



Follow-through Inspection Report

Garnetbank Primary School

October 2006

The Inspection

Her Majesty's Inspectorate of Education (HMIe) published a report on standards and quality at Garnetbank Primary school in October 2004 following their inspection of the school in May of the same year.

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.

This report outlines progress towards achieving these recommendations and also highlights some significant developments in the school since the HMIe Inspection.

Continuous Improvement

A number of curricular developments have been introduced in the school, enabling more focussed learning and teaching.

Teaching staff have participated in training about how different pupils learn. As a result, teachers have increased opportunities for pupils to take responsibility for their learning. For example, teachers were regularly sharing with pupils what they were expected to learn. Teachers are also evaluating their own teaching as part of ensuring high quality education in the school.

The teaching team has re-evaluated assessment methods and processes and introduced some new ways of recording progress. Children now benefit from a teaching programme which has been constructed with assessment evidence as a key driver of the programme.

The school celebrated its centenary in 2005 and pupils, parents and the staff team organised and conducted a series of events to coincide with the anniversary.

These involved the participation of children, staff, parents and the wider community. Children designed tickets for the International Night in the school, celebrating the diversity of the school community both now and during the previous hundred years. Children also compiled diaries as a contemporary feature in the standing exhibition, compiled by support staff, detailing life in the school over the preceding century. Memorabilia were collected by the staff team, and visitors from the local community and beyond were offered conducted tours of the school and the exhibition. A centenary dinner was held at the City Chambers for parents, staff and former pupils (including former pupils from the 1930's).

All children were able to attend a balloon launch at the highest point in Garnethill, symbolising the importance of the school to the local community, both past and present.

A number of pupils from Garnetbank have participated in the Kelvingrove Museum Junior Board. This has enabled children to work within a real life

setting and extend their enterprise skills by participating in the Kelvingrove Museum Refurbishment Programme. Pupils were involved in planning and assessing new developments regarding merchandise, catering and publicity at the new museum. The experiences have enabled pupils to apply skills in citizenship and develop further skills as confident learners who review their own work, looking for ways to improve what they've accomplished.

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 pupils and other stakeholders.

Main point for action 1

The school should continue to maintain the very high standards currently achieved.

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

The teaching team under the leadership of the Head Teacher have reviewed the target setting system for pupils. New procedures and policies are in place to ensure the Head Teacher, Principal Teacher and class teachers plan, target and record national assessment progress for each child. In addition, further assessment information, such as the NFER-Nelson material, has been acquired on each pupil and used to develop appropriate teaching strategies to aid pupils' learning. Each pupil is now benefiting from a more appropriate consideration of their next steps in learning, based on assessment information and the combined input of teachers and senior management.

The school now has a whole school policy in place covering these issues; ensuring current progress is sustained over forthcoming sessions.

The next steps will include developing closer linkage between the assessment information gained from sources such as NFER Nelson and the teaching and learning in the classroom. Furthermore additional information will be used to impact on the learning programmes devised for targeted children who need additional support.

The school has achieved a Platinum Enterprise Award this session in recognition of the enterprise programme which enables children in each class to experience a focussed enterprise related experience each session. Working alongside the Enterprise Officer for the school, teachers have devised a programme which enables children to acquire key skills in organising, presenting and reviewing activities in Enterprise Education.

A new policy has been agreed and enterprise activities integrated into the curriculum.

Main point for action 2**The school should extend the use of individual learning plans.**

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

The teaching team embarked on a review of procedures and policy around individual learning planning and a number of training activities were organised to support this review (including input from Cluster Learning Support staff who have special expertise in this area).

New referral systems are in place and new formats adopted. As a consequence children are now working on programmes which cater better for their individual needs.

Parents participate in this process as do a range of possible external expertise, including speech therapy and psychological services.

Senior management monitor the development of the planning and the resultant teaching and learning and also work collaboratively with teachers and specialists to ensure that delivery is appropriate for each individual.

The school has increased the number of children engaged in this process and has acquired new resources to support them. *

The next step for the school will be to agree a comprehensive policy, which will define practice and ensure all children experience appropriate levels of support.

Main point for action 3**The school should address the health and safety aspects highlighted in the report**

The school has made adequate progress towards meeting this main point for action.

A new door entry system has been put in place since the inspection enabling pupils with disability to access the main school building ground floor. New gates have been fitted at the Infant play area and aspects of the main hall have been redesigned to reduce the amount of plain glass in the windows.

At the time of writing this report the Authority is considering making further funds available to upgrade aspects of the school building.

* Approximately 5% of school roll engaged in this process.

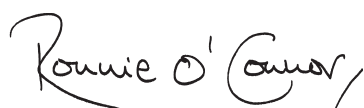
Conclusion and Next Steps

Overall the school has made good progress towards meeting the recommendations contained in the HMIE Report.

It was noted in the HMIE report that the school “provided a very high standard of education for its pupils” and the developments since the inspection have extended and developed provision from this starting point.

Under the Head Teacher’s leadership the team at Garnetbank have achieved further success and refocused efforts on the key areas for improvement noted in the HMIE Inspection report.

The school will continue to develop the key themes in the report and in particular focus on the continuing requirement to improve attainment in literacy and numeracy.



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