



# Follow-through Inspection Report

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## Carmunnock Primary School

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April 2004

### **The Inspection**

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Carmunnock Primary School in December 2001 following their inspection of the school in September 2001. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original report.

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 December 2003 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 school has addressed all the main points for action very well. The ethos of teamwork and commitment to the pupils has been strengthened and communication with parents is continuing to improve.

The authority has supported the school through its Education Improvement Service.

There have been considerable improvements in all the main points for action.

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

The initial inspection report identified six main points for action.

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

**The school in consultation with the education authority should clarify and strengthen its links with associated schools.**

*The school has met this recommendation.*

The school has developed strong links with Castlemilk High School and the associated primary schools. The Principal of Castlemilk New Learning Community has arranged to work with staff in all the associated Primaries including Carmunnock. All the local primaries have benefited from the Problem Solving developments taking place in Carmunnock by attending the in service training organised for them.

There are now links with thirteen nurseries. Whole morning visits have been timetabled and there is a developing exchange of a variety of information. Notably there is now a closer relationship among parents, staff and pupils. Older pupils, supported by staff, have been given the responsibility of assisting their 'own' identified nursery pupils to settle into Primary 1.

The school has developed effective links with Careers Scotland as their enterprise education programme grows. Strathclyde University students are involved in the school and work experience places are offered to Castlemilk High School pupils. The programme of enterprise education, developed very successfully over several years, involves visitors from the community and elsewhere.

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

**The school should take forward its planned initiative to improve its communications with parents. It should review its reports to parents to provide clearer information on their children's progress.**

*The school has made very good progress towards meeting this recommendation.*

The school now has a policy on communication with parents. There is a much more systematic and consistent approach to developing parental partnership. Parents, staff and pupils have been involved in producing the home school agreement. There is much greater clarity about types and purposes of homework. Parents are being much more actively encouraged to support their children's learning and to participate in school visits and extra curricular activities. Informative leaflets have been created and will be reviewed in the light of the proposed consultation exercise that will involve staff and parents.

Opportunities for parents to meet with staff are frequent, well organised and clearly communicated. There are regular written reports for parents giving a clear indication of their child's progress and what the next steps will be. Parents are encouraged to respond to these reports.

**Main point for action 3**

**The school should increase its resources for technology and develop guidance on this curricular area. It should increase the opportunities for practical problem solving and use of information communication technology in mathematics.**

*The school has met this recommendation.*

With support from the education authority, staff have developed a programme in technology for all pupils from P1 – P7. All staff have an overview of the programme for science and technology. The programme involves school support staff and teaching staff working together. Good approaches to assessment indicate next steps in pupils' learning. Resources have been greatly improved and are well organised.

Opportunities for practical problem solving have been shared with all the associated primaries. The school has in place a whole school policy for problem solving in Mathematics.

One of the authority's Information and Communications Technology tutors delivered in-service training for staff. ICT Tutors have also helped the school to extend opportunities for pupils to use ICT in different areas of the curriculum.

**Main point for action 4**

**The school should adjust the time allocated to environmental studies and increase time spent on learning and teaching in P2.**

*The school has met this recommendation.*

The time for environmental studies is now in line with national guidelines. Primary 2 has had learning and teaching increased by a simple alteration to the school day.

**Main point for action 5**

**The school should develop arrangements for teachers' planning and for recording and assessment**

*The school has made very good progress in meeting this recommendation.*

With support from the education authority, staff have improved the process of planning, assessment, recording and working out the next steps for pupils. Teachers' approaches for assessment are more systematic and consistent and their reports on pupils' progress better informed. Plans show clearly and concisely what has to be done and how. Homework is now planned to make effective use of teachers' and pupils' time. Pupils are actively involved in discussing their progress with their teachers. Different methods of assessing pupils' progress are matched to clearly identified purposes. There is now an effective means of recording and summarising information. National Tests are used effectively in line with school policy.

**Main point for action 6**

**The headteacher should increase the participation of staff in decision making . She should work more closely with staff to develop procedures to monitor and evaluate the work of the school.**

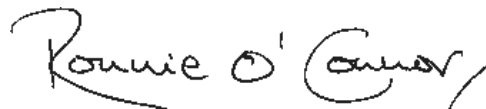
*The school has made very good progress towards this recommendation.*

All staff are involved meetings and reviews on a regular basis to look at the structure of the curriculum, attainment, learning and teaching approaches, support for pupils, ethos and resources. The headteacher now monitors classroom activities by working alongside staff and discussing their planning and good arrangements are in place for more focused, formal annual visits to each class.

**Conclusion and Next Steps**

Overall the school has met, or made very good progress towards meeting, the main points for action and has laid a very good foundation on which to work together to continue to develop and enhance all aspects of the life and work of the school.

As a result of the progress made by the school HMIE will make no further visit in connection with the September 2001 inspection.



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