



Follow-through Inspection Report

Mount Florida Primary School

August 2010

1. The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in Mount Florida Primary School in September 2008 following the inspection of the school in April 2008. Working with the education authority, the staff prepared an action plan indicating how they it 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 August 2010 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.

2. Continuous Improvement

The headteacher and staff work well together to bring about improvements. They receive a broad range of training and advice from the authority's Education Improvement Service to support the implementation of the action plan.

Staff have been involved in appropriate continuous professional development opportunities to enable them to take forward developments within Curriculum for Excellence. Inset days were focused on engaging with experiences and outcomes, contextualised learning and identifying cross- curricular links. This enabled staff to further develop their knowledge of the principles and experiences and outcomes of Curriculum for Excellence. Staff working parties focused on numeracy and literacy experiences and outcomes and how these could be implemented across the school. Teachers developed planning formats using the experiences and outcomes within all curriculum areas.

The priorities outlined in the school improvement plan have had a positive impact on children's attainment levels. For example, the development of different approaches to writing helped children to improve their writing skills. The school also developed its approaches to contextualised learning in language, mathematics and health and wellbeing. Learning and teaching was linked to real life when possible. This motivated the children and gave meaning to the learning and teaching that took place. Govan Credit Union was introduced to the school to support the development of financial education. A few children have been trained to operate the credit union accounts. This gives them invaluable numeracy skills including the use of spreadsheets. Children who open accounts with the credit union develop a good understanding of saving and financial planning. In addition, children in all classes benefited from literacy skills being linked to curricular areas such as social studies, science and technologies.

By the end of June 2010, almost all children achieved appropriate national levels of attainment in reading and mathematics. Most children achieved these in writing. The school and nursery class received Diamond Awards in the Determined to Succeed Awards. This is due to the high priority that the school and nursery class give to enterprise and links with the local and wider community.

All children in the school and nursery class continue to develop a wide range of skills through regular meaningful opportunities to become more actively involved in their

own learning through collaboration and teamwork. The school has successful links with the local and wider community which develops children's understanding of global citizenship and sustainability. Children in P7 organised and staged a multicultural festival, for which they won a Community Champions Award. Parents and children were successfully involved in building a greenhouse from re-cycled bottles, and P6 and P7 children engaged with the 'Give a Kid a Goal' project organised by Glasgow the Caring City.

P7 won 'Best Documentary' award in the Determined to Make Movies competition. This provided an excellent vehicle to develop children's skills through a wide variety of experiences for example, taking on roles such as script writing, film making and editing and acting.

Staff encouraged children to make good progress in their learning by providing them with regular feedback through assessment. Children were involved in setting learning targets for themselves,

The school made further improvements to the playgrounds which improved learning activities for children. The gardening club, co-ordinated by a P6 teacher and a parent, has been very successful by extending the use of the school playground and providing a host of new opportunities for the whole school. Teachers now take learning outdoors and children are able to follow the seasons and growing cycle through the introduction of planters, greenhouse and raised beds.

Children have benefitted from a wide range of opportunities to visit local places of interest and attend after school clubs. Health and wellbeing remains a priority for the school. All children are aware of the importance of healthy eating and making healthy lifestyle choices. The school has achieved health promoting school status. The school has applied for an Eco Schools Green Flag Status.

3. Progress Towards the Main Points for Action

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

Main point for action 1

Further develop the school's approaches to addressing pupil's learning needs

The school had made very good progress towards meeting this recommendation.

Teachers and support staff were trained in legislation relating to additional support needs and the implications for children in Mount Florida Primary. Teachers now ensure that tasks, activities and resources meet the needs of all children including the more able. Information and communication technology continued to be used well to support children's needs

Teachers, child development officers and support staff continue to plan and evaluate children's progress in the targets contained in their additional support plans. Pupil support assistants support children appropriately.

Senior staff and class teachers facilitated parents' and children's contributions to the additional support plans and meetings. Each plan is evaluated regularly and next steps in learning are identified. New approaches to learning and teaching have benefited all children. This active approach to learning has motivated and engaged children. They are now more readily able to set targets for their next steps in learning.

The authority increased the level of staffing to support children with English as an additional language. Staff undertook training in the stages of language acquisition. In this way they provide improved support for those children for whom English is an

additional language. The teacher who supported children with English as an additional language worked in collaboration with class teachers to deliver inclusive support.

All staff continued to support the needs of specific children by engaging with other agencies such as psychological services, social work and health. The headteacher attended child protection case conferences and core groups to ensure appropriate responses to children's needs. A co-ordinated and systematic process of recording child protection information is in place.

**Main point for
action 2**

Improve approaches to monitoring and evaluating the work of the school to ensure further improvement in pupils' attainment

The school had made very good progress towards meeting this main point for action.

The school implemented a range of monitoring, target setting and tracking procedures to monitor children's progress in learning. Senior leaders reviewed their systems for regular monitoring of learning and teaching including a planned programme of classroom visits to evaluate children's learning experiences. Senior leaders evaluated children's progress through regular sampling of jotters, wall displays and through discussion with children during classroom visits.

Staff involved all children in setting their own mathematics, language and personal targets. These were regularly reviewed in collaboration with class teachers and peers. Children are now more actively involved in their own learning and are able to say what they do well and what they need to do to improve their learning. Children are becoming increasingly confident at evaluating their own work and that of their peers.

Teachers regularly evaluated children's progress in each curriculum area. This informs future planning. Self evaluation tools including How Good is Our School? and Child at the Centre were used to engage staff and parents in the self-evaluation process which helped to inform priorities for the school improvement plan. Progress towards meeting the priorities in the school improvement plan was monitored at regular staff meetings. As a result, staff were more fully involved in reflective and systematic self-evaluation. Staff became more confident in the use of national quality indicators as tools for self-evaluation and school improvement. The headteacher ensured that there were regular opportunities for reflection and self-evaluation in all development work. Some teachers had opportunities to observe good practice in colleagues' classrooms. Teachers shared good practice at stage meetings and with working parties.

**Main point for
action 3**

Address the accommodation issues outlined in this report

The school has made very good progress towards this main point for action.

Stairwells were re-plastered and painted to repair water damage. Windows on one elevation were re-pointed and painted to make them more watertight. Glasgow City Council has agreed to a phased programme to replace windows. As a temporary measure, windows throughout the school were serviced to improve airflow. Funding has not yet been available to allow for window blinds to be replaced. New flooring was placed in the gents' toilet area.

Further picnic benches were purchased to allow children to eat their packed lunches outdoors in good weather. The addition of the bottle greenhouse has also created a new learning and teaching environment outdoors. A variety of planters and hanging baskets maintained by each class created a more welcoming entrance to the school.

The lower playground was enhanced with the addition of four large picnic benches.

These allowed children to play table top games and created social areas for children during breaks and lunchtimes. Netball and basketball nets were secured to walls in the playground to offer children a wider range of activities during breaks. Various items of equipment were purchased for the children's use during play activities. This was co-ordinated by the pupil council. Games were re-painted on playground surfaces.

4.
Conclusion and
Next Steps

The school had made very good progress in overtaking the main points for action in the inspection report of September 2008.

Under the guidance and leadership of the headteacher and senior management team, the school has very good capacity to continue to improve.

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