



# Follow-through Inspection Report

## Cuthbertson Primary School

October 2008

### **The Inspection**

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Cuthbertson Primary School in September 2005 following an inspection of the school. They revisited the school in June 2007 to assess the extent to which the school was continuing to improve the quality of its work. A further report was published by HMIE in October 2007 and the education authority was asked to provide a further progress report within one year. This report outlines the progress the school has made since the further visit by HMIE in 2007.

### **Continuous Improvement**

Immediately following the last visit from HMIE, the headteacher retired. The new headteacher took up post in August 07. Under her leadership the school was building on previous progress and had improved further. She had reviewed the remits of senior managers to provide an improved focus on learning and teaching. The newly formed Parent Council provided good support to the school and was improving the partnership between the school and the local community.

The school continued to benefit from the diverse nature of the local community in Govanhill. Children came from a range of social and cultural backgrounds enriching the school's social mix. Approximately 20% of the children had little or no English. As approximately 10% of the school were newly enrolled at any one time there were additional challenges and opportunities for the school with this developing transient group of families. The school was committed to developing approaches to manage these challenges. These included additional training for staff and careful construction of Senior Management and other teachers' remits. In addition, the authority granted the school additional pupil support staffing.

Attendance had decreased slightly over the session. However, the school had recognised this and had put in place interventions which were planned to secure improvement in attendance.

Children continued to enjoy an enriched curriculum through enterprise education. The school was awarded the Platinum Award for Enterprise and has recently achieved an Eco School bronze award. Children have developed more focused community links, for example, Primary 3 participated in a local neighbourhood clean-up. They were also benefiting from the continuing development of links with the local centre for older people which included a Christmas event.

The school had been successful in achieving a grant for school improvements through Awards for All. The grant had been used to fund improvements to provide more opportunities for children to learn through play. This has particularly impacted on children's experiences through active play and in Environmental Studies at the infant stages.

The Nurture Class continues to provide valuable additional support for identified children, particularly those children at the very early stages of acquiring English.

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

### **Main point for action 1**

The initial inspection report identified 3 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.

#### **Improve the pace and challenge of lessons, building on existing examples of very good practice.**

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

At the early stages, the children continued to benefit from learning through play. Teachers had become more skilful in using a range of approaches to support children with English as an additional language (EAL). Senior managers, support staff, EAL teachers and class teachers all worked effectively together to improve the pace and challenge of lessons.

The school had improved its approaches to tracking and monitoring to ensure greater rigour. Teachers and senior managers tracked carefully the progress of children who were new to English. Senior managers and teachers predicted children's progress as part of the improved approaches to tracking and monitoring children's progress. Teachers now had higher expectations for children.

A system was now in place to enable teachers to share good practice at regular intervals during the session. Teachers were now more effectively linking children's learning across the curriculum. This is particularly successful in supporting children are acquiring English as an additional language.

Overall, there is evidence that these improvements are resulting in a better pace of learning for children. Attainment in reading and mathematics had increased. Teachers had addressed the concern raised in the follow-through inspection that higher attaining children were not making appropriate progress. Increasing numbers of children were achieving national levels early across the school and not just at the early stages. Attainment in writing overall had decreased, which was as a result of the changing number of children arriving at the school with little or no English. The school had recognised this as an area for development and have included it as a focus for the improvement plan for session 2008-09.

The next steps will include embedding the changes in monitoring and tracking and focusing on improving the school's performance in Writing.

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

#### **Further develop the structure of the curriculum, particularly the progression of skills and the more effective use of available time.**

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

Senior managers were now monitoring timetables to ensure an appropriate curricular balance. Planning had been improved further and improvement plan priorities, such as problem solving were clearly highlighted. There was more evidence of the development of children's skills in teachers' planning.

Senior managers had improved their approaches to monitoring learning and teaching. They used quality indicators to focus their feedback and teachers were provided with written comments. This session there had been a focus on monitoring the development of new teaching strategies in the class room. Teachers were positive about these developments

and felt that it was helping to improve the range of approaches which they used to meet children's needs. Children's work is also now systematically reviewed and feedback given. Staff have agreed a programme of meetings with class teachers at which feedback on termly planning is provided and attainment targets agreed.

The next steps for the team will include ensuring self-evaluation is developed across the school ensuring teachers evaluate teaching and learning in the class room, assess impact for children and develop strategies to improve experiences where necessary.

Additional staffing has been provided by the Authority, over the previous session and in this current year, to enable the school to employ a part-time Slovak-speaking Pupil Support assistant. The school was taking a more strategic approach to the planning of her timetable and her remit to maximise the impact of this post for all children in the school.

### **Main point for action 3**

#### **Address the health and safety issues identified in the report**

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

As noted in the interim report the school had made good progress in attending to issues identified in the original HMIe report. This included security issues, traffic calming, the provision of a ramp and an upgrade of facilities in the playground. Additional work on school radiators and the stairwell has been identified and is yet to be completed. Procedures regarding the current use of the stairwell are in place.

Children are actively engaged in a bid to secure further additional funding to improve outdoor play resources which will augment the upgrading of the playground already achieved.

The school's next steps will include continuing to resource improved playground facilities and the completion of improvements to the stairwells and radiators.

### **Conclusion and Next Steps**

The education authority, headteacher and staff had continued to work hard to address the priorities identified in the original inspection. The continuous change in the school population continued to impact on progress. However, staff were becoming more skilful at the management of change and had introduced a range of approaches to meet the needs of all the children.

Overall, the school had made good progress and under the leadership of the headteacher was now well placed to improve further.

Margaret Doran  
Executive Director of Children and Families  
Glasgow City Council



Glasgow City Council  
Education and Social Work Services  
Wheatley House  
25 Cochrane Street  
Glasgow G1 1HL

0141 287 2000  
[www.glasgow.gov.uk](http://www.glasgow.gov.uk)