



Follow-through Inspection Report

Hampden School

February 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Hampden School in February 2003 following their inspection of the school in October 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 July 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 the recommendations. The head teacher has provided very good leadership to staff in progressing each of the action points and has made effective use of support from the Education Improvement Service and national training providers.

The main points for action identified by HMIE were addressed within the first year of the school's current three-year improvement plan. During year one the school also continued to make improvements in other areas.

Progress Towards the Main Points For Action

The initial inspection report identified five 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 should consider how to increase the length of the school week, taking account of pupils' needs and views of parents.

The school has made good progress towards this recommendation.

The school has consulted with parents and the Head of Service [Special Educational Needs] to consider how to increase the length of the school week. The school now provides after-school activities for pupils for whom this is most appropriate.

Main point for action 2

The school and education authority should address the weaknesses in accommodation outlined in this report.

The school has met this recommendation.

The shower room has been resited and upgraded. The washing machine has also been relocated. Additional cupboards have also been purchased to store resources centrally.

Main point for action 3

The school should review the programme for understanding and relating to the environment [URE] to ensure an appropriate focus on developing pupils' numeracy.

The school has met this recommendation.

The school has reviewed its policy on numeracy. For pupils following the 5-14 curriculum, an appropriate programme of study has been devised and mainstream resources purchased. For those pupils following a sensory curriculum the revised programme of study addresses their needs. The majority of pupils follow a numeracy programme based on the guidelines within the elaborated 5-14 curriculum.

Main point for action 4**The school should develop a programme for drama within expressive arts.***The school has met this recommendation.*

The school policy has been reviewed following in-service attended by all staff. Two class teachers with expertise in intensive interaction devised a programme, which has been successfully piloted across the school. There has been an improvement in listening skills, motivation, attending skills and behaviour. The Drama policy is now well established across the school.

Main point for action 5**The school should continue to work with Speech and Language therapists to develop systematic approaches to communication and language, including alternative and augmentative communication to support pupils' learning in all areas of the curriculum.***The school has met this recommendation.*

Clear guidelines on the use of signing, symbol and gesture have been developed and implemented across the school. School staff have benefited from a number of staff development sessions delivered by Speech and Language therapists as well as courses run by the Education Improvement Service. The school has also produced a Makaton Manual for staff and parents.

All staff have benefited from training in the use of ICT in the classroom to support pupils' learning and improve communication for children with complex needs.

The school's policy on communication and language has been developed in partnership with Speech and Language therapists. Senior managers ensure that total communication is in place throughout the school by monitoring its implementation in classrooms.

Conclusion and Next Steps

In addition to meeting the recommendations of HMIE, the school has been successful in making further improvements since the inspection in September 2002. The school is committed to ongoing self-evaluation to ensure high quality learning experiences for all pupils and is well placed to overtake the priorities it has identified for years two and three of the current 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 stylized 'O'.

Ronnie O'Connor
Director of Education Services
Glasgow City Council