



# Follow-through Inspection Report

## Glendale Primary School

May 2007

### **The Inspection**

Her Majesty's Inspectorate of Education published a report on standards and quality in Glendale Primary School in May 2005 following their inspection of the school in January 2005. Working with the school, the education authority prepared an action plan indicating how the main points for action, identified in the report, would be achieved.

After consultation with HMIE, it was agreed that this follow-through report would be the responsibility of the education authority. Members of the Education Improvement Service visited the school in May 2007 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made in responding to the main points for action in the initial report.

### **Continuous Improvement**

The head teacher and staff moved quickly to establish an action plan to take forward the main points for action from the HMIE inspection report on the school. The plan identified tasks and timescales as well as the criteria for monitoring and evaluating progress.

Since the publication of the report a new head teacher had been appointed. The staff had responded well to working with the new head teacher and continued to prioritise their response to the school's action plan.

The school had continued to grow in expertise and achievements. A platinum award had been received for Enterprise Education; the school was working towards becoming an Eco-School; the school's resource materials on Race Equality had received national recognition. Teachers had widened their expertise through developing formative assessment strategies, encouraging positive responses from pupils and promoting social behaviours such as 'restorative justice' and 'responsible behaviours' among children.

Extra curricular activities had continued to flourish including sports, dance and art clubs. Additional resources had been purchased and a large investment in electronic SMART boards had impacted on the quality of the learning experiences of the children.

Importantly the standards of attainment had continued to rise and a particularly significant leap had been achieved in mathematics.

## **Progress Towards the Main Points for Action**

The initial inspection report identified 2 main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

### **Main point for action 1**

#### **To increase the opportunities for pupils to develop their independent learning skills and to work collaboratively.**

*The school had made very good progress towards meeting this action point*

All staff had received training in strategies to promote independent and collaborative learning by children. Learning materials had been produced for all stages in the school to emphasise the value of such learning experiences for children and to give practical guidance to teachers in encouraging effective practices in the classroom.

Promoted staff had carefully monitored and supported the learning experiences of pupils and had assisted teachers in implementing effective strategies. Teachers had a clear understanding of expected practices and were able to demonstrate them in the classroom.

Good use had been made of ICT hardware, particularly SMART boards, in assisting collaborative learning by pupils. Pupils with English as a second Language (EAL) were supported by EAL teachers in ensuring that they could fully participate in the social and interactive learning experiences.

### **Main point for action 2**

#### **To continue to develop strategies to raise attainment in mathematics**

*The school had made very good progress towards meeting this action point*

A wide variety of initiatives had been taken to promote attainment in mathematics.

New resources had been purchased to stimulate children's interest and a variety of teaching aids had been introduced to encourage a more interactive approach to teaching and learning. Computers and electronic SMART boards had also been used more widely to promote activities in spreadsheets and databases.

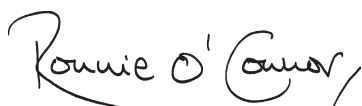
Workshops were held for parents to offer guidance in helping their children in their mathematics homework. Materials had been provided to maintain a practical experience for children. A mathematics club for children was also set up in the school.

The school had enlisted the support of tutors from the Education Services to promote problem-solving activities in all classrooms. Also teachers from the secondary school had provided additional support to children in Primary 7 class.

As a result the attainment levels of children in mathematics have shown a very significant improvement.

## **Conclusion and Next Steps**

The head teacher and staff had worked very hard to implement the action points in the HMIE inspection report. They had participated in a variety of staff development opportunities to enhance their own expertise. New resources had been purchased to improve the curriculum and the guidance and support of the Education Improvement Service had been well received and adopted by staff. The school had made very good progress in meeting the main points for action.



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