



Follow-through Inspection Report

Maryhill Primary School

March 2004

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Maryhill Primary School in February 2002 following their inspection of the school in December 2001. 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 October 2003 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 work of the school has continued to improve. With a clearer emphasis on the individual needs of the children, the staff are all working well together to help raise levels of achievement.

Since the publication of the report in February 2002 the school has gone through a change in leadership. The new head teacher, appointed initially in an acting capacity but confirmed in post in December 2003, has worked very hard to ensure that all the action points have been completed within the time agreed.

The authority has supported the school through its Education Improvement Service in all areas identified within the report.

The school has improved the way in which it checks children's progress and acts more quickly to offer support where required

Attainment across the curriculum has improved and the school is well placed to reach the targets set for 2005 in all areas of the curriculum.

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

Teachers should develop more consistent approaches to assessment and recording. They should make more systematic use of assessment information to monitor pupils' progress and plan for next steps in learning.

The school has met this recommendation.

The head teacher has put in place an effective system for monitoring children's progress. The Head Teacher and staff identify learning targets for groups or individual children according to their abilities. Progress towards these targets and next steps for learning are discussed with the head teacher at regular intervals.

Main point for action 2

Staff should refine programmes in English, mathematics and religious and moral education, as described in the report.

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

Language

The school has continued to improve its programme for writing. A standard correction code has been introduced. A new handwriting programme has helped to improve the presentation of the children's work. The authority's language tutors have supported the school in offering more opportunities for the children to develop their skills in talking in groups. An improved programme for the teaching of talking and listening has been developed.

Mathematics

The programme for mathematics has been improved and now include elements of computer-based work. The head teacher has arranged for further support for staff.

Religious and Moral Education (RME)

The programme of study in this area has been improved to include lesson plans for each stage which clearly indicate what children are expected to learn.

Main point for action 3

The education authority and the school should continue to ensure that appropriate levels of support are available to meet the wide range of pupils' learning needs.

The school has met this recommendation.

The school has improved procedures for identifying pupils in need of additional support for their learning. Procedures include support for more able pupils. Parents are kept fully informed about these arrangements. The assessment programme has been strengthened by the introduction of commercial tests.

Main point for action 4

The acting head teacher should build further on the good approaches she had introduced to monitor and evaluate the work of the school.

The school has met this recommendation.

The head teacher has devised an effective programme to monitor the work of the school and has strengthened approaches to evaluation which include the use of national quality indicators.

The head teacher regularly samples children's work to ensure that pupils' need are met and that they are making good progress.


Conclusion and Next Steps

In spite of the changes in management the school has maintained the progress on the action plan. The improved approaches the school now has in place enables teachers to better assess the progress of the children and more clearly identify next steps.

More focussed programmes of study have helped staff to better meet the needs of the children and ensure progress through the levels of attainment.

Overall, the school has made very good progress in meeting the main points for action. The head teacher and her staff should continue to monitor improvements in attainment.

As a result of the overall progress made by the school, HMIE will make no further visits in connection with this inspection.

A handwritten signature in black ink that reads "Ronnie O'Connor". The signature is written in a cursive style with a large, stylized 'R' and 'O'.

Ronnie O'Connor
Director of Education Services
Glasgow City Council