



Follow-through Inspection Report

Tinto Primary School

JUNE 2011

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality on Tinto Primary School in April 2009 following an inspection of the school in February 2009. Working with the education authority, the school prepared an action plan indicating how they would address the main points for action identified in the original report.

This follow through report details the progress that the school and the education authority have made in addressing the main points for action in the original report.

2. Continuous Improvement

Staff have continued to put a strong emphasis on ensuring that children make good progress in their learning. Almost all children are making good progress. Overall, the school had continued to perform very well with almost all children making good progress in their learning in English language and mathematics.

The school has developed further children's enterprise skills. Enterprising attitudes are evident in all classrooms. The children won the 'Determined to Engineer' award and gained a Diamond 2 award. The children have improved their understanding of money through setting up and running a credit union within the school.

Staff have successfully continued to involve children in decision making about the school. Children worked with Mansewood Allotment Committee and helped them develop their allotments. The pupil council has also organised a number of whole school events such as the X Factor competition and Red Nose Day.

Children have continued to participate in a variety of after school activities including Spanish club, ECO activities, football and a play club. They have also been very successful in competitions with one group winning the Connex challenge and a pupil gaining a place in the final of 'Determined to Debate'.

3. Progress Towards the Main Points for Action

Main point for action 1

The school and the education authority should continue to provide children with more opportunities for being active and responsible in their learning and working with others.

The school has made very good progress with this main point of action.

Teachers undertook a training programme which included collaborative learning, active mathematics, using good questioning and Bloom's Taxonomy. These training opportunities helped staff to develop their skills and has led to children having very good learning experiences in their classrooms.

The school also introduced 'Storyline' and 'joyning the learning' approaches. These have helped staff to plan more effective interdisciplinary learning experiences for children. A number of staff had the opportunity to work with a leader of learning to develop further their skills in active learning. Children have increased opportunities to work together in pairs, groups and collaboratively across stages in mathematics and other areas of the curriculum.

Main point for action 2

The school and the education authority should continue to develop the curriculum in line with the principles of Curriculum for Excellence.

The school has made good progress in this point for action.

Staff received further training on key aspects of curriculum for excellence and are familiar with the principles of curriculum for excellence. The school has reviewed its planning to better reflect the experiences and outcomes within curriculum for excellence. Staff have further developed their confidence in evaluating their planning. This has improved learning experiences for children.

The school has changed its approaches to timetabling to allow for greater flexibility. This has led to more opportunity for depth in children's learning in interdisciplinary learning. The school has a clear plan for further implementation of curricular change.

Main point for action 3

The school and the education authority should continue to keep strengthening self evaluation approaches to improve the quality of learning and teaching.

The school has made good progress in this point for action.

The headteacher has further developed systems to track individual children's progress. Staff now set learning targets with children. This has helped inform a more holistic view of progress across the school and has further improved the pace of learning.

The school reviewed and changed its approaches to classroom observation. The new approaches have a clear focus on the aspects of learning and teaching to be evaluated on each classroom visit and include peer and self assessment of learning episodes. Through these approaches, teachers have increased their confidence in reflecting on their practice which has had a positive impact on children's learning.

4.
Conclusion and
Next Steps

The headteacher and senior management team have worked very effectively as a team to provide guidance and support to staff in taking forward the main point for action. Overall, the school has made good progress towards overtaking the main points for action. The school is very well placed to continue to improve.

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