



Follow-through Inspection Report

St Maria Goretti Primary School

June 2009

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Maria Goretti Primary School in September 2007 following an inspection of the school in April 2007. Working with the education authority, the school prepared an action plan indicating how they would address the main points for action identified in the original report.

Continuous Improvement

The head teacher and staff had continued to demonstrate a commitment to continuous improvement. Teaching staff had received training and advice from the authority's Education Improvement Service and the head teacher to support the implementation of the action plan.

Standards of attainment have improved in reading and mathematics. There is still capacity for further improvement, particularly in writing. An increasing number of children were achieving appropriate national levels of attainment earlier than might normally be expected, particularly at P1 to P3.

The school has successfully developed opportunities for children to be more active in their learning in the school environment and in many experiences around the city. This has enhanced the quality and range of learning across the curriculum.

The good use of interactive whiteboard technology in all classrooms has enabled staff to further develop the use of Information and Communication Technology, particularly in the support of problem-solving activities and to increase pace in lessons.

Children's achievements at all stages were commendable and demonstrated their confidence, sense of responsibility and successful learning through participation in a wide range of activities. There is growing evidence of a school that is focused on the principles of Curriculum for Excellence. The school continues to provide best practice in International education.

The school was awarded a Diamond Award for Enterprise in 2008 and 2009 highlighting the continued development of links with the local and wider community and local businesses, notably, through local citizenship initiatives in health and drug and alcohol awareness, and social occasions involving the community. Children were encouraged to become responsible citizens through engagement with local and wider community groups. For example, the children participated in the Cranhill Water Tower project.

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.

To improve further the overall quality of learning and teaching.

The school, with the support of the authority had made very good progress towards meeting this main point for action.

The school has been successful in introducing a more active approach to learning across all stages. This has significantly enhanced children's enjoyment in learning and added vibrancy in the teaching. The pace of learning at the early stages has improved through the introduction of learning through play. Teachers are planning activities that are more focussed on real life experiences for children, which encourage their independence and choices in learning.

At P1 to P3, teachers have taken a more active approach to the teaching of reading. They now rely less on commercially produced resources. This has enabled an increase in pace and challenge with children developing better skills in reading and comprehension and has raised children's attainment. Further improvements in reading have been addressed through the adoption of 'Curriculum of Excellence' principles, where reading is developed through the introduction of literacy focused topics.

The local authority Talking and Listening programme is now embedded at all stages enabling children's skills in listening and talking individually and in groups to be better developed through planned experiences.

The introduction of active maths has ensured that children enjoy and are more challenged in their learning with an accelerated pace in the teaching of mathematics. Teachers have added more pace and challenge to learning and extended opportunities for cross curricular learning in mathematics.

An exciting range of Environmental Studies topics have been developed, for example, younger children enjoyed learning through topics such as "The Three Little Pigs" and "Fairyland" and older children through Challenge Glasgow topics such as "Tropical Rainforests" and "The Swinging Sixties" and in school researched topics such as "The Titanic." The learning environment has been significantly enhanced by the attractive display of these topics, raising expectations and celebrating achievement, and in turn, broadening the learning opportunities for other children.

The introduction of learning logs has allowed children additional responsibility for the planning and recording of their learning. This practice has been extended throughout the school where teachers are also adopting the strategies seen in early years to introduce personal learning plans in their classrooms.

Main point for action 2**Main point for action 2: Develop more effective approaches to monitoring and evaluating the work of the school.**

The school, with the support of the authority had made good progress towards meeting this main point for action.

The monitoring and tracking of children's performance has improved. The head teacher meets with each teacher to set targets through the use of the Glasgow City Council tracking process. This has been monitored effectively throughout the year by senior staff and the school is on track to achieve the improved attainment targets it set this year. The monitoring of learning and teaching by the head teacher and depute has been thorough, providing very good advice to teachers in improving the pace of learning and encouraging more consistency in teaching and learning in classes. The monitoring of children's work was also effective with good feedback given verbally and in written form by senior management. Teachers are now providing more challenging tasks and activities which meet the needs of all children and adopt a more consistent approach to identifying strengths and areas for improvement in their work.

The head teacher has engaged in training in school self evaluation and with her leadership team, has used a wider range of approaches to focus more effectively on children's successes and achievements to inform next steps for the school. This should continue to be encouraged and developed across the school.

Conclusion and Next Steps

St Maria Goretti Primary School has built on the strengths reported by HMIe in 2007 and it continues to be a lively and happy school. Staff and pupil morale is high and children's behaviour is commendable. Parents are very supportive of the school and it continues to be very well regarded by the local community. The school has made very good progress overall towards meeting the two main points for action identified in the inspection report.

The head teacher and all staff have worked very effectively to take forward a range of important developments in the school. With the support provided by the education authority the school has been successful in developing approaches to learning through play that are enhancing experiences for children in early years and impacting positively on active learning practice throughout the school. The school has successfully introduced and implemented a range of teaching programmes and strategies that encourage more active engagement for learners. Teachers should be encouraged to develop this work further through their engagement with a Curriculum for Excellence.

School leadership has developed more effective approaches to monitoring and evaluating the work of the school. These should be reviewed regularly to ensure the best impact on improvements in children's learning.

The leadership of the head teacher supported by the depute head teacher and the extremely hard working staff, demonstrate a capacity for continued school improvement and the school remains well placed to continue to provide high quality education.

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