



# Follow-through Inspection Report

## St. Timothy's Primary School

March 2010

### 1. The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in Glasgow Primary School in March 2008 following their inspection of the school in December 2007. 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.

### 2. Continuous Improvement

The school had made very good progress overall in overtaking the main points for action in the report. The head teacher and staff had moved quickly to take forward the main points for action from the HMIE inspection report on the school. The action plan identified appropriate tasks and timescales as well as the criteria for monitoring and evaluating progress. Teaching and support staff in the nursery class had received support from the authority's Education Improvement Service and the head teacher to support the implementation of the action plan.

The high standards of attainment previously reported had been maintained. In the last two sessions, attainment in reading was better than almost all comparator schools and in most comparator schools for writing and mathematics. Effective processes for the tracking and monitoring of pupil performance and regular teacher assessment at all stages had ensured that a significant number of children were achieving appropriate national levels of attainment earlier than might normally be expected. Teachers' continued enthusiasm and involvement in developing strategies for active, contextualised and collaborative learning, had improved further the quality of learning and teaching in classrooms, particularly in middle stages. The school had further developed an active and exciting approach to the teaching of mathematics that built on the successes of early years. The school had begun to introduce Big Writing across all stages, enabling children to develop their creative writing further. An innovative programme of peer teaching in physical education that involved the children filming and assessing their performance had been successfully introduced in Primary 5. An active and contextualised approach to the teaching of expressive arts in Primary 7 had effectively supported developments in a Curriculum for Excellence. The children's artwork and the teaching of Scots language and culture through Drama and poetry recital were of a very high quality. The effective use of the local authority "Class Connections" initiative had enabled all classes' opportunities to extend their learning through a very expansive range of educational visits. A wide range of interactive displays throughout the school showed much evidence that children were well engaged in and enjoying the learning experiences on offer to them. The nursery class had implemented more rigorous planning and practices for Curriculum for Excellence that encouraged children to have more choices in their learning and had introduced practices that enabled more effective transition to Primary 1. The Nurture unit continued to be a model of excellent practice. The school had set up a Rainbows group that was supporting children who had experienced bereavement or loss. At all stages of the school children's achievements were commendable. They were clearly focused on the principles of Curriculum for Excellence and demonstrated their confidence, sense of responsibility and successful learning through participation in a wide range of activities. The school sang and represented Glasgow in an international quiz at the

Scottish Parliament. The children were very involved in citizenship activities and in the decision-making process of the school. The Pupil Council, the Eco School Team, the Travel Group and the Anti-Bullying Hit Squad all made valuable contributions to school life.

The school worked towards providing two hours of quality physical education a week through class teaching and links with community resources. The school had been particularly effective in utilising staff expertise and further developing community links to extend sports opportunities for children at lunch time and after school, notably in netball, basketball, football, running, golf and general fitness. The school was also involved in the city's "Pink Ladies" initiative, that promoted the importance of physical activity to P5 to P7 girls and their mothers.

Links with parents and the community were very good through an open doors approach and there were many positive examples of partnership working. The Parent Council supported the school very well in a number of social and school events.

The school had continued to engage in very worthwhile charity work, notably at the launch of Poppy Scotland, singing at the St Enoch's Centre and Silverburn, a range of Enterprise activities that raised funds to support the education of children in Swaziland and in weekly MISSIO collections.

The school, with East Glasgow Community Care and Health Partnership, won a Glasgow City Council Flourish Award for increasing access to lifelong learning. The Families in Partnership Project enhanced the family life skills of a group of vulnerable children to prepare them for secondary school.

Children's attendance was below average for the city and the school continued to monitor it closely and adopt strategies to further improve.

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

The initial inspection report identified two 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**

The school and education authority should continue to provide high quality and improving education. In doing so, they should continue to improve aspects of provision in the nursery class; and

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

The warm and caring relationships between children and staff had ensured the continuation of a very positive ethos in the nursery.

Children communicate confidently with staff and peers. Staff were attentive to children's views and encouraged discussion. They were regularly and confidently using the language of mathematics in play situations. Mathematics was embedded across the curriculum.

Children's were actively involved in learning through play. They displayed good levels of motivation and engagement in activities both self-selected and adult led. Staff listened to children and acted upon their views and interests.

Children were enthusiastically engaged in imaginative play both indoors and out. They had access to the outdoor learning environment that offered opportunities for vigorous physical play alongside investigation and planting/growing activities.

Children were consulted and made decisions about what they want to learn. Staff engaged enthusiastically with children and children are motivated as a result. The

nursery had clearly defined learning environments all offering opportunities for independent learning. Staff provided a balance of structured and free play to suit the varying learning styles and needs of the children.

Staff were now incorporating the outcomes and experiences from Curriculum for Excellence more rigorously into their planning of activities for children and basing their assessments around these to ensure that the monitoring of children's progress learning had a high priority. The use of an informative and interactive Curriculum for Excellence wall display showing appropriate features of learning had introduced greater challenge into children's learning. A detailed programme of "On the Floor" monitoring was in place. This had been effectively managed by the principal teacher, who had provided detailed and informative feedback to staff for the next steps in children's learning.

They had developed new children's profiles that reflected the children's learning journeys and evidenced progress. Children were now more involved in making decisions about nursery activities and areas of the playroom, enabling them to make more informed choices in their learning. Collected information was effectively used to ensure each child's learning needs were better met and to inform a detailed transition document between the nursery class and Primary 1. There were mechanisms in place to ensure early identification and support of children who had additional support needs.

Following an extensive audit, nursery staff had received a good range of appropriate training and in house support. Staff were better informed in Curriculum for Excellence policy and practice and had a better understanding of their role in the support and assessment of children's learning. This had impacted most positively on the learning experiences of the children. Opportunities had been given to visit other establishments and the infant classes to share good practice and to gather a better understanding of children's needs at transition. Nursery staff were now confidently observing and sharing their practice and providing support and challenge to colleagues. More effective arrangements had been introduced to integrate nursery staff into the whole school. This had been particularly effective in raising their awareness of their role in ensuring continuity of practice across the school.

The school had developed better processes to ensure that parents of children in the nursery class were better informed about their child's strengths and next steps in learning. They had introduced regular newsletters for nursery parents informing them on progress in Curriculum for Excellence, the learning strategies used and home/school learning opportunities. Interviews with key workers and parents were now held twice per year to ensure that parents were given regular feedback on their children's progress. Staff also encouraged parental support for their children's learning through an attractive and informative Curriculum for Excellence wall display in the cloakroom entrance. This was regularly updated to focus on the current learning of the children. The nursery class had recently received a platinum award for Enterprise.

**Main point for  
Action 2**

The school and education authority should continue to provide high quality and improving education. In doing so, they should take account of the need to improve aspects of accommodation as identified in this report.

The school had made **satisfactory progress** with this main point for action.

The local authority had carried out some remedial work to the flat roof in the main building and water penetration into classrooms was a less common occurrence.

The local authority had also completed a survey of the playground and will make appropriate repairs as funds become available.

The sports field had been cleared of materials and had been partly used by the schools

footballers. Plans are in place for a private contractor to make good the damage to the pitch.

The school continued to make good use of the nearby local authority Astroturf pitch and playing fields for a range of physical education activities.

The school had made very good use of the recently vacated Annexe building for the teaching of Primary 7 classes and in the allocation of a room for the teaching of art. The relocation of Primary 7 children had freed up space in the main building for additional support for learning and had reduced the volume of children accessing the toilet facilities.

## **Conclusion and Next Steps**

St Timothy's Primary School has built on the considerable strengths reported by HMIE in 2007 and it continues to be a lively, innovative and welcoming school. It is a high performing school with a strong record of improvement. Staff have very high expectations of achievement and behaviour and use praise very effectively to motivate children, enabling them to become truly independent and confident learners.

Staff and pupil morale is very high and children's behaviour is excellent. Parents are very supportive of the school and it continues to be highly regarded by the local community. The school has made very good progress towards meeting the two main points for action identified in the inspection report.

The head teacher and all staff have worked very effectively to progress a range of important and current developments in the school. With support provided by the education authority, the school has been very successful in developing more robust approaches to learning that are enhancing the learning experiences for children in the nursery class. The school has further developed an innovative range of learning strategies and teaching programmes that encourage independent learning through the more active engagement for learners. The school is very well placed in its development of a Curriculum for Excellence.

The head teacher was appointed to another post in the city in September 2009 and the school is currently being led by the depute head teachers. The local authority is in the process of recruiting a new head teacher to take the school forward. The new head teacher will be very well supported by the depute head teachers and the extremely hard working staff and will lead a school that has demonstrated a capacity for continued school improvement and continues to provide a very good educational provision within the community.

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](http://www.glasgow.gov.uk)