



Follow-through Inspection Report

Milton School

March 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Milton School in March 2003 following their inspection of the school in December 2002. 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.

After consultation with HMIE, it was agreed that this follow-through report would be the responsibility of the education authority. Members of the Education Improvement Service visited the school in September 2004 and again in January 2005 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made in responding to the main points for action in the initial report.

Continuous Improvement

The school has addressed the main points for action recommended by HMIE and overall has made very good progress towards meeting these recommendations.

The Head Teacher and the depute head teacher have worked effectively as a team and have provided focussed leadership for staff teams responsible for progressing each of the main points for action. In addition, the school has identified and begun to develop other areas of its work. The school has made effective use of support from the Education Improvement Service, national training bodies and other schools for pupils with complex learning difficulties.

The school has increased its ability to evaluate its own work.

Progress Towards the Main Points For Action

The initial inspection report identified four 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 education authority and school should consider how to increase the length of the school week, taking account of pupils' needs and the views of parents; and address the accommodation issues raised in this report.

The education authority and the school have made good progress towards meeting this recommendation.

The school has consulted with the Head of Service [Special Educational Needs] and with parents. Parents have indicated the value they place upon the learning experiences provided for pupils participating in the after-school club. Some individual learning targets are now shared with after-school club staff and the head teacher will continue to monitor the impact on learning for individual pupils. In addition, the school has identified a number of pupils for whom further tuition is provided, including additional support to gain Higher Still qualifications. The school will continue to monitor the impact of these developments on pupils' learning and will regularly review the appropriateness of the length of the school week for individual pupils.

Since the inspection, the school has benefitted from the provision of an additional classroom, cupboard, toilet and a small multi-purpose room. In addition, the school's heating system has been upgraded and ceilings have been painted. The school railings have also been painted.

Main point for action 2

The school should improve curricular programmes as recommended in the report.

The school has made very good progress towards meeting this recommendation.

Staff have been fully involved in the development of the programme for Understanding and Relating to the Environment [URE] to meet the range of pupil needs and to ensure continuity and progression in learning.

Staff have been provided with further guidance on the delivery of URE and lesson plans have been developed for the elaborated curriculum. The Maths policy and programme have been reviewed for the 5-14 programme and Higher Still Access courses. A Social Subjects programme has been planned for S1 – S3, based on 5-14 guidelines, with units of work developed and resourced. The Science curriculum has been developed for S1 – S6 and the production of units will continue during the current session.

There is now clear progression for the development of pupils' ICT skills, leading to Access ICT units, and the use of ICT has been integrated across the curriculum.

Main point for action 3

The school should improve approaches to planning and assessment and teachers should ensure that tasks are well matched to the needs of all individuals.

The school has made very good progress towards meeting this recommendation. The school has developed new lesson planning formats across all curricular areas. Learning outcomes are now clearly specified and details are provided about how learning will take place. The further development of the school's electronic system for target setting within IEPs supports planning and enables the school to track each pupil's progress.

In addition, the school has introduced a range of assessments to inform teachers' planning. Senior managers monitor teachers' planning to ensure appropriate learning experiences for all pupils.

Main point for action 4

The school should develop more effective arrangements for planning for improvement, involving a more rigorous approach to self-evaluation.

The school has made good progress towards meeting this recommendation.

The school's capacity to evaluate its work has been improved with the introduction of the new system for tracking pupils' progress and increased teacher evaluation of learning and teaching. A pupil friendly meeting book has also been introduced and is completed for each review meeting. Parents are also sent a questionnaire in advance of a review meeting.

The school has made good use of self-evaluation materials and has involved all staff in identifying areas for development within the current improvement plan.

Conclusion and Next Steps

The school has made very good progress overall towards meeting the recommendations of HMIE and the education authority is confident that the recommendations will be fully met during the course of session 2004-2005. The staff have worked effectively as a team in progressing the action plan and in so doing demonstrate their capacity to self-evaluate and ensure continuous improvement.

The school intends to consult further with parents to ensure that the length of the school week meets the needs of individual pupils. The school has reviewed its aims and values and is currently conducting a full audit involving wide consultation with staff, parents, pupils and visiting professionals. This will inform the school's new three-year improvement plan.

A handwritten signature in black ink that reads "Ronnie O'Connor". The signature is written in a cursive style with a large initial 'R' and a long horizontal stroke at the end.

Ronnie O'Connor
Director of Education Services
Glasgow City Council