



Executive Director of Education
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Dear Parent/Carer

HM Inspection Report – St Mary’s Primary School

St Mary’s Primary School was inspected by HM Inspectorate (HMI) in April 2016 as part of the national inspection programme.

As a result of the very good performance and the very effective leadership of the establishment, HM Inspectors advised that they did not intend to make any further visits or reports in relation to this inspection. Therefore, an action plan was prepared by HM Inspectors and Glasgow City Council was asked to oversee and report on progress.

The following provides a summary of the progress made in relation to each recommendation in the action plan:

- Support children in knowing themselves better as learners and provide more opportunities for them to lead their learning.
- Improve further approaches to learning and teaching which ensure appropriate challenge for all children.
- The school should continue with its plans to refresh the curriculum to ensure that children build on their prior learning.

Led by the Senior Management Team, the school undertook a number of action points to address these main issues.

Support children in knowing themselves better as learners and provide more opportunities for them to lead their learning

Children are given many opportunities to lead their own learning. Staff use strategies to help children set their own targets. Effective feedback helps children to understand how to improve.

Children are able to talk about targets and know what they need to do to improve. Staff provide time at the end of the day to help children reflect on their learning. Staff, parents and pupils are working together to create a progressive learning diary which involves parents in their child’s learning.

Children contribute to school matters. They are consulted about issues such as homework and activity choice. Children are involved in choosing some aspects of their learning. For example, they choose which authors they want to study and what content they want to research within topics.

Improve further approaches to learning and teaching which ensure appropriate challenge for all children

Staff regularly take part in collegiate professional learning activities presenting on aspects of the curriculum and evaluating improvement. They continue to improve their practice through peer monitoring and class visits.

Through the Glasgow Improvement Challenge (GIC) teachers use the lesson study approach to teaching. Visiting other schools to see how children learn has helped staff reflect on their own practice. Staff practice has improved through reflection of the lesson study approach and the skills learned in Glasgow Counts.

Tracking meetings between the Headteacher and staff ensure children are challenged and their needs are met. Teachers know their children well. They challenge their pupils to improve through target-setting.

Staff use the Glasgow Counts numeracy programme to start each lesson with a challenge. Children are challenged in classes to respond, prove and explain their answers.

The school should continue with its plans to refresh the curriculum to ensure that children build on their prior learning

Staff support all children through effective teaching approaches. They offer differentiated tasks, challenging the more able and supporting those with additional learning needs. Self-selected tasks provide choice and develop pupils' confidence.

The school focuses on pace and challenge within each class. Staff give children thinking time and ask open-ended questions to challenge them.

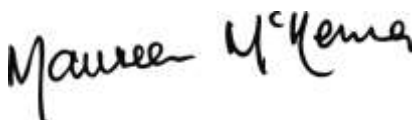
Staff share their practice with colleagues during meetings and adopt ideas from others to use in class. They moderate children's work to look at evidence of differentiation and challenge.

The curriculum is enhanced for children as they participate in a number of awards, such as the Pope Francis Community Award. Recently the school won an award for Determined to Make Movies and the Engineering award, The Flow Challenge. Wider achievements are effectively tracked and celebrated within the school.

The Challenge Leader of Learning works closely with parents. She has led workshops for them on numeracy which helps families to support their children's learning at home. Parents are also supported with homework and maths strategies at the weekly support sessions.

Overall, St Mary's Primary has made very good progress in meeting the main points for action identified. Education Services will therefore not provide any further report in connection with the original report of 13 September 2016 but will continue to monitor and support the establishment as part of our commitment to ensuring the highest quality of education for all.

Yours sincerely



MAUREEN McKENNA
Executive Director of Education

cc Jim Wilson, Head of Service
David Byrne/Trish Leeson, Acting Area Education Officers
Helen Clark, Quality Improvement Officer