



# Follow-through Inspection Report

## Kelbourne School

May 2010

### 1. The Inspection

Kelbourne School was inspected in February 2008. HMIE's initial report was published on 27.05.08. Working with the education authority, the school prepared an action plan to address the main points for action identified in the report. HMIE asked the school and the education authority to report to parents by May 2010 on the progress that had been made. The school has continued to create a strong and supportive environment for children and has provided a very wide range of opportunities for their personal and social development.

### 2. Current Context

Glasgow City Council has reviewed its provision for children and young people with physical impairments. In December 2009, the Executive Committee agreed to the merger of Kelbourne School and Richmond Park school. Kelbourne is therefore in a period of considerable change during which it has been strengthened by the strong teamwork and commitment of its staff.

#### Main point for Action 1

#### **Improve the accommodation, facilities and resources across the school.**

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

Classrooms for early years children have been effectively reorganized and this is providing more flexible space for active learning. The school has continued with the major redevelopment of its outside space. All children can safely and freely access the well equipped garden area which has been re-turfed and a new tarmac surface. Children are spending significantly more time learning outdoors and have benefited from new equipment, including large, wheel-chair accessible Wendy Houses and a wheelchair swing. During session 2008-2009 the school rationalized, reorganized and catalogued resources. Resources that meet learners' needs are more appropriately stored and can be easily accessed by all staff.

Further improvements to accommodation, facilities and resources are planned as part of the review of provision within Glasgow for children with physical impairment and the merger of Richmond Park and Kelbourne schools.

#### Main point for Action 2

#### **Extend the length of the school week and build on links with other schools to increase learning opportunities for pupils**

Staff from the Kelbourne and Richmond Park are currently planning with the education authority to extend the length of day for children for August 2010.

Staff have continued to develop curricular links for Kelbourne children with other schools and early years establishments. During 2008-2009 and the current session, nursery children have continued to link with two local mainstream nurseries. An increasing number of children have worked and learned with their peers in mainstream schools, in literacy, numeracy and a range of curricular areas. The school has strong and supportive links within the Cleveden Learning Community.

Children have benefitted from the very good links the school has continued to

build with mainstream and specialist establishments to which they are transferring. International education has been further developed through links with schools in Romania and Gambia.

The school has plans to continue to develop and build on existing curricular links with mainstream schools after the merger with Richmond Park primary.

**Main point for  
Action 3**

**Raise staff expectations of pupils' achievements and ensure greater challenge within learning and teaching.**

The school has made good progress on this main point for action. Developments have had a very positive impact on children's attainment and achievement.

Staff have focused on raising expectations for all children and on ensuring their further progress is carefully planned and tracked. They are working very effectively to ensure children have increasingly high expectations of their own achievement and are well supported in their learning and development.

In its school improvement plans for 2008-2009 and for 2009-2010, the school has focused appropriately on attainment and achievement. As a result, they have developed more effective tracking of children's learning and development and this has improved challenge and the pace of learning. Teachers evaluate children's progress towards outcomes in forward plans and individual targets monthly in nursery and termly in school. Most of all planned learning outcomes were achieved last session. Senior leaders monitor tracking and discuss the progress of individual children. All children have a learning profile recording attainment across the curriculum. Improved tracking is also informing reporting to parents at review meetings and through the detailed reports. Minutes of review meetings show parents are very positive about these developments.

The recent Care Commission inspection commented very positively on the impact on children of the school's further development of communication strategies. For individual children the approaches used have raised attainment and achievement. All children were involved in a detailed evaluation of the use of Makaton. Two thirds said they were using Makaton at home and that the Makaton newsletter was read at home as well. Most children were very positive about using Makaton with comments such as - "It's good for people who can't talk" "It's useful to help me understand my friends."

As part of the planned transition process, nursery children are challenged and supported in their learning by joining P1 for active learning in mathematics. Children are benefiting from planned opportunities across the curriculum to develop their independence and from increased challenge and improved pace in most learning experiences. Staff very positively evaluated the recent introduction of the Storyline approach which has provided new challenges for children, as well as opportunities for them to lead learning. Teachers are making more effective use of ICT across the curriculum. Children at all stages understand better the very good progress they are making and are developing their ability to work independently. Learning through play and learning outdoors has led to children being more engaged and motivated.

The school has developed very effective cross curricular approaches to enterprise education and has achieved the diamond award for four consecutive years. This session, these approaches included a very successful week of activities which were planned using Curriculum for Excellence outcomes and which developed children's understanding of money and finance and gave them opportunities to use their skills in relevant and challenging contexts. The development of the functional movement programme has challenged and supported individual children, several of whom have made very significant progress. Children's attendance has improved to 90%. These high levels of attendance show children's commitment to their school.

**Main point for  
Action 4**

**Ensure that approaches to quality assurance lead to further observable improvements in the quality of education.**

The school has made very good progress in meeting this main point for action. The senior leadership team has continued to build on the commitment of all staff to improving outcomes for learners. Two action plans, for sessions 2008-2009 and 2009-2010, were carefully and collaboratively planned and staff worked hard together, during a period of change and uncertainty, to take forward their agreed priorities.

In session 2008-2009, the school worked with colleagues, with parents and with children to review its vision, values and aims. The agreed values and aims, including an emphasis on learning and achievement, were made into the Kelbourne Song which is sung proudly by children.

The school has very effectively developed approaches to self-evaluation and quality assurance. The Head Teacher has lead staff well and all staff feel fully involved in planning for improvement and recognise the progress they have made. The senior leadership team has worked with staff to develop more effective approaches to evaluating learning and teaching. The outcomes of learning visits to classes are carefully recorded and there is now a focus on next steps. Staff have worked well together to evaluate learning and teaching and to share and develop their classroom practice. They have worked very well in teams to take forward and to evaluate the impact of planned improvements.

Children have been fully and systematically involved in evaluation and planning for improvement. One result has been the significant expansion of opportunities for physical activity, including workshops, athletics, football coaching, playground games and the Wii workout sessions. Children have been given responsibility for planning aspects of their learning. One result has been to involve families more fully in particular developments such as Earth Hour. Planned improvements have been systematically monitored and evaluated to make sure they are having positive results for children. Staff have enthusiastically developed their skills in key areas such as literacy across the curriculum and ICT and have taken on leadership roles in relation to development priorities.

Staff have worked together to produce a quality assurance calendar and position statement. As a result, everyone understands the nature and purpose of self-evaluation processes such as monitoring learning and teaching and forward planning and these lead clearly to the identification of strengths and areas for further development.

Kelbourne School has made significant progress in meeting the main points for action identified in the report of 2008. Under the leadership of the head teacher, and with a strong staff team, it is well placed to continue to develop the high quality of education it provides.

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