

Follow-through Inspection Report

Swinton Primary School

February 2008

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in Swinton Primary School in February 2006 following their inspection of the school in November 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 school had continued to build on their good practice and high level of performance to provide a very good quality of education for its pupils.

In November 2006 the head teacher left to take up a post in another school. The deputy head teacher was appointed acting head teacher and the principal teacher took on the role of acting deputy head teacher. During this period they continued to work effectively with the whole staff as a team to sustain and further develop their priorities for improvement.

In April 2007 the acting head teacher was appointed as head teacher and a new deputy head was appointed in August 2007. The new senior management team quickly established good relationships with parents, pupils and staff. They had successfully promoted an ethos of collegiality, teamwork, value and respect amongst all stakeholders.

The school had been successful in their bid for funding from the 'Awards for All' initiative to enhance the provision of information and communications technology (ICT) throughout the school and to provide training for all staff. This award together with further funding raised by the PTA had enabled the school to create a computer suite within the library. Seven classrooms had had an interactive whiteboard installed and all classes had been provided with digital and movie cameras, microscopes and control technology support materials to enhance learning and teaching across the curriculum. The enhanced provision had ensured that all pupils had more regular access across all curricular areas and at all stages throughout the school. Teachers and pupils are now more proficient and confident in using the technology to enhance their learning and teaching. ICT was now more fully integrated throughout the curriculum.

They had successfully gained the Eco Schools Green Flag Award and a Diamond Award for Enterprise. They had hosted an 'Open Doors' event on Enterprise to showcase and share best practice with colleagues from other schools across the city.

Through their 'distributed leadership' approach senior managers had ensured that all staff had been given opportunities and support to be fully involved in the work of the school. Focus groups for Finance, Global Citizenship, Enterprise and Eco had been established. These groups provided opportunities for teachers to lead or support developments within a variety of contexts and in partnership with pupils, parents and the wider community.

Attainment in reading, writing and mathematics had continued to improve. In mathematics pupils were now more able to apply a variety of strategies to solve mathematical problems. More focussed tracking of pupil progress in mathematics had ensured that the progress made at the early stages was now more consistently sustained.

The head teacher had implemented strategies to support the Chinese speaking families within the school. She had set up a 'Drop-in' facility during the school day to provide support to parents and pupils in developing their language skills. An After School Club had been established to teach Chinese. This was led by the bi-lingual teacher and supported by the Chinese speaking children from within the school. Both of these arrangements had proved popular in providing further support to parents and pupils who had English as an additional language.

Progress Towards the Main Points for Action

The initial inspection report identified two 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

Implement plans to develop the use of assessment to improve pupils' learning and attainment.

The school has made very good progress towards meeting this main point for action.

Prior to the inspection the school had begun to work on improving approaches to learning and teaching. They had set up a working party to audit their current practice in providing effective feedback to pupils. Analysis of the audit had provided the next steps for development and identified staff training needs.

Teachers had received training. Further consultation had identified specific strategies to be implemented consistently across all stages. The working party in collaboration with the management team had developed an assessment policy, teacher guidelines and support materials for whole school implementation.

Teachers had begun to plan for and use the assessment strategies more effectively in their teaching. As a result pupils now received precise and evaluative feedback on all aspects of their work. The pupils are now more aware of their strengths and areas for improvement. They are confident in using the assessment information to identify the next steps in their own learning.

Pupils' attainment had improved. They were more aware of what they had to do to improve their performance and to work towards achieving the next level of attainment. Pupils' progress in mathematics was now more consistently sustained across the stages. More pupils at the middle stages were now achieving expected national levels of attainment earlier than might normally be expected, thus building on the very good progress made at the early stages.

Parents had been kept abreast of the developments through parent information evenings, workshops and newsletters. Parents are now more aware of the assessment strategies being used and have a greater understanding of their children's learning activities.

**Main point for
action 2**

Make improvements to the accommodation.

The school and authority has made good progress towards meeting this main point for action.

Remedial work in the playground had been carried out to ensure the health and safety of the pupils. Tree stumps and roots had been removed and some tarmac had been replaced.

In June 2007 the authority commissioned a report on the existing extension. Following the outcomes of the report an architect was commissioned to provide plans and a design for the proposed improvements. The architect had visited the school in October 2007 and following his inspection of the school and the extension he had produced plans and a design specification for approval. The Schools Estate Management team and the school had agreed and approved the plans. The Schools Estate Management team has since requested that the plans be driven through to a budget cost plan for directorate consideration. All parties are currently awaiting the outcome of this request before further arrangements can be put in place.

**Conclusion
and Next
Steps**

Conclusion.

The head teacher and the staff had worked very effectively as a team and in partnership with parents, pupils and the wider community to address the main points for action highlighted within the report. Through their teamwork and commitment to continuous improvement they had ensured that the quality of education provided was of a high standard and delivered by a well trained and highly motivated staff.

The new senior management team had continued to provide support and valued advice to all members of staff. They had successfully maintained and further developed their strong ethos of achievement for all through their inclusive and distributed leadership approaches to managing and improving the work of the school.

Staff at Swinton Primary School had set high standards and had high expectations for their pupils. Under the continued guidance and leadership of the strong senior management team the school has the capacity to continue to improve.

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