



# Follow-through Inspection Report

## Miltonbank Primary School

January 2008

### **The Inspection**

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Miltonbank Primary School in January 2006 following an inspection of the school in October 2005. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original report.

### **Continuous Improvement**

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

The school had continued to develop a breadth of opportunity to support pupils learning. Pupil involvement in a wide range of learning experiences aimed to develop their skills had further developed their confidence and self esteem. Every class had been participating in enterprise activities and the school had received a diamond award from Glasgow City Council for their endeavours in this area. Pupils in P7 had recently won the Enterprise Technology Challenge. A further notable success was the Primary 4 and 5 Christmas project that raised sufficient funds for the whole school to attend the pantomime in the city centre.

The pupils were encouraged to be actively involved in their local community. A range of notable developments had enabled the school to achieve Eco status, for example, the development of a wildlife garden in the school grounds, innovative recycling initiatives and the Gardening Club. Primary 6 pupils had continued to participate in the Global Weather Project and consistently passed their collected data to NASA. This had received national recognition.

A good range of after school and lunchtime clubs were provided and well attended. The pupils had a wealth of opportunity to participate in a wide variety of activities to cater for their individual needs. The school was continuing to develop these practices and provided strong support to build pupils' self esteem, ambition and resilience.

A new Parent Council had been established and had significantly contributed to school life, further enhancing the very successful links with parents and the community. For example, pupils, staff and parents participated in the North Glasgow 5K Run. This sporting theme was developed further when staff and parents participated in the Glasgow Women's 10K Run.

Staff, pupils and parents had a longstanding charity project that raised substantial sums to support a school in Zimlat, Kenya.

Standards of attainment had been maintained across all stages and almost half of P7 pupils were achieving appropriate national levels of attainment earlier than expected. The effective tracking of the progress of individual pupils through their work and teachers' involvement in an extensive range of developments to improve the learning and teaching in classrooms had maintained a challenging pace of learning at all stages in the school

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

The initial inspection report identified 2 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 and education authority should continue to provide high quality and improving education. In doing so, they should take account of the need to:**

- **develop further the use of information and communications technology across the curriculum**

*The school and education authority had made very good progress towards meeting this main point for action.*

The school had successfully continued to develop its own comprehensive and progressive programme to develop ICT across the curriculum.

Pupils had many opportunities to participate in a very good range of Information and Communications Technology (ICT) activities in the well-equipped computer suite and in the classroom.

Teachers had developed a number of new teaching units of work for use in each year group. ICT topics had been designed to complement and enhance the school's Environmental Studies curriculum plan. A number of these had been implemented effectively, with further units at the planning stage. This project will be further developed with other teachers in the New Learning Community.

With the support of the Education Authority, training had been provided for all staff in the use of interactive whiteboards. This had enriched learning for the pupils.

The school was very well resourced and had developed the use of ICT equipment such as digital cameras and scanners that had further improved learning. New laptops had been placed in the computer room to further support ICT provision across the school.

### **Main point for action 2**

**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:**

- **address the accommodation issues identified in this report.**

*The school and education authority had made good progress towards meeting this action point.*

A number of projects had been completed by the school and the education authority to improve the quality of the accommodation and facilities.

The uneven playground surface had been replaced, creating a much safer environment for play, PE and after school activities. Toilet facilities had been improved by the replacement of cubicles and redecoration and new ventilation was due to be installed. Disabled access had been improved at most of the doors used by pupils and the installation of handrails and adaptations to toilet facilities. Improvements to seating in infant classrooms, the library and common areas had been made in order to comply with current fire regulations. New blinds and repairs to others had improved the environment in some classes.

A gap in the perimeter fence had not been repaired and some minor aspects of the fabric of the building still required attention.

## **Conclusion and Next Steps**

Miltonbank Primary had continued to be a lively and welcoming school. Staff and pupil morale was high and pupil behaviour was commendable. Parents were very supportive of the school and it continued to be well regarded by the local community. The school had made very good progress towards meeting the main points for action in the inspection report.

The head teacher and all staff had worked very effectively to take forward a range of important developments in the school. With the support provided by the education authority the school had been successful in further developing approaches to ICT that were enhancing learning for all pupils and had effectively addressed most of the accommodation issues identified in the report.

A comprehensive approach to assessing pupils' progress the school had ensured that almost all pupils were making good progress in key areas of the curriculum.

The school had built upon its good practice in self evaluation and this was securely in place across the school. Teachers and pupils were reflective about their work and very well motivated to improve their own contribution to the school. Annual questionnaires on school performance were distributed to pupils and parents and used to inform school development. The opinions of all stakeholders were valued and there was an excellent sense of teamwork from all partners. Parental involvement was valued and the school enjoyed a prominent position within the community. It hosted several events to promote partnership working.

Pupils continued to benefit from a wide variety of learning experiences within and beyond the classroom.

The school had begun to review its practices to ensure that the development of the four capacities for a Curriculum for Excellence were being systematically addressed across the school and had made this the focus for future school improvement.

The very good leadership of the head teacher, ably supported by the depute head teacher and the extremely hard working staff, demonstrated a capacity for continued school improvement and the school remained well placed to provide a very good educational provision within the community.



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