



Follow-through Inspection Report

Croftcroighn School

May 2010

1. The Inspection

The inspection Croftcroighn School was inspected in February 2008 as part of a national sample of provision for pupils with additional support needs. The report by Her Majesty's Inspectorate of Education was published on 27 May 2008.

2. Continuous Improvement

Following a very positive report from Her Majesty's Inspectors of Education, the school was able to continue to build on its existing high quality provision and bring about further improvements. Under the excellent leadership of the Headteacher, all staff have been fully involved in making improvements in a number of aspects of its work.

The school has continued to develop opportunities for children to be more actively involved in their learning. Acknowledging the importance of play, a number of staff have attended training to support the development of a programme of play activities, including a range of exciting resources, to support children's play across the school. Children in the nursery regularly join children in Kincardine Nursery to learn through play.

The school has continued to develop its approaches to the development of children's communication and language skills. Resources such as talking books, interactive motivational toys, Step by Step switches and Go Talk cards have been successfully used to engage children in their learning. In addition, a small group of seniors have made effective use of the digital camcorder, wireless keyboard and Communicate in Print software to gather information and publish a termly newsletter.

The development of children's numeracy skills has been supported further by the purchase of new motivational resources and software programmes, as well as an increase in the range of opportunities for active learning.

Staff have been creative and innovative in helping children to become more aware of what they are learning. Some children have been involved in commenting on their targets in their additional support plans and as a result are more aware of their next steps in learning.

The school has continued to develop its approaches to listening to children. The school actively seeks the views of children in a variety of ways, for example, by extending the use of talking mats children have been able to make their views known about changes to assemblies and arrangements for dinner school. The Depute Headteacher has consulted and worked on various projects with the new Pupil Council who were involved in selecting new resources. They have also been consulted on the development of the outdoor classroom, outdoor activities and wet weather clothing. The Pupil Council also chose the winners from each class for the sunflower pot design and sent a letter to parents asking them to help their child look after their sunflower.

The school has continued to work with a wide range of partners and organisations which have enriched the learning experiences of children. For example, the new programme of study for science, which places emphasis on active learning and the use of the outdoor environment, has resulted in all classes being involved in enhancing the school garden and grounds, including the planting of a class planter. These activities were undertaken in partnership with a number of organisations including Scottish Water, Prince's Trust, St Andrew's Secondary, St John's School, Scottish Heritage and Land Services.

Education for sustainable development was also well-supported by partners such as the RSPB, Scottish Water, Ecolab, Scottish Heritage and Community Orchard Group. Children participated in a wide variety of workshops looking at planting and growing, composting and creating a bird friendly environment. Children investigated mini-beasts and learned about composting by participating in an EcoLab workshop. Improvements were also made to the sensory garden in partnership with Land Services, Prince's Trust, St Andrew's secondary, St John's School and parents.

A number of whole school events and celebrations such as Red Nose Day, Burn's Day, Christmas Show, Hallowe'en and Christmas parties have provided excellent opportunities for children to develop and show their creativity, confidence, behaviours, attitudes and values which will help them in their life beyond school.

Each class has worked hard to raise funds for a number of deserving causes, with children taking key roles in fund-raising activities. Termly coffee mornings, organised by children, with assistance from staff, were attended by members of the school, campus and local community, including residents from the local eventide home.

Children have also participated in a variety of competitions, including expressive arts and science-based competitions, achieving significant success, most notably winning the National Food Safety Week competition.

The school has continued to promote children's understanding of a healthy lifestyle, providing children with meaningful opportunities for active choice-making in relation to food and exercise. P.E. programmes supported by specialist teachers, daily class exercise programmes, hygiene routines and healthy cookery lessons have promoted health and well-being. The Health Education programme has been enhanced further by links with a range of partners, including the local health centre, dental health team and active schools' coordinators, providing meaningful contexts for learning which have had a positive impact on children's learning, motivation and engagement.

Improvements to classroom planning, which makes clear what children are learning and the individual support required for each child, are now shared daily with the classroom team to ensure that all adults are clear about their role in supporting children's learning.

Staff worked alongside colleagues in Newhills School to introduce the Award Scheme Development and Accreditation Network (ASDAN) for children in primary 7. The school has also linked with a group of young people and one of their teachers in St Andrew's secondary who have supported the health component of the ASDAN award scheme.

The Depute Headteacher and a class teacher visited Langslatter School, their partner school in Sweden. The purpose of the visit was to share good practice and to consider similarities and differences in educational approaches. In advance of the visit by Swedish teachers to Croftcroighn, the Primary 7 class produced a welcome DVD. Croftcroighn are now looking to establish a Comenius link to assist with a visit by children next session. Staff are now looking to establish links with similar schools in the Netherlands and aims to gain International School status.

3. Progress Towards the Main Points for Action

The initial inspection report identified two main points for action. This section evaluates the progress made on each of the action points and the resulting improvements for young people and other stakeholders.

Main point for Action 1

Continue to build on current strong practice in inclusion by extending pupils' opportunities to be included in the mainstream curriculum of the campus and other mainstream schools.

The school has made good progress towards meeting this point for action with the school engaging with a number of local schools to provide opportunities for children to socialise, play and learn alongside their mainstream peers.

There have been a number of initiatives with campus partners, for example 'mini movers' with Kincardine Nursery School, expressive arts projects with children from Avenue End Primary School. The Scottish Country dancing project with Avenue End primary involved a group of seniors from Croftcroighn and Avenue End schools participating in a Glasgow-wide festival of dance.

The Glasgow Play Team provided play opportunities with children from Avenue End primary during the Victorian Day celebrations. The school also hosted an International afternoon which Avenue End children attended. There were also joint Eco planning sessions involving children from the campus which resulted in the award of a Green Flag. Children from Croftcroighn and Avenue End also came together for Road Safety Week and for Money Week activities. As part of the school's play development initiative, the school involved a group of children from Avenue End primary and Kincardine Nursery in planning to further develop the outdoor classroom.

The Museum's Project involved several children from Croftcroighn working with children from mainstream primary schools in the Smithycroft learning community, enabling children to form new friendships.

The Principal Teacher has worked with teachers from Avenue End primary to discuss literacy development and has visited classes in Avenue End primary, working alongside the teacher and children. The Principal Teacher shared some reading resources she had developed and is now working with a reading group, which includes children from Avenue End primary and a child from Croftcroighn. The school plans to build on this next session by providing similar opportunities for an increased number of children.

Main point for Action 2

Improve pedestrian and wheelchair access into the school.

Following the inspection, the authority, ensured that there was appropriate pedestrian and wheelchair access into the school.

Conclusion and Next Steps

Following a very positive report by Her Majesty's Inspectorate of Education, the school has continued to make improvements to aspects of its work to ensure it maintains high quality provision and experiences for children and their families.

Maureen McKenna
Service Director: Education

Glasgow City Council
Education Services
Wheatley House
25 Cochrane Street
Glasgow G1 1HL
0141 287 2000
www.glasgow.gov.uk