

Follow-through Inspection Report

Hill's Trust Primary School

July 2007

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in Hill's Trust Primary School in August 2005 following their inspection of the school in May 2005.

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.

Continuous Improvement

The headteacher and staff quickly established the action plan to take forward the main points for action from the HMIE inspection report on the school.

The staff responded positively to the action plan priorities and with guidance and support from the education authority had effectively addressed the points for action.

The school had increased the attainment levels in reading and mathematics and had maintained the level in writing. The school had also maintained attendance levels and this had been achieved through a programme of strategies allowing staff to respond immediately to any absences.

The school had also achieved success in a number of wider areas:

- Pupils won prizes in Enterprise Art and anti-racist competitions
- The Pupil Council instigated and ran a Blue Peter Appeal
- The school held an open morning at the end of Bookweek when children in each class explained their learning to the parent/carer visitors to their class
- The school drama group performed a show of Sleeping Beauty that was very well attended and raised over £350 for school funds
- The P7 class organised a sponsored run and collected £250 for school funds
- Teachers offered evening workshops to parents/carers on issues such as Formative Assessment; Better Behaviour-Better Learning; the use of the smartboard to engage learners; how to teach spelling and how to teach subtraction
- The school featured in Glasgow City Council's disability awareness training materials with several examples of good practice
- Good practice in the school had featured in Glasgow City Council's publication on Health Promotion
- The school janitor had been shortlisted for the Evening Times Local Heroes
- An Eco School programme had started and all staff and pupils played their part in implementing the eco initiatives.

The school continued to demonstrate a strong capacity to improve.

Progress Towards the Main Points for Action

Main point for action 1

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.

Continue to improve the quality of pupils' learning and meeting pupils' needs.

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

An improved behaviour policy had been drawn up and this had helped to increase pupils' engagement and motivation.

All staff had been involved in the Self Motivated School programme and this had been shared with parents. Two teachers had training in the methodology of nurture teaching. A Play therapist had worked well with teachers to improve the range of opportunities for pupils to be active in their learning through play.

The school had used materials designed to support pupils who had been identified as dyspraxic.

The school had organized behaviour management sessions for pupils in P7 prior to transition to secondary school. This had helped to give these pupils more confidence.

Pupils had been involved in self and peer assessment and using the skills they had been taught they were able to make decisions, organize and manage their work. Pupils and staff had responded positively to this programme.

Alternatives to exclusion such as time out spaces and alternative tasks had been put in place. This allowed the teachers to manage challenging behaviour better and the impact on the pupils was positive.

The school had piloted Personal Learning Plans and this had helped to develop more appropriate pace and challenge for pupils.

Through reviewing the reading policy, auditing class libraries and raising awareness of the New Horizons Reading programme attainment levels in reading had increased. The writing policy had been reviewed and implemented and while attainment had not yet increased expectation was that it would do so. Attention had been paid to the quality of the presentation of work in jotters and this had had a positive impact.

In mathematics the school had collated mathematics assessment sheets and these had been implemented throughout the school with a positive effect on attainment levels. Pupils' problem solving skills had improved through the systematic approach to this area in mathematics.

**Main point for
action 2****Improve aspects of quality assurance.**

The school had made very good progress to meet this main point for action.

The headteacher had involved staff in developing strategies to ensure that quality assurance was rigorous.

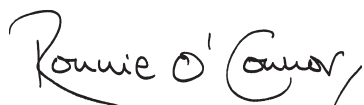
She had planned monthly themes for monitoring and all staff and pupils had been involved in the monitoring process. The headteacher or principal teacher had visited each class and focused on the particular theme for that month. Verbal and written feedback had been found to be very helpful. The monitoring process had been evaluated at the end of each month at staff meetings.

The themes being monitored had included areas identified in the inspection report, such as, presentation of work, use of ICT and Smartboards in the classroom, use of formative assessment techniques, use of Teaching for Effective Learning strategies and teachers' use of a critical skills approach to teaching and learning.

Improved prediction and tracking performance of pupil's performance had allowed the school to set realistic and achievable targets leading to an increase in attainment in reading and mathematics.

**Conclusion
and Next
Steps**

The headteacher and staff had worked very well to address the main points for action in the report. They had participated in a wide range of development activities and had enhanced their own expertise. All involved had committed to school improvement to the benefit of the whole school community.



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