



Follow-through Inspection Report

Annette Street Primary School

September 2008

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in Annette Street Primary School in March 2007 following their inspection of the school in December 2006. 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.

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 2008 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 Headteacher and staff worked well together to bring about improvements. An action plan was developed to enable the school to improve provision in light of the key recommendations made by HMIe following the inspection. Timescales, resources, monitoring and evaluation were consistently applied to ensure the plan impacted on learning and teaching.

English was not the first language for almost all children and a third of the school roll continued to be made up of children who have recently arrived from Eastern Europe. A number only stayed at the school for a short time. All of these children were at the early stages of acquiring English language.

Staff had worked together very effectively as a team to adapt readily and successfully to the changing needs of the school population. They continued to be flexible and responsive in their approach to teaching and learning and with the support of EAL teachers, pupil support assistant and cluster support staff, children's needs were being very well met.

Overall, attainment levels had remained consistent.

The school continued to be highly committed to, and successful in, helping children develop their wider achievements. Children were actively encouraged to influence the work of the

school and to contribute to decisions being made about school life. They had participated in various activities relating to learning for life. Enterprise and Determined to Succeed activities were included in topics at all stages. The school had achieved a Platinum Award for enterprise education. Global citizenship had been added to the school's curriculum and was an improvement priority for this session.

The school had achieved accreditation as a health promoting school and had been awarded their third Eco Green Flag.

Progress Towards the Main Points for Action

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 children and other stakeholders.

Main point for action 1

To improve aspects of accommodation, and in particular, toilet provision

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

The condition of the toilets had been improved. Missing toilet seats and door locks have been replaced. The floor in the infant boys' toilet has been renewed and flooring at the rear entrance has been replaced. The authority was continuing to try to address the issue of leaks and subsequent water penetration in the school.

The school has been successful in maintaining an attractive environment for children. Teachers were allocated areas outwith their classrooms to display children's work. With the help of the pupil support assistants, this work was attractively displayed. As a result, children were now more motivated to produce good work which can be seen by others in the building.

Teachers had been encouraged to visit each other's classrooms for ideas on display and this had the effect of improving the quality of all displays both in the classrooms and in the public areas of the school. An achievement wall is displayed in the main hall.

Main point for action 2

To continue to improve aspects of learning and teaching

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

Teachers, with the support of the authority, had improved the range of opportunities for children to solve problems in mathematics. Children were beginning to be able to use a range of problem solving strategies. They worked collaboratively in problem solving activities, taking on different roles within the group and were fully engaged in the tasks. As a result of this children were able to tackle problems with more confidence and achieved greater success and enjoyment through their collaborative work. Teachers had included the direct teaching of the 'language' of mathematics. This had had a positive impact particularly with children new to English.

The school had very effectively improved the use of ICT in children's learning. The school now had a mobile laptop lab which enabled teachers to teach ICT skills more effectively. Children were able to research environmental studies topics more effectively using the internet. Where available, teachers were making effective use of interactive whiteboards to enhance the quality of children's learning and involve them more actively in lessons. The Depute Head Teacher had delivered a series of twilight ICT sessions for staff. Most teachers were now using ICT effectively across the curriculum. One of the teachers had volunteered to act as the ICT co-ordinator and had plans to support her colleagues through team teaching and demonstration lessons.

All teachers were making very effective use of digital cameras to record their work. Children used these very effectively when working with a local councillor to gather evidence for a community clean up campaign. Children were also using Powerpoint and Publisher to present their work to others.

Teachers at various stages were taking a more active approach to teaching and learning using the storyline approach. Children were motivated and enthused by this approach.

The Headteacher monitored the quality of learning and teaching and was making effective use of the findings to share good practice. Teachers were now regularly reinforcing children's understanding at the end of lessons. Children were now more able to articulate what they have learned and identify their next steps.

**Main point for
action 3**

To ensure that monitoring of classroom practice leads consistently to improvement in the quality of pupils' learning experiences and attainment

The school, with the support of the authority, has made very good progress towards meeting this action point

The school continued to use a range of approaches to self-evaluation. The strengthened approach to senior managers' monitoring of forward plans had led to an improved focus on the quality of learning and teaching. Senior managers continued to monitor children's attendance and progress in learning very effectively.

The school had developed a monitoring programme. This had been successfully implemented. All classes had recently been visited to monitor children's learning experiences in talking and listening and problem solving. During these visits the Headteacher was also looking for evidence that teaching for effective learning and assessment is for learning strategies were in use. The Headteacher also sampled children's work to monitor the quality of presentation.

The improved monitoring of classroom experiences had led to an improved consistency in teaching and improvements in children's learning experiences.

Conclusion and Next Steps

Overall, the school has made very good progress in overtaking the main points for action in the inspection report. The Head teacher and staff had worked very effectively as a team and in partnership with parents, children and the wider community, to address the main points for action highlighted in the report. Through their teamwork and commitment to continuous improvement they had ensured that the quality of education provided continued to be of a high standard.

Under the guidance and very effective leadership of the Head Teacher, the school continued to have the capacity to build on its success and improve further.

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