

Follow-through Inspection Report

Garrowhill Primary School

March 2009

The Inspection

HM Inspectorate of Education (HMIE) published a report on standards and quality in Garrowhill Primary School in May 2007 following their inspection of the school in January 2007. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the report.

This report evaluates the progress that the school and education authority have made in addressing the main points for action in the report.

Continuous Improvement

Overall, the school had continued to be committed to bringing about improvements in the quality of education. The headteacher continued to provide clear leadership and, with the support of the staff, had moved quickly to take forward the main points for action from the inspection report. Staff were fully committed to playing a strong role in planning and implementing strategies for improvement. All those involved in leading improvements had clear roles and responsibilities and detailed action plans ensured quality improvement, with a focus on impact and outcomes. Progress was reported and shared across the school through a planned, regular programme of meetings. It was evident staff were encouraged to undertake lead roles in a variety of contexts and nurtured and developed their expertise and confidence.

The high level of attainment had been maintained and a significant number of children throughout the school were achieving appropriate national levels of attainment earlier than expected. There were indications that the introduction of more robust and effective tracking systems had impacted on the pace of learning and higher attaining children were now appropriately challenged. Class teachers were also more confident and effective in the tracking of progress of individual children.

	2005/06	2006/07	2007/08
Reading	95	93	94
Writing	92	88	87
Mathematics	96	94	94

At all stages of the school children's achievements were commendable. They demonstrated their confidence, sense of responsibility and successful learning through participation in a wide range of activities.

The ECO School activities have fostered excellent links with the Community Police Officer at Bannerman High School, a School Local Community Liaison Officer and Countryside Park Ranger. A whole school programme was planned to ensure that all pupils were involved in the planting, caring and harvesting of vegetables in the organic garden. A school travel plan was reviewed to increase the number of children walking to school. Commendably P6 children won best presentation and two P1 children won most creative green idea in The Young Green Inventors Competition.

The school had been extremely effective in extending opportunities for children to demonstrate active citizenship both in a local and international context. Children reported they were respected, given roles of responsibility and were helped to develop these qualities in others. All P6 children were trained to become Playground Pals by the

Learning Community's Active schools Co-ordinator which resulted in pupils feeling safe and nurtured in the playground. Children collected unwanted Christmas cards and clothing which were recycled to raise money for international relief agencies in Burma and Malawi. A committee had been established to work towards the achievement of Fair Trade status for the school. During Fair Trade Fortnight all children participated in a planned programme of lessons and activities related to fair trade issues which resulted in participation in the final of the Fair Trade Fashion Show in Glasgow City Chambers. International Links were further established through a link with a school in Provence and the continuation of the annual cultural exchange in Paris with P7 children.

The school actively sought opportunities for children to develop and display skills in all areas of expressive arts. Children excelled in The Glasgow's Music Festival and The Bridgeton Burns Club Competition. They confidently performed in a Burns Night event and school show, 'The Piper' for an audience of parents and members of the community. P6 children performed 'First Class – Passport to Paris' with Scottish Opera and Scottish Ballet delivered dance lessons to P7 children. Children participated in a variety of sporting competitions including swimming and athletics and P6 children were given the opportunity to spend two days in the Cairngorms learning to ski. Awards were achieved by primary 7 children in the Mathematical Challenge, Wet Play – the active way art competition and the MSP's annual Christmas Card Competition.

Progress Towards the Main Points for Action

The inspection report identified three 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

Address the accommodation issues identified in the report

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

A number of projects had been completed by the school and the education authority to improve the quality of the accommodation and facilities. The uneven playground surface had been replaced, creating a much safer environment for play, PE and after school activities. Extensive repairs to the roof had been undertaken and carpeting placed in the freestanding units in the playground. Effective procedures had been put in place for children in the annexe to access toilet facilities.

Main point for action 2

Improve the consistency of the quality of learning and teaching to ensure that all pupils are suitably challenged

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

Senior managers met each term with class teachers to review the progress made by children and agree targets for individuals and groups. This engagement and productive dialogue with staff had impacted positively on the pace and challenge of work in the school. Teachers implemented teaching for effective learning strategies in lessons ensuring learning intentions and success criteria were shared with children. There were some examples of very good practice in peer and self assessment, in particular in writing, and children working collaboratively both in pairs and groups. The programme of showcasing good practice and peer observation both in the school and within the learning community will contribute to teaching for effective learning and assessment strategies becoming consistent throughout the school and embedded within the school.

Following training from the authority in active learning, teachers in P1 were making effective use of a range of teaching approaches within the classroom. A playroom had been

established where children had the opportunity to take part in contextualised learning. Teachers in P5-P7 had given children opportunities to become more active and motivated learners through a more collaborative approach to teaching environmental studies using the authority challenge topics. All teachers had received training in the 'storyline' techniques and had developed, piloted and evaluated environmental studies topics following this methodology.

Learning throughout the school had become more meaningful and relevant with cross curricular links reflecting the principles of Curriculum for Excellence.

The school created a progressive programme of study in ICT that offered children sufficient experiences in using computers for databases and spreadsheets. Extensive professional development was delivered to teaching and support staff who now demonstrate increased confidence in using and delivering ICT across the curriculum. With the support of parents a variety of effective ICT resources including smartboards and cameras had been purchased which were now impacting on learners experiences. Further development of the school's website had provided an opportunity to showcase a range of children's classwork and improve corporate communication with parents.

Main point for action 3

Continue to develop effective approaches to self evaluation

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

The school had been successful in introducing more robust processes for self evaluation. Staff awareness and understanding of How Good is Our School had been raised following in service training and a whole school audit of practice. Senior managers and staff had worked closely together to review, improve and add rigour to school procedures for tracking children's progress. Using the authority tracking programme, senior managers and staff had met regularly to review the progress made by children and agree targets for individuals. The headteacher had evaluated this information to ensure there was a very good pace of learning across the school. These developments had impacted positively on children's performance with a significant number attaining levels earlier than would normally be expected.

An increasing number of teachers had participated in the programme of peer observation both in school and across the learning community focussing on continuing improvements to learning and teaching and the achievements of all learners. Teachers had formally evaluated their teaching for effective learning annually in preparation for a professional review and plan to implement a programme of ongoing self evaluation next session. Senior managers had comprehensively monitored and supported children's learning experiences. They had carried forward a regular, focused programme of classroom monitoring observing teaching for effective learning. Teachers now felt more confident and children were more actively involved in their learning.

Conclusion and Next Steps

The headteacher, depute head teachers and principal teachers had worked effectively as a team to provide guidance and support to staff in taking forward the main points of action. In doing so they had sought and made use of appropriate advice and support from Education Services, partner agencies, parents and other organisations. Overall the school had made very good progress towards meeting all the main points for action.

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