particular strengths of the school

- Well-behaved, confident children who are eager to learn.
- High levels of achievement.
- Caring staff who are committed to children's wellbeing.
- The leadership of the headteacher.

3. How well do children learn and achieve?

Learning and achievement

Almost all children enjoy school and are keen to learn. They are well behaved and work well together in groups or pairs. In most lessons, they benefit from a variety of activities which involve them actively in learning. Most children are becoming more independent in their learning. In writing, for example, children are learning to make helpful comments on their own and each other's work. They are beginning to set targets for their own progress but are not yet clear how to improve their work overall. Children use information and communications technology confidently but need more opportunities to use these skills in lessons across the curriculum. The school is successful in promoting respect for others and all children feel valued and safe in school. They benefit from a very positive environment for learning which helps them develop as individuals. The school now needs to build on developing good practice to ensure that children's classroom experiences are of consistently high quality across the school.

Many children are achieving widely through their successful involvement in a range of sporting or cultural activities such as the choir and teams for gymnastics and athletics. All children from P3 to P7 are developing skills in citizenship through serving on one of a wide

range of committees. They are growing in confidence. The school has achieved its fourth diamond enterprise award from the council. Eco-Schools Scotland has awarded the school its third green flag. Children are developing useful life skills by organising charity events and activities such as the P7 Christmas Fair. The school has started to make children aware of their responsibilities as global citizens through a successful International Week.

Almost all children have achieved appropriate national levels in reading, writing and mathematics. This high level of achievement has been maintained over an extended period of time. A significant number have achieved these levels earlier than would normally be expected. In English language, children listen well and most have highly effective skills in talking. They are learning to present their views to a wider audience, for example, at assemblies. Children talk confidently about books they have read and are learning to write successfully for a variety of purposes. In mathematics, almost all children cope well with mental and written calculations. They have a secure knowledge of shape and are developing very good skills in money, number and measure. They use problem-solving strategies effectively for mathematical problems. They would benefit from making more use of these strategies in real life contexts. Children's skills in art and design and written French are progressing well.

Curriculum and meeting learning needs

Children benefit from a broad curriculum. Teachers have started to make greater reference to *Curriculum for Excellence* in their planning. Topic work involving science, social subjects and technologies gives children an element of choice and helps them make connections between different areas of learning. Focus weeks, such as the health week, have allowed children to study some areas in greater depth. All children study a modern language. Children benefit from working with visiting specialists of music and physical education. All classes have two hours of good-quality physical education each week. Teachers make good use of trips and visitors to make learning more relevant and interesting. For example, children in P3 visited the Burrell

Collection when studying the Egyptians. The school has plans to make greater use of the outdoors space to enhance learning, for example, to find out about the growth cycle. All children at P7 benefit from a residential outdoors experience which develops their skills in working as a team. The school needs to plan more opportunities for children to develop their literacy and numeracy skills, and their understanding of how to stay healthy, across the curriculum.

Across the school, staff meet the learning needs of children well. The Shared Learning homework helps children make progress in their learning through a choice of interesting tasks. Teachers enable children to build on what they have already learned. The school has introduced personal learning logs which help children and parents reflect on progress. In lessons, tasks and activities are largely appropriate but do not offer sufficient challenge to all children. The pace of most lessons is not brisk enough to enable all children to progress in their learning when they are ready to do so. Staff are very sensitive to children's welfare and identify effectively any barriers to learning. Teachers and support staff give very effective support to all children who require extra help to make progress.

4. How well do staff work with others to support children's learning?

Staff work very well with a range of partner agencies to support children in their learning. The school welcomes parents as partners in their children's learning and staff seek parents' views on all new initiatives. The school is very good at responding to any complaints or concerns from parents. Staff inform parents effectively about events in school through, for example, school and class newsletters and curriculum evenings. A number of parents make a very positive contribution as parent helpers. The Parent Council and parent-teacher association provide effective support for the school's work. There are good links with the local community. For example, the horticultural society provided advice on the garden. The local minister provides effective support for assemblies. The school now needs to build closer

links with nursery schools to ensure children build on their early learning. The school has not had an associated secondary school. As a result, children have not benefited from an effective transition for learning programme.

5. Are staff and children actively involved in improving their school community?

Staff consulted children effectively through the former pupil council. Children now have the opportunity to influence the school's work through the popular committee structure. Children feel their views matter, although a few would like more say in the way they learn. They do not yet have regular opportunities to comment on lessons. The headteacher has been very effective in creating a culture of ongoing self-evaluation. She has introduced a wide range of processes which give robust data on the work of the school. The headteacher knows the school very well and has focused effectively on developing learning and teaching, and creating a welcoming atmosphere. All staff are committed to improving the work of the school. Teachers make good use of information on children's progress to target support where it is needed. All teachers serve on working groups, such as the mathematics review group, which are improving the school's effectiveness. Almost all teachers reflect on their work and have started to share classroom practice. The headteacher and her principal teachers identify and spread good practice. There is scope to extend the sharing of practice within the school and with other local schools.

6. Does the school have high expectations of all children?

Staff have high expectations of children's behaviour and children respond very well. They benefit from a strong sense of community and readily accept opportunities to help each other. For example, children in P7 act as buddies for children in P1. The school has appropriate arrangements for religious observance. All staff are

trained appropriately in child protection. Children are developing an understanding of equality and diversity through their religious and moral, and personal and social, education programmes. The school's planned link with Trinidad provides an opportunity to promote a greater understanding of diversity. Children's achievements are celebrated through assemblies, newsletters and class awards. Teachers' expectations of what children can achieve in lessons are not always high enough. Children should be encouraged to set themselves challenging learning goals.

7. Does the school have a clear sense of direction?

The headteacher has a clear vision for the school. She is highly respected by parents and staff who have confidence in her leadership. The two principal teachers have clear remits to lead areas of school improvement. Commendably, all teachers lead on an aspect of the school's work such as enterprise. The janitor plays a key role in supporting staff, parents and children very well. Children are encouraged to develop skills in leadership through organising events such as the annual talent show. The head boy and head girl represent the school well at events in the local community. The headteacher has developed a real sense of teamwork. She is now well placed to increase the pace of change and ensure the school continues to improve.

8. What happens next?

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Ensure that children have a clear understanding of their strengths, progress and next steps as learners.
- Continue to improve the curriculum, taking account of *Curriculum for Excellence*, and embed literacy, numeracy and health and wellbeing across learning.
- Provide appropriate pace and challenge for all learners.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

Here are the evaluations for Carmunnock Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

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

The curriculum	good
Improvement through self-evaluation	very good

HM Inspector: 
8 February 2011

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

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

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Where the school has a nursery class, you can contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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HM Inspectorate of Education



**Carolside Primary School
and Nursery Class
Clarkston
East Renfrewshire Council
6 January 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

¹ The term ‘school’ is used to include the work of the nursery class, where relevant.

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

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1. The school

Carolside Primary School is a non-denominational school with a nursery class. It serves the Clarkston area of East Renfrewshire. The inspection was carried out in October 2008 at which time the roll was 795, including 120 in the nursery. Across the different stages of the school, between 10 and 20 per cent of children attend Carolside as a result of parental placing requests. Children's attendance was above the national average in 2006-07.

2. Particular strengths of the school

- Highly motivated children who enjoy their learning.
- Children's enthusiasm for writing, and the impact on their confidence and achievements of the school's approaches to developing their wider literacy skills.
- The school's approaches to developing its curriculum.
- The quality of teamwork across the staff and staff's capacity for taking forward school improvements, led well by the headteacher.
- The ways in which children take the lead in learning in lessons, and contribute to improving the school. The active role of staff at all levels in sharing leadership for learning.
- The contribution of the coordinated pupil support team, including pupil support assistants, to meeting learning needs.
- The impact of active approaches to learning in developing children's independence effectively.

3. Examples of good practice

- Active approaches to learning and teaching.
- Whole school approaches to developing the curriculum, involving children and staff at all levels.
- The school's partnerships with Williamwood High School and the other associated primary schools in the cluster.

4. How well do children learn and achieve?

Learning and achievement

In the nursery class, children enjoy learning. They choose activities confidently, work successfully together and share their ideas well during play. They are particularly enthusiastic about learning outdoors where they invent play activities freely. The wide range of experiences they have is helping almost all children to make very good progress. They are developing their skills in listening, talking, reading and writing very well. In play activities and when they use computers, many count accurately and have a good understanding of mathematical shapes. They now need more chances to plan their own learning and to develop their own activities.

Across the primary stages, children are developing a very good understanding of what they do well and how to improve their work. As a result, they comment on their own and each other's work very helpfully. They take pride in their work, share their views confidently and feel that teachers value their suggestions. They told us that teachers encourage them and stretch them to work to the best of their ability. Children work together very well, for example to discuss ideas, solve problems, and create displays. They are making very good progress in listening, talking, reading, writing and mathematics. The

school has maintained high standards of attainment. Many children achieve national levels of attainment earlier than might normally be expected. New approaches to learning writing skills are improving children's attainment and helping them be confident and successful writers. In mathematics, children tackle mental and written calculations and solve problems well. They explain their thinking clearly and the approaches they use to reach their answers. In science, they investigate evidence methodically, think things through well and report their conclusions clearly. Children have a good understanding of how to keep fit and healthy and are making very good progress in physical education.

Across the school, children achieve in a wide range of activities and are developing very good personal and social skills. In the nursery class, children make good use of their observational skills when they paint pictures. They use props imaginatively during play activities. Across the school, children have worked hard with staff to achieve a second Eco-Schools Scotland award at green flag standard. They regularly work creatively to raise significant amounts for national and international charities. At the primary stages, they have performed in very successful school shows and some have achieved awards in the Glasgow Music Festival. Children are developing effective presentation skills, including using information and communications technology confidently. For example, last year, children in P6 successfully presented their work on a heritage topic at a local event.

Curriculum and meeting learning needs

Activities in the nursery class are well designed to support all children in making progress, particularly in early literacy and numeracy. They learn well through play. Children in the nursery benefit from specialist teaching in French and, across the school, from specialist teaching in music and physical education. At the primary stages, well-planned activities help develop a broad range of skills. Commendably, staff give children regular chances to use and extend their literacy skills in different areas of their learning. The school has outstanding

arrangements for developing its curriculum in line with *Curriculum for Excellence*. Depute headteachers and principal teachers carry out their remit as leaders of curriculum developments and improvements very effectively. Principal teachers work closely with teachers and senior managers to help ensure children have opportunities to make choices about what they need to learn and how best to learn. They plan creatively to help children link what they are learning to their understanding of the wider world.

Across the school, staff know children very well and are very sensitive to their needs. They make classrooms interesting places to learn and respond to children's ideas and interests when they plan lessons. Tasks and activities are at the right level of difficulty for almost all children. Staff provide children with different ways to make progress by ensuring that they have a good balance of individual and group activities. Well-planned tasks help children to learn from and support each other. Teachers give children clear feedback to help them build on their strengths and improve their work. At the primary stages, children are developing confidence in using personal learning planning. Varied homework activities support what children are learning in lessons and help them prepare well for the next stage in their learning. Children and teachers use computers and interactive whiteboards well to support learning. Pupil support teachers and assistants respond to children's individual needs very well. They work closely with class teachers and partner agencies to provide a high quality of support for children experiencing difficulties with their learning. These children are making very good progress towards meeting their personal targets for learning.

5. How well do staff work with others to support children's learning?

Staff work closely with the active and very supportive Parent Council. Together they are planning improvements to the school's communications with parents, in particular to help parents support their children's work at home. Staff help children to make a confident move

from the nursery class into P1. At the primary stages, children benefit from the school's very effective links with Williamwood High School and associated primary schools. These links assist staff in sharing good practice in planning and teaching approaches, and support children very well when they transfer to secondary school. Successful partnerships with educational and health support services, the chaplains and local businesses help to improve the quality of children's learning experiences. A strong feature of the school is the way its partnerships help children to understand and experience their local and wider community. Examples include links with a local denominational school and visitors helping children learn about the heritage slavery project.

6. Are staff and children actively involved in improving their school community?

Many children take on extra responsibilities to help improve the school. For example, they take part in the eco or bio-diversity groups, or act as road safety officers, reading buddies and playground mediators. Most children think the school council is a good way to express their views and to help improve the school. The council influenced notable improvements to the playground, including a multi-use games area. Each year, the school surveys the views of groups of children on their experiences and what they would like to see improved. Teachers also ask children regularly for their views of their learning and use their ideas to improve the learning environment. Staff work very well together as a team. They keep parents informed about children's work and progress at curriculum meetings and parents' evenings and in a helpful annual report. The school encourages parental contact throughout the year. Some parents would like more regular reports and more time to discuss their child's work with teachers.

7. Does the school have high expectations of all children?

Children and staff have worked together very well to create an atmosphere of mutual respect across the school. Teachers explain clearly to children what they are learning and how to succeed. Skilful, open questions encourage children to think things through for themselves and staff value children's confidence and independence. They encourage all children to achieve in a wide range of activities. Staff plan well to meet children's health, emotional and social needs and are very clear about their responsibilities for child protection. The school has good arrangements for religious observance. Children behave very well. They are very proud of each other's successes which are celebrated in classrooms and at assemblies, and through attractive displays of their work around the school. Staff and children have worked very hard to promote a culture of 'zero tolerance' of bullying. Children told us that bullying was very rare and that staff dealt very well with any incidents that occurred.

8. Does the school have a clear sense of direction?

The school has clear aims and values. The headteacher and depute headteachers involve children, staff and parents in discussions to agree the school's strengths and areas for development. The deputies monitor learning and teaching thoroughly and provide well-organised, detailed feedback for teachers. Senior managers and principal teachers work very well together to encourage and support staff to develop improvements. Staff do so energetically, through effective working groups and projects, including work with colleagues in the Williamwood High School cluster. Well supported by the headteacher, they have developed a clear understanding of how to use self-evaluation to improve learning and achievement. The school is well placed to build on existing good practice to take forward further improvements.

9. What happens next?

As a result of the very good quality of education provided by the school, we will make no further visits following this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following areas for improvement with the school and education authority.

- Continue to share good practice in learning, teaching and meeting needs to help maintain consistent and appropriately high expectations across the school.
- In line with current school developments, build on existing good practice in the primary stages and involve children across the school in planning how to improve their learning.

At the last Care Commission inspection of the nursery class there was one recommendation and it has been addressed.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

Here are the evaluations for Carolside Primary School and Nursery Class.

Primary school

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	very good
Children's experiences	good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	very good
Improvement through self-evaluation	very good

HM Inspector: [REDACTED]
6 January 2009

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

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

22 May 2012

Dear Parent/Carer

**Castleton Primary School
Glasgow City Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and children and we worked closely with the headteacher, senior management team and staff. We wanted to find out how well children were learning and achieving and how well the school supported children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how well learning is linked across different subject areas and the quality of support for children. As a result, we were able to find out how good the school was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that children learn and achieve very well. They told us that they enjoy learning and that they love coming to school. They feel safe and secure and know that they are valued by staff as individuals. Almost all children are polite and well behaved. They talk enthusiastically about the wide range of experiences they are involved in. Children develop their skills in performance well through participating in a range of events, such as country dancing competitions, by leading assemblies and singing in the successful choir. They are developing leadership skills through having responsibilities as part of the pupil council. The school should now continue with its plans to extend ways for more children to take responsibility for influencing its work. Children work well with each other in pairs and small groups. They enjoy the increasingly active approaches to learning that have been put in place, including learning outdoors.

Overall, children are making good progress in English and mathematics. They are developing good skills in reading and new initiatives such as the introduction of 'Literacy Circles' are teaching older children to be skilled readers. These approaches should now be used more widely in the school. Skills in literacy and numeracy are strengthened through regular application across other subject areas. Children put their improving skills in writing to good use across the curriculum. The school's recent focus on teaching mathematics has led to children being more motivated and skilled with numbers. Better progress could be made by increasing the pace of learning in a few classes. The school has already identified the need to

build on the positive start already made in developing systems for sharing standards across the school and learning community. Progress in health and wellbeing is very strong across the school. In particular, children are gaining valuable life skills of resilience, independence and confidence. Children can describe how the school helps them to keep healthy and active and make positive life choices.

How well does the school support children to develop and learn?

The school is very good at supporting children to develop and learn. Staff work extremely well as a team to create a purposeful and positive learning environment. They share with children what they are going to learn during lessons and, in a few classes, children create their own criteria for success. Staff show an outstanding level of commitment to children's personal development and they care deeply for children's welfare. Children recognise this and feel very well supported. The school's approach to providing specialised support for groups of children who have enhanced needs is a particular strength. This approach involves careful planning, effective partnerships with a wide range of agencies and effective teamwork amongst staff, including the effective engagement of pupil support assistants. Individual plans are in place for those children who need them. The curriculum is good and improving. Staff use Curriculum for Excellence to plan a broad range of activities. A few staff need to take further steps to ensure the tasks they plan are sufficiently motivating and at the right level of difficulty for all children. Different areas of learning across the curriculum are linked very well and this helps children consolidate and apply their learning in more varied and challenging contexts. The school enjoys very positive partnerships with parents. Parents speak highly of the school and the Parent Council provides very effective support and helps to raise funds. The school has built up very strong links with local community agencies and these partnerships further help to meet your children's needs. The close links the school has to the nursery and local secondary are helpful in ensuring your children experience successful transitions.

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

All staff are committed to improving the quality of children's learning and achievement and they are keen to find new and innovative ways of doing so. The school is very good at evaluating its work and at looking for even better ways to do things. Recently, the format of parents' nights has been changed so that children, parents and staff review learning together. The headteacher and her promoted staff provide very strong leadership. They have earned the trust and respect of parents, staff and children and provide a clear sense of direction to the school. They have created a safe and secure place for your children to learn and develop their confidence and life skills. We have every confidence that the school will continue to make improvements and provide a very good standard of education for your children.

This inspection of your school found the following key strengths.

- The positive ethos and relationships between staff and children.
- The wide range of motivating and relevant learning experiences that children experience both in and beyond the classroom.
- The commitment and responsiveness of all staff to meeting children's needs with a focus on health and wellbeing.
- Success in working in partnerships with parents, the local community and other agencies.
- Self-evaluation leading to better experiences for children throughout the school.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Further develop moderation of standards to ensure consistency across the school.
- Continue to develop Curriculum for Excellence with a focus on planning and assessment.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.


HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CastletonPrimarySchoolGlasgowCity.asp>

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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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 Castleton Primary School.

Improvements in performance	good
Learners' experiences	very good
Meeting learning needs	very good

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

The curriculum	good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CastletonPrimarySchoolGlasgowCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf>.



**Dalmarnock Primary
School
Glasgow City Council
21 April 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

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1. The school

Dalmarnock Primary School is a non-denominational school. It serves the Barrowfield, Bridgeton and Dalmarnock area of Glasgow. The roll was 223 when the inspection was carried out in February 2009. Pupils' attendance was below the national average in 2007/2008.

2. Particular strengths of the school

- The very caring and supportive ethos in the school, children's achievement and behaviour.
- Staff teamwork.
- A bright and stimulating learning environment.
- Headteacher's success in leading improvements in children's learning experiences.

3. Examples of good practice

- Enhancing children's knowledge and understanding of local and global issues through international education.
- The wide variety of out-of-school activities organised by the Active Schools Coordinator which focus on helping young girls, and their mothers, to lead a more active and healthy lifestyle.

4. How well do children learn and achieve?

Learning and achievement

At all stages, children work well together. They contribute effectively to lessons by answering questions and helping others. They are well behaved, attentive and enthusiastic to learn. All children understand the importance of a healthy lifestyle and appreciate the steps the school is taking to promote this. They are successful in

developing citizenship skills and their knowledge of global matters through their extensive work in International Education. Across the school, they achieve well through their active involvement in a wide variety of activities such as sporting, community and cultural events. Most children are making good progress in their learning. The school has steadily improved attainment in reading, writing and mathematics. In listening and talking, most children are making good progress. They are developing effective skills in reading and writing. They enjoy reading and regularly choose from a wide range of books. Whilst children write well for a variety of purposes, they would benefit from further opportunities to write at length. Children are able to talk confidently about aspects of a story. They can identify effectively how writers use language to create particular effects. In mathematics, most children are confident and accurate in mental calculations and written work. They solve problems well and are confident in handling information. They use information and communications technology (ICT) well to enhance their understanding of mathematics. Across the school, children are using appropriate strategies well to solve mathematical problems. Children with additional support needs are making appropriate progress in most aspects of their learning.

Curriculum and meeting learning needs

Staff have started to develop aspects of the national initiative, *Curriculum for Excellence*. Children's development of skills and knowledge is well supported through a broad and balanced curriculum. Staff have made a good start at using cross-curricular themes as part of their learning and teaching approaches. Children's literacy and numeracy skills are being developed successfully through related research activities. They need more opportunities to choose and plan what topics they want to learn. At the early stages, children are progressing well as a result of the active learning approaches used by staff. All children are involved in enterprise education which is helping to develop their personal and social skills. All staff are making good use of ICT across the curriculum to enhance children's learning.

Teachers are making appropriate use of a good variety of learning and teaching approaches to motivate and encourage children in their learning. They take care to share lesson intentions with children. Staff give helpful explanations and use questioning appropriately to find out what children know. In most lessons, children are working well in groups and individually to complete their activities. The pace of lessons is appropriate and well judged. Children are beginning to take some responsibility for their own learning and to become independent learners. A few higher-achieving children would benefit from a greater level of challenge in their work. Children need to be more involved in deciding the next steps in their learning. Homework is regular and relevant and is linked to the work of the class, but at times it is not sufficiently varied. Pupil support assistants support children effectively in their learning. Staff work well with partner agencies to help identify and meet children's learning needs fully. Helpful support plans are in place for the few children who require them. Staff need to review the impact of their teaching to ensure that it always leads to clear progress in children's learning.

5. How well do staff work with others to support children's learning?

Staff have developed a wide range of useful links with a variety of community organisations, such as the PACE theatre group and the Celtic Dance Fusion. They have formed very close working links with the local nursery, which enhances children's learning at P1. The Active Schools Coordinator organises a wide variety of successful out-of-school-hours activities. These activities are helping young girls and their mothers to lead a more active and healthy lifestyle. Helpful newsletters inform parents of school developments and activities. A series of informative and practical leaflets for parents offer them advice on how to support their child's learning in mathematics. The Parent Council supports the school well and parents are consulted appropriately about sensitive health issues. The school has effective arrangements in place to ensure continuity in children's learning as they progress from nursery to P1 and from P7 to Eastbank Academy.

6. Are staff and children actively involved in improving their school community?

Staff and children work very well together to improve the school. Staff working relationships across the school are very good. Teachers contribute to school improvement through their work as members of development groups. Children are helping to improve their school and feel that their opinions are listened to and acted upon. Most children take on responsibilities in and outwith the class, for example organising school events. All children participate well in enterprise activity. The school has gained a Diamond Authority Award for its work in this area. Staff are more reflective about their teaching and are sharing good practice with each other. They are using self-evaluation approaches well and are making improvements to children's learning. Staff need to continue to build on this good practice. The headteacher is successful in developing a community ethos and actively consults parents, children and staff about school matters. Frequently, children and staff host visitors from other countries and all children are very confident and enthusiastic to talk to them about their school. The school has strong links with other countries and most children work eagerly with their partner schools. As a result, it has been awarded an International Education award.

7. Does the school have high expectations of all children?

Children are learning in bright and stimulating surroundings with very caring and supportive staff. Children are courteous, polite and eager to learn. Staff have high expectations for children's learning, behaviour and attendance. They encourage children to do the best they can and support them constantly to help them achieve their goals. Children's achievements are displayed effectively around the school and celebrated at assemblies. Staff are using a wide range of suitable activities and strategies to encourage more children to be healthy and active. They know children well and are sensitive to their physical, social and emotional needs. They understand and implement child protection procedures effectively. Any bullying and racist incidents are

recorded, and are addressed quickly and effectively. At all stages, children are involved in International Education which has increased their understanding and respect for people of other countries and cultures. Equality and fairness are promoted well throughout the curriculum and at assemblies. The school provides regular opportunities for children to participate in religious observance. The headteacher deals effectively with any complaints from parents, children and visitors.

8. Does the school have a clear sense of direction?

The headteacher provides strong leadership. She has a clear vision of the direction of the school and has shared this with staff, children and parents. She has introduced effective approaches to improve attainment and children's learning experiences. She is using self-evaluation well to identify areas to be improved and has included them in the school improvement plan. The depute headteachers and principal teacher offer good support in taking forward identified areas of improvement. Staff are evaluating their teaching and developing key areas of the curriculum. They are suitably supported by their colleagues and together are developing new ideas. With the continued support of the education authority, the school is well placed to continue to improve.

9. What happens next?

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits following this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Continue to develop learning and teaching approaches to meet the needs of all learners and raise attainment further.
- Increase opportunities for children to take on more responsibility in their learning.
- Ensure that self-evaluation activities lead to improved outcomes for learners.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

Here are the evaluations for Dalmarnock Primary School.

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

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

The curriculum	good
Improvement through self-evaluation	satisfactory

HM Inspector: 

21 April 2009

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If you wish to comment about any of our inspections, contact us at HMIEenquiries@hmie.gsi.gov.uk or alternatively you should write in the first instance to BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure is available from our website www.hmie.gov.uk or alternatively you can write to our Complaints Manager, at the address above or by telephoning 01506 600259.

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 (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330, fax 0800 377 7331 or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website at www.spsso.org.uk.

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

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



**King's Park Primary School
Glasgow City Council
26 April 2011**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

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8. What happens next?

1. The school

King's Park Primary School is a non-denominational school. It serves the King's Park area of Glasgow. The roll was 330, including 40 placing requests from South Lanarkshire Council when the inspection was carried out in February 2011. Children's attendance was in line with the national average in 2009/2010.

2. Particular strengths of the school

- Courteous and confident children who enjoy learning.
- Improvements in children's attainments in language and mathematics.
- The welcoming environment for children and staff's commitment to improving the quality of learning and teaching through participation in training.
- The leadership of the headteacher in promoting teamwork and empowering staff to take responsibility for leading developments across the school.

3. How well do children learn and achieve?

Learning and achievement

Almost all children are confident, motivated and settle quickly to tasks. Active learning is developing well and children are engaged in a variety of well planned, stimulating activities. Children enjoy using information and communications technology to enhance their learning. They work particularly well on tasks which build on personal interests and experiences. Children feel safe in the school, valued and respected. They have regular opportunities to work in pairs and in small groups. In the best practices, children take on roles and responsibilities and help each other by reflecting and commenting on what they have learned. Teachers are beginning to help children to become more aware of their strengths as learners and what they need to do to improve their learning. This process should involve children talking to teachers about their learning.

Children develop their confidence, self-esteem and skills through a wide range of activities. They take on positions of responsibility such as serving on the pupil council, eco committee or becoming house captains and lunch monitors. Children at P7 act as buddies to support younger children. 'Finer Diners' encourage and reward healthy eating while across the school, children are developing skills as citizens by taking part in fundraising activities and making significant contributions to charity. Children benefit from participating in the 'Positive Futures' programme. Through achieving an Eco-Schools Scotland silver award, children are developing their knowledge of sustainability. For example, they recycle mobile phones and ink cartridges. As individuals and as a school community, children achieved success by winning the 'Community Cup' through participation in the 'Give a Kid a Goal Project'. Children are encouraged to maintain healthy lifestyles. They take part in a range of activities which includes walking to school, tooth brushing at P1/P2 and 'Fruity Friday'. The school is not yet tracking systematically children's achievements across the school.

Over the past few years, standards of attainment have improved steadily in language and mathematics. Most children are attaining appropriate levels of attainment in reading and writing. A number attain these levels earlier than might be expected. Children have appropriate opportunities to read for enjoyment. They write for a range purposes in relevant contexts across the curriculum. For example, children in P2 wrote an account of their first day at school as part of a study of the school in the past and present. Almost all listen closely for information and instructions and interact very well with each other in lessons. While most children achieve relevant national levels in mathematics earlier than would be expected, these gains are not always sustained as they progress to the upper stages. Most complete their mathematical calculations quickly and accurately in class and are aware of various problem-solving strategies they can use to help them achieve success.

Curriculum and meeting learning needs

Across the school, staff are developing the curriculum taking account of the principles of Curriculum for Excellence. In doing so, they are providing a more varied, enjoyable curriculum which is relevant to children's interests, skills and aptitudes. Teachers are increasingly using the experiences and outcomes across curriculum areas to plan learning opportunities. The curriculum is enhanced by planned excursions, residential experiences at Blairvadach for P7 children and input from visiting specialists such as the Active Schools coordinator and the instrumental music tutor. The school should ensure children experience sufficient breadth, depth and progression in expressive arts, science and the technologies. All children are provided with two hours of high quality physical education per week. Through their learning teams, staff are developing planning formats to ensure a progression in skills in literacy and numeracy.

While most lesson tasks and activities are set appropriately for most children, they are not always sufficiently challenging. Children who need help are supported very well by pupil support assistants and senior managers. The school has appropriate systems for identifying children with additional support needs and reviewing and evaluating their needs. Looked after children are well supported and staff attend regularly multi-agency reviews of their progress. The school has effective links with partner agencies such as psychological services, dyslexia support services, English as an additional language and autism outreach. Partner agencies provide helpful advice and support to staff and parents. Most children with additional support plans (ASPs) are making good progress in their learning. The school is taking steps to ensure that learning targets set within ASPs and group support plans for children are more specific and measurable. Homework is regular and appropriate.

4. How well do staff work with others to support children's learning?

The school engages with parents through the Parent Council, parents' evenings, regular newsletters, leaflets and its website. The long-established Parent Council and its fundraising sub-group provide significant support for school activities and assist willingly with school improvements. Parents are informed about sensitive aspects of health and wellbeing. They would welcome more information about what their children need to do to improve in their learning. The school deals appropriately with parental concerns. A small group of parents benefit from support in helping their child to show positive behaviour through the 'Triple P' initiative. With the support of the Active Schools coordinator, the school runs a range of clubs for children to encourage healthy lifestyles. The school janitor makes a strong contribution to the day to day running and general safety of children and staff. The school is developing global citizenship through links with Trinidad. The headteacher has regular meetings with associated schools to discuss the implementation of Curriculum for Excellence. The school chaplain visits the school regularly, conducts regular services and visits classes to speak to children and staff about aspects of religious and moral education.

5. Are staff and children actively involved in improving their school community?

The school is committed to acting on the results of self-evaluation and taking children's views into account. The pupil council is making improvements to the house system following discussion with children and staff have taken steps to improve behaviour. Following recent quality assurance visits from the local authority and visiting consultants, senior managers are making changes to improve the school's approaches to self-evaluation. They monitor learning and teaching and provide feedback to teachers on how to improve learners' experiences. Teachers reflect increasingly on their practice. Collaborative working, for example at P1 and P7 is having a positive

impact on learning. The school plans to extend this good practice across the school and is now providing staff with increasing opportunities to engage in professional dialogue. Senior managers plan to track and monitor more rigorously learners progress and the quality of teachers' feedback to children to ensure that children are progressing at an appropriate level.

6. Does the school have high expectations of all children?

The school has appropriate arrangements in place to ensure the safety and protection of children. Aspects of keeping safe are addressed through the school's health and wellbeing programme and weekly assemblies. Appropriate arrangements are in place for religious observance and the school celebrates major religious festivals. Equality and diversity is promoted within the curriculum through whole school events and themed assemblies. These include work on 'The Divided City', the Fair Trade afternoon and specific lessons during anti-bullying week. Almost all children show courtesy and respect consistently to each other, staff and visitors. They listen to each other and to their teachers and their behaviour is generally of a high standard.

7. Does the school have a clear sense of direction?

The experienced headteacher displays a high level of commitment to the school and leads the school well. She provides a commendable level of pastoral care to staff, children and parents. She has been very successful in developing teamwork across the school and develops leadership well at all levels. Staff feel empowered to take forward developments. The headteacher is supported well by two depute headteachers who carry out their extensive remits very effectively. They have responsibility for various aspects of school improvement. Teachers have undertaken a range of professional development activities. Through the learning teams they are working well to develop approaches to learning, teaching and assessment. This is

improving learners' experiences. The school has recently reviewed its vision, values and aims. It now needs to reflect this in its planning for implementation of Curriculum for Excellence.

8. What happens next?

We are confident that, with support from the education authority, the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Ensure appropriate challenge for all children when planning learning and teaching.
- Continue to improve opportunities for children and their parents to become more involved in and informed about their next steps in learning, including developing further, personal learning planning.
- Develop arrangements for assessing and tracking children's progress towards achieving outcomes within Curriculum for Excellence.
- Ensure that a clear plan for implementation of Curriculum for Excellence is in place and that staff, parents and children continue to be appropriately informed about developments.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

Here are the evaluations for King's Park Primary School.

Improvements in performance	very good
Learners' experiences	good
Meeting learning needs	good

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

The curriculum	good
Improvement through self-evaluation	good

HM Inspector: 
26 April 2011

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
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24 January 2012

Dear Parent/Carer

**Merrylee Primary School
Glasgow City Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children were learning and achieving and how well the school supported children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work including learners' experiences, assessing children's progress and partnership with parents. As a result, we were able to find out how good the school was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that your children are learning and achieving very well. They are confident and they really enjoy learning. They are courteous and well behaved. They feel safe and cared for in school. They work very well together across a range of purposeful learning activities, often collaborating in pairs and groups. They respond enthusiastically to the stimulating real-life contexts for learning which teachers provide both in and out of class. Children are developing their understanding of themselves as learners. They are becoming skilled at identifying their strengths and areas for development. They are justifiably proud of their achievements, for example, in enterprise education and raising funds for charities. Regular involvement in an outstanding range of outdoor learning experiences is helping children to gain important practical and social skills.

Almost all children are developing their skills in literacy and numeracy very well. They are making very good progress in English language and mathematics. Achievement in English language is outstanding. Children are articulate and they talk confidently. At the upper stages, they show a good understanding of how to present facts and findings to a wider audience. Across the school, children enjoy reading very much. At the early stages, children are gaining very good reading skills. By P7, children are very skilled in discussing texts and in researching and presenting information, including through presentations using information and communications technology. Children produce an impressive range of writing. The school's emphasis on improving children's skills in writing has had a very positive impact on the quality of writing. In mathematics, children are learning well how to construct and interpret information using charts and graphs. They are confident in applying their numeracy skills in different situations. From the early stages, they demonstrate a good understanding of the properties of shapes. At all stages, children can solve problems well in different contexts. The school should continue to ensure that children's mental mathematics skills are practised

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

on a regular basis. At all stages, children are developing a secure understanding of health and wellbeing. Their awareness of the importance of healthy lifestyles is reinforced very well through regular and enjoyable physical education and meaningful outdoor education lessons. At all stages, children are developing their creativity and skills in art and design and express themselves well in paintings, models and clay work.

How well does the school support children to develop and learn?

The school supports children very well. Children experience a broad and stimulating curriculum which develops their knowledge and understanding across different areas of learning. Staff work productively to make learning interesting. They provide relevant, real-life contexts for learning which assist children to practise and apply their skills. The school's extensive grounds are used very well to promote high-quality outdoor learning. This approach to outdoor learning is outstanding. Successful partnerships with local organisations, the Merrylee Allotments and other schools have resulted in the active involvement of children in their community. Staff know children and their families very well and are sensitive to their needs. They promote a caring and supportive ethos. Children who need additional help with their learning are very well supported. Teachers have high expectations of children. Across the school, most tasks are appropriate to children's level of ability. We found that in a few instances, tasks in mathematics were not at the right level of difficulty for some children. Staff should continue to evaluate all activities to ensure they meet children's needs effectively. The school provides very well-planned support for parents to assist them in their understanding of the curriculum and their children's progress. Parents are highly satisfied with the school. The school has productive arrangements to help children in their transition from nursery to P1 and from P7 to secondary school.

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

Based on its current high and improving performance, we are confident the school will continue to improve its work. The highly committed staff have developed a strong and very effective approach to working together to improve the school. Children work enthusiastically to make a difference through their committee work. The school has a very clear sense of direction. The headteacher is highly regarded by the school community. She has very effectively involved children, parents and staff in developing the vision and values for the school. She encourages staff to be innovative and they respond well to this challenge. The dynamic leadership of the headteacher and promoted staff has impacted very positively on improving the school. The management team uses an effective range of approaches to monitor and evaluate the work of the school, including class visits and discussions with children. Staff seek the views of parents on a regular basis. The Parent Council supports the school very well. Partnership with parents is exceptional.

This inspection of your school found the following key strengths.

- Polite, highly-motivated children and their involvement in the life of the school.
- Children's achievement in literacy and numeracy.
- Children's learning experiences, including high-quality outdoor learning.
- Highly effective teamwork among staff and partnership with parents and the wider community which enhances children's learning.
- Dynamic leadership of the headteacher and promoted staff in improving the school.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- In line with current plans, continue to develop and refine approaches to assessment, moderation and tracking of attainment and achievement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice in outdoor learning which we would like to explore further in order to share the practice with others. As a result, we will work with the school and local authority in order to record and share more widely the innovative practice. We will ask the school, in discussion with the local authority, to let parents know the outcome of the innovative practice visit.


HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7987&type=2>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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Foghlam Alba**

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?*² 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 Merrylee Primary School

Learners' experiences	excellent
Improvements in performance	excellent
Meeting learning needs	very good

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

The curriculum	very good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7987&type=2>.

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² *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.



**Miller Primary School
Castlemilk
Glasgow City Council
20 January 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

¹ The term ‘school’ is used to include the work of the nursery class, where relevant.

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

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8. What happens next?

1. The school

Miller Primary School is a non-denominational school. It serves a part of Castlemilk in the south-east of Glasgow. The inspection was carried out in October 2008 at which time the roll was two hundred and six. Pupils' attendance was above the national average in 2006/07. However, there had been a noticeable deterioration in pupils' attendance since then.

2. Particular strengths of the school

- Friendly, well-behaved children.
- Staff's caring relationships with children.
- Spacious and well-maintained accommodation.

3. How well do children learn and achieve?

Learning and achievement

Children's progress in English language and in mathematics is weak. A recent focus on improving children's writing had made relatively little difference to the quality of children's writing. Children enjoy talking about sports they watch on television, and about their hobbies. In class lessons, the majority listen well to their teachers. Children find it more difficult to take turns at talking when they work in small groups. They do not read from a wide enough selection of reading books. More needs to be done to encourage children to read for pleasure. Older children do not write at length or often enough and they spend too long planning their stories. In mathematics, they spend too much time completing worksheets and not enough time developing confidence in using number in real life situations. By P7, the majority of children are competent at using computers to help them learn new skills. They know about people who live in other countries and they discuss how they might help them through their fundraising activities. At lunchtime and after the school day, the majority of children take part in and enjoy a variety of sporting and musical activities. With help from school and catering staff, children are learning about how to eat healthily. Staff are beginning to make better use of the well-maintained and varied learning spaces. However, a shortage of basic materials such as jotters did not help them support children's learning across the curriculum.

Curriculum and meeting learning needs

The curriculum is weak. It does not fully support children's learning across all subject areas. For example, the programmes for English language and religious and moral education lack enough relevance for children. Some of the activities planned do not provide children with sufficient choice and challenge, or help them to progress in their learning. Staff are starting to develop knowledge of the national initiative *Curriculum for Excellence*. Teachers have not yet planned sufficient opportunities for children to be active in their learning. Children in the nurture group and at P1 need to be more regularly involved in play activities which encourage curiosity and enthusiasm for new skills. Children have some interesting opportunities to develop enterprise skills. Recently, they sold their art work at a nearby shopping centre. By helping younger children in the playground older children gain confidence in working with and relating to others. At P7, a residential experience helps to give children skills and attitudes needed in a range of circumstances.

Staff know which children need extra help with their learning. Support staff take very good care of all children and are kind and patient with them in classes and in the school playground. Almost all teachers are sensitive to the needs of individual children. They monitor and record their progress. The way they do this is not yet effective enough. The activities they plan do not always have the right level of difficulty for all children. Some tasks and activities are too difficult for some children while other activities lack excitement or relevance. Some children who find it difficult to learn new skills do not have the right kind of learning targets set for them. Staff appreciate the support provided by partner agencies and they meet regularly with them to share information. The school must do more to improve its record keeping procedures. Without this, there is a risk that some more vulnerable children will not receive the support they need. Lateness and poor attendance prevents too many children from making good progress with their learning. Most teachers give clear instructions to children and increasingly they share with children what they want them to learn. In the best lessons, teachers make good use of technology to support

learning and organise opportunities for children to work in pairs and discuss, for example, the ingredients for a recipe. However, this good practice needs to be in place consistently in all classes. Homework tasks lack variety and are not always linked to classwork.

4. How well do staff work with others to support children's learning?

Staff have established useful links with professional agencies and community groups. The depute headteacher works closely with social services. She has established valuable links with health professionals as part of the school's work to be recognised as a health promoting school. As a result of these and other productive partnerships, the majority of children's learning is being well supported. The school chaplain is a welcome visitor and contributor to children's learning. His motivating assemblies help children know more about a range of faiths and cultures. Children moving into P1 are well supported by the staff from the Castlemilk Family Learning Centre. They work effectively alongside primary staff to help children settle into new routines. A review of the arrangements for those children moving to secondary school is being carried out by Castlemilk High School. Children who spend some time in the nurture group in addition to their mainstream class are not supported effectively enough in either setting. In recent months, parents have been more involved in the work of the school. They still feel they are not as involved in supporting children's learning as they would want and are keen to work alongside school staff in meaningful activities. They find some of the information the school gives them is helpful. They feel their views are not always listened to or acted upon.

5. Are staff and children actively involved in improving their school community?

Increasingly children have opportunities to be responsible for duties such as looking after younger children and making decisions about

how to make the school better. Junior road safety officers and members of the pupil council help to improve the safety of others and to bring children's ideas to the attention of school staff. Overall, the range of opportunities for all children to help improve the school community is too narrow. Teaching and support staff work well together to support the work of the school. Senior staff recognise they need to take greater account of parents' views in planning improvements. Staff did not feel their views were listened to or respected by the headteacher. They felt strongly that they lacked the support, trust and permission to be fully involved in discussions about how to improve children's learning.

6. Does the school have high expectations of all children?

Children are proud of their school and the new uniform which they helped to design. Almost all staff have positive relationships with children. Staff do not have high enough expectations of children's attainment and attendance. Children are courteous and very well behaved as they move around the school. They understand the need for good behaviour and they are a credit to the school community in the way in which they help to make their school a friendly place. Too many children have low expectations of themselves as learners, lack confidence and are not motivated during lessons. Children's achievements are recognised through attractive displays, in celebrations at assemblies and in class by individual staff members. There is scope to improve these arrangements further. There are regular assemblies which provide opportunities for religious observance. Arrangements for tracking children's progress and setting targets in learning are weak. Staff look after children well and they ensure they are safe through their knowledge and use, where appropriate, of child protection procedures. Children feel staff are very good at dealing with any instances of bullying. They feel almost all staff treat them fairly and with respect.

7. Does the school have a clear sense of direction?

Staff have not been fully involved in shaping the school's aims and values. The school has taken some steps to share its aims and values with parents and children. The headteacher has been in post for three years and has led the development of the school after the closure of two schools. She has successfully developed the school's enterprise education programme and fostered international links through a Comenius project. The depute headteacher and three principal teachers have worked very hard to provide support to the headteacher. They carry out their individual remits well. The depute headteacher and principal teachers are well respected by staff and children alike. However, overall, there are significant weaknesses in leadership and planning for improvement. The headteacher has not consulted or involved staff sufficiently in determining areas for improvement. Staff accept the need for a significant improvement in children's attainment but they lack clear direction and support from the headteacher. The school's arrangements for knowing its areas of strength and those requiring improvement are unsatisfactory. The school will require significant support from the education authority if it is to have the capacity to improve.

8. What happens next?

We will carry out a follow-through inspection visit within one year of publication of this report and will report to parents on the extent to which the school has improved. Following that visit, we may continue to check the improvements the school has made. We may also carry out a second follow-through inspection within two years of the original inspection report. If a second follow-through inspection visit is necessary then it will result in another report to parents on the extent of improvement that the school has made.

We have agreed the following areas for improvement with the school and education authority.

- Children's attainment across the curriculum, particularly in English language and mathematics.
- The quality of the curriculum.
- The quality of learners' experiences and in particular, the support for children who need extra help with their learning.
- Leadership and the school's approaches for planning for improvement.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

Here are the evaluations for Miller Primary School

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

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

The curriculum	weak
Improvement through self-evaluation	unsatisfactory

HM Inspector: 

20 January 2009

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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 (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330, fax 0800 377 7331 or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website at www.spsso.org.uk.

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

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



**Miller Primary School
Castlemilk
Glasgow City Council
19 January 2010**

We published a report on Miller Primary School in January 2009. That report set out key strengths of the school and main points for action.

This follow-through report is based on an inspection visit which was carried out in October 2009. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website www.hmie.gov.uk. Where applicable, you will also find descriptions of good practice in the school and analyses of questionnaire returns.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Miller Primary School serves an area of Castlemilk in the south-east of Glasgow. The headteacher has been in post since August 2009. The school has had a number of changes in leadership since the report of January 2009.

2. Particular strengths of the school

- The friendly and welcoming ethos.
- Well-behaved children who are growing in confidence and proud of their achievements.
- Positive steps being taken by staff to support learners.

3. How well do children learn and achieve?

Children are well behaved and enjoy school. They now have more opportunities to talk about their learning, to work with partners and to take responsibility for their learning. As a result, most children are more confident. They talk with appropriate pride about what they can do well in class and in other activities outside of school. Staff have improved the way they identify children who may need extra help with their learning. Children with additional learning needs are receiving better support from school and visiting staff and their learning experiences are more effective. There has been no significant improvement in children's attainment in reading, writing or mathematics. The school has improved the range of activities which children can access within and beyond the school day. These activities are helping to broaden children's achievements into areas such as sport and culture.

4. How well do staff work with others to support children's learning?

Staff and children have been successful in developing an ethos which is friendly and welcoming. Staff are getting better at involving parents in supporting their children's learning. Parents have been involved in reviewing the school aims and values and the homework policy. They

also helped to reorganise the school library. Parents of children starting P1 used the school's helpful transition programme to find out about what their children learn. The school continues to work well with health and social work professionals. The headteacher is improving links with other schools, including those where children have a joint placement.

5. Are staff and children actively involved in improving their school community?

Staff and children are more involved in improving the school. Staff now have a better understanding of the school's strengths and areas for improvement. They now recognise that they need to do more to raise attainment and improve children's learning experiences. They work more effectively as a team. Teachers benefit from support from education authority staff and a few visit other schools to observe good practice. Almost all teachers are improving their teaching approaches. The headteacher meets with teachers to talk about children's progress and visits classes to observe learning and teaching. Children are enjoying their involvement in school improvement. The newly-formed pupil council used new picnic benches to improve the outdoor area. The eco committee is successfully promoting a litter free playground. Children now feel safer in school. They feel staff listen to them and respond to any concerns they raise.

6. Does the school have high expectations of all children?

Staff have raised their expectations of children's behaviour. Almost all children now come to school on time. Staff celebrate children's achievements more effectively using good behaviour awards and certificates at school assemblies. These arrangements have impacted positively on children's behaviour and learning. Children are much more enthusiastic about their learning. Staff have recently improved the way they check the progress of individual children. Staff now need

to continue to raise their expectations of children's attainment. Children are not yet involved in setting their own learning targets.

7. Does the school have a clear sense of direction?

The headteacher is successfully improving staff morale. The depute headteacher and principal teachers continue to provide valued support to staff and children. Pupil support assistants are now more effectively deployed. Visiting staff, including the network support teacher, provide helpful support to children and their families. Education authority staff have worked closely with teachers, leading and supporting improvements. Staff now have a better understanding of what needs to be done to improve. Children's attainment is not yet high enough and more needs to be done to improve children's learning and the curriculum. As a result, the school will require the continued support from the education authority.

8. What happens next?

The school has improved aspects of its work since the original inspection. There has not yet been enough improvement in the curriculum, attainment and learning. As a result, we will continue to engage with the school and the education authority in monitoring progress. We will carry out a further follow-through visit to the school within one year of the publication of this report, and will report to parents on the extent of the improvement that has been achieved.

HM Inspector: 

19 January 2010

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**Miller Primary School
Castlemilk
Glasgow City Council
15 February 2011**

We published a report on Miller Primary School in January 2009. That report set out key strengths of the school and areas for improvement. We carried out a follow-through inspection in October 2009 and published a report on that visit in January 2010.

This follow-through report is based on an inspection visit which was carried out in November 2010. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website www.hmie.gov.uk. Where applicable, you will also find analyses of questionnaire returns.

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7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Miller Primary School serves an area of Castlemilk in the south-east of Glasgow. The previous depute headteacher retired in June 2010.

2. Particular strengths of the school

- Improving arrangements to support learners.
- Children's greater involvement in school improvement.

3. How well do children learn and achieve?

The school has had variable success in improving what children learn and achieve. Most children continue to grow in confidence and concentrate well during lessons. They have more opportunities to work together in pairs and small groups. A few children still find it difficult to work cooperatively and share resources. Older children gained useful confidence and cooperation skills through out of school activities such as sport and dance. As yet, the school does not do enough to promote all children's wider achievements. Children with additional learning needs continue to benefit from well-targeted support from staff. Pupil support assistants (PSAs) are deployed more effectively and provide valuable support to individuals and small groups. The nurture class and other classes in the school now work more effectively together. Teachers have been using a new approach to teaching writing and this is beginning to have a positive impact on the quality of children's written work. Children's attainment in writing has improved slightly. However attainment in reading or mathematics has not improved.

4. How well do staff work with others to support children's learning?

Staff continue to promote their partnership with parents through open days and more frequent newsletters. This has helped parents to be more involved in their children's learning. Most parents feel the school keeps them well informed. A few parents would like better information on the school's arrangements for dealing with indiscipline. Parents raised funds to provide a new information and communications technology resource which is benefiting all learners. The school continues to work well with the educational psychologist and other professionals. Staff enjoy a closer working relationship with the pre-school unit which shares the same campus. Joint events have benefited children as they make the move into P1.

5. Are staff and children actively involved in improving their school community?

Children in the pupil council, eco committee and those who are junior road safety officers value their involvement in helping to make the school better. Their ideas to improve what children do at playtime were implemented with support from the PSAs. Children now want to have more of a say in how to improve the school. They wish to improve the poor behaviour of a few children who interrupt the learning of others in classes. Staff have had opportunities to reflect on the school's strengths and areas for improvement. They value the considerable support they have had from education authority staff. For example, 'Leaders of Learning' have worked with staff to extend the range of teaching approaches and introduce new resources. As a result, the quality of children's learning in the majority of lessons has improved. Staff, however, need to raise attainment and improve the quality of the curriculum.

6. Does the school have high expectations of all children?

Almost all staff continue to have appropriate expectations of children's behaviour. Staff celebrate children's achievements in class and out of school at assemblies, and in class by issuing stickers and certificates. A significant minority of children do not respond to these systems and their behaviour is impacting negatively on the quality of experience of other children. Too many children have poor attendance. The school needs to improve its arrangements for promoting positive behaviour and attendance. There is scope to involve parents and other agencies more in promoting a whole school approach to positive behaviour. Staff meet with the headteacher to check children's progress and the headteacher visits classes to observe lessons. These arrangements have not significantly improved children's progress in reading and mathematics.

7. Does the school have a clear sense of direction?

The school lacks a clear sense of direction. The headteacher needs to provide a stronger lead to staff. The school has received considerable support from the education authority. As yet, that support has not been used effectively enough by all staff to provide consistently high quality learning experiences in all classes. The school will require further sustained support from the education authority to ensure the headteacher and staff develop the school's capacity for improvement.

8. What happens next?

The school has had some success in improving aspects of its work since the original inspection. There is some encouraging progress in the quality of children's writing. Overall, there has not been enough improvement in the curriculum or in children's attainment in reading and mathematics. More remains to be done to ensure that the quality of learning and teaching is consistently high enough. As a result, we will continue to engage with the school and the education authority in monitoring progress. We will carry out another follow-through visit to the school within one year of the publication of this report. We will report to parents on the extent of the improvement that has been achieved.

HM Inspector: 

15 February 2011

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

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

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15 May 2012

Dear Parent/Carer

**Miller Primary School
Glasgow City Council**

In January 2009, HM Inspectors published a report on your child's school. We subsequently returned to the school to look at how it had continued to improve its work, and published another report in January 2010. We returned to the school in November 2010 and published a second follow-through report in February 2011. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the acting headteacher and staff. We heard from the acting headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the report of January 2009 and at aspects of the school's work, as proposed by the acting headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Children are much more enthusiastic about learning. They are beginning to benefit from the improvements being made to lessons and access to lunchtime and after-school activities. The majority of children settle quickly to their lessons and they are more willing to work together in groups and in pairs. An increasing number of children are now planning their learning with their teacher. It will be important to build on this practice to involve all children. Most children with additional learning needs concentrate well when supported by pupil support assistants. While children are benefiting from more relevant and active approaches to learning they are not progressing fast enough. Children's attainment in writing shows some signs of improvement particularly in the early stages classes. Attainment in reading and mathematics is still weak across the school.

Children's achievements in school and through home learning are now more widely celebrated. Examples of their achievements in school, in sporting activities and community events are displayed attractively and are valued by children and their parents. Children who want to learn and achieve are benefiting from working in a more positive learning environment. There are still too many instances when a small number of children interrupt learning with inappropriate behaviour. The zero tolerance approach is helping to improve most children's attitude to learning. Staff must continue to apply these new approaches to promoting positive behaviour consistently.

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

How well does the school support children to develop and learn?

Staff have made some improvements to the curriculum. Children benefit from a curriculum which is now more enjoyable and increasingly more relevant. Teachers now need to improve the way they plan curricular activities across the year. They need to ensure that curriculum programmes build on children's prior knowledge and skills. Children's progress in learning will need to be tracked systematically and learning plans must outline clearly what children will learn next. Teachers have started to involve children in setting learning targets. There is scope to involve parents in this process building on the partnerships with parents which are developing well. Parents are more involved in school events and in home learning. They attend school events more regularly and now feel valued as participants in their child's learning.

The school has extended its links with others, including visiting staff and the family centre which shares the same campus. Children from the family centre often work with children in the school and this is helping nursery children feel more confident about making the move to primary school. Children moving to secondary school continue to receive well-planned support from a range of professionals throughout their P7 year. The acting headteacher observes learning and talks to children about their learning. She meets with teachers to discuss their plans. She is aware that arrangements for planning, assessing and tracking progress are not as effective as they should be. The acting headteacher has rightly concentrated her time on creating a positive environment for learning and tackling indiscipline. She has made a significant improvement to both of these areas with the full support of staff and almost all parents.

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

The acting headteacher has provided much needed leadership and direction. In the five months since she was seconded temporarily to the school, she has taken firm and decisive action to considerably improve the school's ethos and behaviour. She has won the admiration and trust of staff and almost all parents. A new headteacher will shortly be in post and will want to continue to build on these improvements. Staff have worked hard and are committed to improving the school. More remains to be done to improve children's attainment, the curriculum and learning and teaching through robust monitoring and evaluation of provision. The school will require continued targeted support from the education authority if it is to make the necessary improvements.

What happens next?

The school has improved some aspects of its work since the original inspection. There are some promising signs that children's behaviour is improving and the environment for learning is much more positive and conducive to learning. However, we are not yet satisfied with the overall quality of provision. As a result, we will carry out another follow-through visit to the school within one year of the publication of this letter. We will report to parents on the extent of the improvement that has been made.


HM Inspector

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25 June 2013

Dear Parent/Carer

**Miller Primary School
Glasgow City Council**

In January 2009, HM Inspectors published a report on your child's school. We subsequently returned to the school to look at how it had continued to improve its work, and published further reports in January 2010, February 2011 and May 2012. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified during the original inspection of October 2008 and at aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Children are now much more confident and talk positively about their school experience. They are proud of their school. The quality of their learning and achievements has improved. Children are working well with one another in pairs and groups. Children are benefiting from rich, 'learning conversations' with their teacher and the headteacher. They have a much clearer idea of the purpose of lessons. They help to plan their learning and are beginning to set out what will make their learning successful. Children's attainment in reading, writing and mathematics has now improved. Across the school, children are now making good progress in developing and improving their literacy and numeracy skills. There is scope to build on this improvement and raise children's attainment further.

Children's achievements are celebrated in many ways. For example, good work is attractively displayed and then made into a book. Parents value the monthly coffee mornings which allows them to see how well their children are achieving. Weekly assemblies are used to highlight individual and class success and to announce the winning 'House' who then receive a well deserved treat. The climate for learning has improved considerably. This positive change is valued by children, staff, parents and community partners. Almost all children behave very well showing high levels of respect and kindness to each other. All children benefit from being members of the school's nine specialist groups where they take responsibility in leading, for example, environmental and community based activities. They are gaining valuable life skills

through their work in financial education and as buddies to children in the family learning centre.

How well does the school support children to develop and learn?

Teachers are supporting children to develop and learn more effectively. They know the children as individuals and are very responsive to their social, emotional and learning needs. The climate for learning has improved greatly and almost all children are settled and on task. There is now scope to make sure that classroom activities are better matched to meet the learning needs of all children. This will help to improve pace and challenge which will impact on attainment. The school has improved its approaches to identifying and supporting children with additional support needs, particularly those children who experience barriers to learning. Planning and support for children in 'Barney's Base' has improved and, as a result, children who attend are making better progress in their learning. A range of additional support measures, such as, the introduction of a bereavement group is having a positive impact on children's emotional wellbeing. The close and productive partnership with a range of agencies and community groups is significantly better. As a result, children are very well supported in and out of school.

Overall, the curriculum is now broad and balanced. Under the leadership of the headteacher, staff have made considerable improvements to the curriculum. They have a much better understanding of Curriculum for Excellence. Teachers now plan children's learning better across all subject areas. They are increasingly confident in using a variety of different approaches to ensure that children learn through increasingly relevant contexts, including learning outdoors. Arrangements for children at key transition stages have improved. The school works very well with a wide range of partners to help meet the needs of children. Parents are now very supportive of the school and are increasingly involved in its life and work. The school has plans to involve parents further and is well placed to build on the positive relationships that are now established.

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

The recently appointed headteacher is held in very high regard by the school community. He has created a purposeful learning environment where everyone feels valued. Staff, parents and children now feel that the school has a clear direction which is founded firmly on respect and backed up by clear procedures and policies. Already, a large number of positive changes have taken place under his leadership. These changes will require time to show their full benefits but we have every confidence that they have been well considered, well planned and will be reviewed as the school continues to strive for even higher standards. Quality assurance procedures, such as conversations around teachers' planning and observations of teaching, are having a positive impact on children's learning experiences. The headteacher has clearly identified, in consultation with staff, parents and children, what needs to be done to improve the school further. Plans for further school improvement are clear and focused on better outcomes for children. The principal teacher provides clear and effective leadership in the area of pupil support. As a result, staff feel more confident in this area and children are receiving better support. Teachers are becoming increasingly reflective practitioners. There

was some very strong teaching and learning observed over the course of the visit and, given continued leadership and direction, we are confident that all staff will continue to improve their practice. Staff morale and teamwork has improved greatly. The school is now a happy place to work and learn. The school is, quite rightly, regaining its high status within the community and staff and children should be very proud of what together they have achieved.

What happens next?

The school has improved greatly many aspects of its work since the original inspection. There have been significant improvements to the environment for learning and children's behaviour. There are very encouraging signs that attainment, the curriculum and learning and teaching have improved and will continue to be improved. We are now satisfied that Miller Primary School has the capacity to continue to improve. As a result we will carry out no further inspection activity in connection with the inspection report of January 2009. The education authority will continue to make regular reports to parents on the quality of its schools.


HM Inspector
Education Scotland / Foghlam Alba

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**Toryglen Primary School
Glasgow City Council
24 February 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

¹ The term ‘school’ is used to include the work of the nursery class, where relevant.

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

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1. The school

Toryglen Primary School is a non-denominational school. It serves the Toryglen area in the south-east of Glasgow. The roll was 123 when the inspection was carried out in December 2008. Pupils' attendance was below the national average in 2006/7.

2. Particular strengths of the school

- Friendly, well-behaved children who are keen to learn.
- The role of older children in supporting and encouraging younger children through a range of buddying activities.
- Success of the nurture group in developing children's social and emotional needs.

3. How well do children learn and achieve?

Learning and achievement

Overall, children are making satisfactory progress in reading, listening, talking and mathematics. They are making weak progress in writing. Children listen well to adults and respond appropriately when carrying out instructions. At the early stages, the development of children's skills in reading is too slow. Across the school, children do not write well enough for a variety of purposes. In mathematics, most children are accurate in written number work. They can discuss with confidence features of a range of shapes. Children are not always quick or accurate in their mental calculations. They do not make enough use of information and communications technology (ICT) to support their work with databases and spreadsheets. The school is aware of the need to develop children's skills further in problem solving. Children's skills in personal and social education are developing well. For example, children in P6/7 develop their personal and social skills by taking part in a residential experience. The school is taking steps to help promote children's wider achievements. Special events which involve children and parents, for example, the nativity play and assemblies, are developing children's confidence well. The school's annual art exhibition gives children good opportunities to display publicly and celebrate their work. Children are developing an

understanding of citizenship through their role as peer mediators. They understand the importance of being healthy and of keeping themselves safe.

Curriculum and meeting learning needs

Staff provide children with a broad curriculum. The school is at the early stages of developing the curriculum in line with the national initiative, *Curriculum for Excellence*. The programme for environmental studies does not always ensure progress in children's skills. The visiting specialist teacher is helping children develop their skills well in physical education. All children benefit from two hours of physical education each week. Staff provide children with good opportunities to develop their skills in enterprise and education for sustainable development. Staff do not yet provide ways for children to use their literacy and numeracy skills in other areas of the curriculum. At the early stages, staff are beginning to develop activities to encourage children to be active in their learning. These activities are not always successful in supporting and extending children's learning. Children are enthusiastic when they are given responsibility for aspects of their own learning and are able to work together well in pairs and small groups. For example, children in P5/6 responded positively when discussing vandalism. Overall, learning activities rely too heavily on the use of textbook and worksheet exercises. As a result, activities are not stimulating enough to motivate all children.

Children's learning needs are not being well met. Learning activities are not always well matched to meet the needs of all children. Staff in the 'Busy Bees' nurture room support children's social and emotional needs very well. There are important weaknesses in the school's approaches to supporting children with additional support needs. Learning targets in group and personal support plans are not always focused well enough on the skills children need to make progress in their learning. The school needs to plan more effectively to support and meet the needs of children for whom English is an additional language. Teachers give clear explanations and instructions and share the general purpose of lessons with children. They use

questioning well to check children's understanding. Across the school, children are keen to learn and are capable of completing tasks without close supervision. Overall, children are not consistently actively engaged in their own learning. They are not always aware of their own strengths as learners and do not understand fully how to improve their work. Homework is regular but it lacks variety.

4. How well do staff work with others to support children's learning?

The school has in place appropriate approaches to monitor the progress of potentially vulnerable children. It has formed helpful partnerships with a range of agencies outside the school to help support children in their learning. These include speech and language therapists, educational psychologists, and social work services. Staff from the Castlemilk Stress Centre work successfully with children to develop their confidence, self-esteem and respect for others through massage activities. The school has very positive links with the autism unit located within the school building. The newly formed Parent Council works closely with the school. Parents receive regular information about the work of the school through helpful newsletters. The school is aware of the need to actively encourage parents to become more involved in school activities. The school has appropriate arrangements to help children transfer from nursery to P1. Links with King's Park Secondary School and Stonelaw High School prepare children in P7 well for their move to secondary school.

5. Are staff and children actively involved in improving their school community?

Children have some opportunities to take responsibilities, for example, through the pupil council and eco committee. They have been involved in developing the school grounds by planting new trees and building raised flower beds. This has resulted in the school achieving a silver Eco-Schools Scotland award. Older children support others

very well through a range of buddying systems. There is scope to give children a greater role in making decisions about developments affecting their learning and how to improve the school. The school has been successful in gaining a platinum award for Enterprise Education. Staff contribute to aspects of the work of the school and they enjoy being part of working groups as part of the school improvement plan. However, there are important weaknesses in the school's arrangements for evaluating its work. Approaches to self-evaluation have not yet had any significant impact on improving teaching and learning.

6. Does the school have high expectations of all children?

The school is welcoming to visitors. Children are friendly, well behaved and engage readily with visitors. They work well with each other in class and are supportive of children from the autism unit who join class activities. Staff have positive relationships with children. They are aware of their roles and responsibilities in relation to child protection procedures and follow these appropriately. They use assemblies and displays to celebrate children's achievements. Teachers do not yet have high enough expectations of what children can achieve. Most children feel they are treated equally and fairly. They feel safe and well cared for. The school has taken positive steps to tackle discrimination through its role in the *Sense over Sectarianism* project. It should now celebrate cultural diversity in a more planned and systematic way. Children feel their opinions are listened to and valued. The school promotes healthy lifestyles in a number of ways, including good use of wall displays, tooth brushing for younger children in the dining room, and playground games. As a result, children feel the school supports them to make healthy choices. Children regularly take part in religious observance through assemblies.

7. Does the school have a clear sense of direction?

The headteacher is strongly committed to children's welfare. She has observed lessons, monitored forward plans and looked at children's jotters. She has provided staff with some helpful comments on their work. Staff have taken some steps to evaluate the work of the school and identify what the school needs to do to improve. They do not yet have a clear understanding of improving their work through self-evaluation. Staff do not have enough opportunities to take leadership roles. The principal teacher has been successful in developing aspects of the curriculum, including health education. She needs to take a more active role in monitoring the work of the school in order to improve learning and teaching across the school. The school and the education authority now require to work very closely together to ensure improvements take place.

8. What happens next?

We will carry out a follow-through inspection visit within one year of publication of this report and will report to parents on the extent to which the school has improved. Following that visit, we may continue to check the improvements the school has made. We may also carry out a second follow-through inspection within two years of the original inspection report. If a second follow-through inspection visit is necessary then it will result in another report to parents on the extent of improvement that the school has made.

We have agreed the following areas for improvement with the school and education authority.

- Develop the curriculum in line with *Curriculum for Excellence*.
- Improve children's progress in English language and mathematics.
- Develop opportunities for children to be active in their learning throughout the school.
- Improve how the school meets the needs of all learners.
- Improve the ways the school monitors and evaluates its work to ensure that children have better learning experiences.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

Here are the evaluations for Toryglen Primary School.

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

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

The curriculum	satisfactory
Improvement through self-evaluation	weak

HM Inspector: 

24 February 2009

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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 (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330, fax 0800 377 7331 or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website at www.spsso.org.uk.

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

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



**Toryglen Primary School
Glasgow City Council
2 March 2010**

We published a report on Toryglen Primary School in February 2009. That report set out key strengths of the school and main points for action.

This follow-through report is based on an inspection visit which was carried out in December 2009. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website www.hmie.gov.uk. Where applicable, you will also find analyses of questionnaire returns.

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8. What happens next?

1. The school

Toryglen Primary School serves the Toryglen area in the south-east of Glasgow.

2. Particular strengths of the school

- Positive ethos within the school.
- Enthusiastic and well-behaved children.
- Commitment of the education authority, headteacher and staff to improving the work of the school.

3. How well do children learn and achieve?

Children are now more confident and enjoy talking about their work. They are beginning to have increased responsibility for their learning. Children respond positively to opportunities to assess their own work and that of others. They are developing an understanding of what they do well and what they need to do to improve their learning. Children participate in a wider range of out-of-class activities which extend their interests and promote achievement. Attainment in English language and mathematics has improved. In English language, staff have introduced new approaches to teaching writing. As a result, children now write for a wider range of purposes and audiences. In mathematics, there is a greater emphasis on developing children's skills in making mental calculations. This is beginning to improve children's accuracy and agility. Staff are now planning to develop children's skills further in problem solving.

The school has taken positive steps to develop the curriculum in line with *Curriculum for Excellence*. Staff have started to develop children's literacy and numeracy skills across other areas of the curriculum. Teachers now provide more varied and stimulating learning activities and do not rely as much on the use of textbooks and worksheets. The school has started to improve the way staff meet children's learning needs. Staff now make better use of arrangements to identify children requiring help with their learning. More remains to

be done to ensure all children's needs are being met, including setting clear learning targets for children requiring help. Staff need to ensure activities are at the right level of difficulty for all children.

4. How well do staff work with others to support children's learning?

The school is successfully encouraging parents to become more involved in their children's learning. Children created helpful leaflets containing activities which parents could carry out at home to support their children's learning. School staff invited parents to find out about the work of the school through a 'welcome to school day'. Teachers also now arrange visits to classes at the end of topics. The Parent Council continues to support the school and is working with staff to help make homework more varied and interesting. The school continues to have strong links with the autism unit located within the school building.

5. Are staff and children actively involved in improving their school community?

Children are enthusiastic about having more opportunities to take responsibility and to have a say in making the school better. For example, children in the computer club worked with staff to set up and manage the school website. The pupil council meets regularly and is becoming more involved in making decisions about improving learning. School staff are improving approaches to how they monitor and evaluate their work. The headteacher has worked well with staff to strengthen approaches to monitoring learning and teaching. She reviews children's progress and carries out useful classroom observations. The headteacher provides staff with helpful comments focusing on improvement. Staff are committed to improving children's experiences and share ideas and practice with each other. A few staff undertake visits to other schools to observe effective practice. The

headteacher and staff now need to ensure these approaches result in sustained improvement in learning and teaching.

6. Does the school have high expectations of all children?

The school is welcoming and has a positive ethos. Children, staff and parents are proud of their school. The school frequently celebrates children's achievements at assemblies and in newsletters. Children continue to be well behaved and supportive of each other. They are now more motivated by class activities. The school continues to promote healthy lifestyles and, as a result, has now gained Health Promoting School status. Children feel they are treated fairly and with respect. Their work is displayed attractively around the school. Staff now need to continue to raise their expectations of what children can achieve.

7. Does the school have a clear sense of direction?

The headteacher and staff are working very well together to begin to improve important aspects of the school's work. They now have a clearer understanding of the role of self-evaluation in improving the work of the school. The school has benefited from valuable support from the education authority and has made a positive start to improving the school's provision. Working with the education authority, school staff now need to build on developments and embed them across the school. In doing so, they should ensure that the learning needs of all children are met more effectively.

8. What happens next?

The school has improved aspects of its work since the original inspection. There has not yet been enough improvement in meeting learning needs and approaches to self-evaluation. As a result, we will continue to engage with the school and the education authority in

monitoring progress. We will carry out a further follow-through visit to the school within one year of the publication of this report, and will report to parents on the extent of the improvement that has been achieved.

HM Inspector: 

2 March 2010

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**Toryglen Primary School
Glasgow City Council
3 May 2011**

We published a report on Toryglen Primary School in February 2009. That report set out key strengths of the school and areas for improvement. We carried out a follow-through inspection in December 2009 and published a report on that visit in March 2010.

This follow-through report is based on an inspection visit which was carried out in February 2011. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents¹. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

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8. What happens next?

1. The school

Toryglen Primary School serves the Toryglen area in the south-east of Glasgow.

2. Particular strengths of the school

- Increased children's confidence.
- Positive school ethos.
- Children's involvement in the life and work of the school.
- Commitment of the headteacher and staff to improving the work of the school.

3. How well do children learn and achieve?

Children are increasing their skills as learners. They are taking more responsibility for their learning, including through setting learning targets to help improve their work in mathematics, reading and writing. Children are beginning to recognise how these targets will help improve their learning. They have a sound understanding of local and global environmental issues. As a result, the school has achieved an Eco-Schools Scotland green flag.

Children are getting better at talking and listening to each other in groups. They are developing their understanding of how authors use language to create different effects. Children use a wider range of vocabulary in their writing. This is helping to make their writing more interesting. In mathematics, children's skills in making mental calculations are improving. Increasingly, children are able to explain their thinking and the steps they took to solve problems.

Staff are moving forward well with the implementation of Curriculum for Excellence. They are increasing their focus on developing children's literacy and numeracy skills across other aspects of the curriculum. Staff now need to make sure they plan relevant and meaningful connections across curricular areas to enrich children's learning.

The school continues to have a strong focus on developing children's skills in enterprise and has achieved a diamond award for Enterprise Education.

Staff are getting better at planning tasks and activities at the right level of difficulty for all children. They now need to ensure whole-class approaches in some aspects of learning build on what children already know. Staff identify more effectively the learning needs of children requiring help with their learning. Children who require additional support have clearer learning targets in place. Staff review these targets regularly and identify next steps in learning well. Pupil support assistants are now more fully involved in supporting children requiring help with their learning. Overall, the school has improved the way it supports children for whom English is an additional language. Staff have introduced new approaches to homework. As a result, homework activities are now more interesting.

4. How well do staff work with others to support children's learning?

The school continues to improve ways for parents to be involved in their children's learning. For example, in P1 staff introduced 'play along maths' to help parents support their child's learning in mathematics at home. Staff make good use of links with the local community and other agencies to help enrich children's learning. For example, working with the Gorbals Credit Union children are developing their understanding of financial education

5. Are staff and children actively involved in improving their school community?

The school's approaches towards self-evaluation are now having more impact. Staff are extending ways for children to have a say in making decisions about their learning and the life of the school. The pupil council meets regularly and has been involved in a project to support

and encourage reading for enjoyment. As part of this they have created a “reading matters” leaflet for parents and organised book exchanges and lunchtime reading clubs. Staff recognise the importance of self-evaluation in taking the school forward. They now reflect on learning and teaching both in their classrooms and as a school more effectively. The headteacher monitors learning and teaching more frequently. She provides staff with clearer guidance on what is working well and next steps to improve children’s experiences. This is helping improve learning and teaching. The school has extended approaches to gathering the views of parents and has used these to help make improvements.

6. Does the school have high expectations of all children?

Staff have higher expectations of what children can achieve. They celebrate children’s achievements in a range of ways, including through achievement files. This is helping children recognise success. Children are developing their understanding of the needs of others through raising funds for charities.

7. Does the school have a clear sense of direction?

The headteacher and staff are working well together to improve the school’s provision. The education authority provides valuable support to help the school. As a result, children’s learning experiences and achievement have improved. The headteacher works well with staff to create a culture of improvement. Staff are taking more responsibility for improving aspects of the work of the school. Children now have increased leadership roles. Working with the education authority, the school should continue to develop a shared understanding of Curriculum for Excellence in taking forward curriculum change.

8. What happens next?

Staff continue to work together to build on the developments identified in the previous follow-through inspection. They have improved further children's progress in English language and mathematics.

Arrangements for meeting children's learning needs and approaches to self-evaluation are now at a satisfactory level or better. The school is well placed to improve further. We will make no further visits in connection with the inspection report of February 2009.

HM Inspector: 

3 May 2011

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