



**Glenmanor Primary School
and Nursery Class
Moodiesburn
North Lanarkshire Council
24 August 2010**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

Contents

1. The school
2. Particular strengths of the school
3. How well do children learn and achieve?
4. How well do staff work with others to support children's learning?
5. Are staff and children actively involved in improving their school?
6. Does the school have high expectations of all children?
7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Glenmanor Primary School is a non-denominational school with a nursery class. It serves the town of Moodiesburn. The roll was 354, including 57 children in the nursery, when the inspection was carried out in May 2010. Children's attendance was in line with the national average in 2008/2009.

2. Particular strengths of the school

- Happy, polite and motivated children.
- Approaches to inclusion and to identifying and supporting children with additional support needs.
- Staff commitment to improving children's learning experiences.
- Leadership of the headteacher.

3. How well do children learn and achieve?

Learning and achievement

Children are happy and confident in the nursery. They can choose activities to suit their needs and show sustained interest during imaginative play. They need to take on responsibility for roles within the nursery. Children in the primary stages enjoy their learning activities. In most lessons they are eager and enthusiastic participants. Most children are experiencing success in their learning and are developing confidence. They are becoming more effective contributors through regular opportunities to work in pairs and small groups. Staff need to develop these arrangements further to ensure that cooperative learning takes place more effectively across all classes. The school recognises that information and communications technology is not yet being used well enough to support children's learning across the curriculum. Children would benefit from more consistent high-quality feedback from all staff to ensure they have a clear understanding of what they need to do to improve their learning.

Children benefit from a range of opportunities to achieve, including a residential outdoor centre experience, sports day festivals, health fortnight and sports competitions with other primary schools.

Children in the nursery and at all stages across the school are learning about recycling and reusing materials. At the primary stages, children coach their peers in football, cheerleading and hip-hop dance. Sporting activities have recently been extended. Children in P5 are now able to swim following their participation in the education authority programme. Many of them take on posts of responsibility, taking forward numerous aspects of the school's work. All children have performed in front of an audience at assemblies and school shows.

Most children in the nursery listen well in group settings and respond appropriately to instructions. They enjoy recalling familiar number rhymes and songs. Almost all children are confident when counting in rote and the majority are becoming familiar with number symbols. Most children are developing their vocabulary well through imaginative play. Almost all use their mark-making skills to record their names. They are keen to engage in conversation. At the primary stages, over the last three years, children's levels of attainment in reading, writing and mathematics have gradually been improving. Most children achieve appropriate national levels of attainment in reading, writing and mathematics. They make good progress from their prior levels of attainment. A significant number of young people achieve appropriate levels earlier than would normally be expected. Most children read fluently and with understanding. Across the school most are writing well for a range of purposes but children, particularly in the upper stages, need more opportunities to write at length. Children listen well to staff and speak confidently in group discussions. In mathematics most children are confident in mental calculations and are secure in written calculations involving shape, money and time. They can identify and apply problem-solving strategies appropriately. Their skills in information handling need to be developed further.

Curriculum and meeting learning needs

Children are provided with a broad curricular experience. Staff have made effective progress in starting to take into account *Curriculum for Excellence*. Literacy is beginning to be planned more systematically, particularly at the early stages. Staff have made good progress linking

children's learning across subject boundaries to help children make better connections in what they are learning. Challenge weeks provide stimulating opportunities for all children to come together, sometimes on one theme, for example, the garden launch. Other cross-curricular mini topic work such as poppy week is relevant and well planned. Staff need to consider further how children's skills in expressive arts, science and technology will be progressed more regularly across each stage. Children have two hours of physical education each week but the programme does not yet ensure a high-quality experience. Children's experiences in enterprise, the environment and health are well established and are developing their personal and social skills and helping them to become good citizens. Children's move from P7 to S1 is well planned but curricular links between the nursery and P1 need to be developed better to ensure children build on what they know and can do. Homework tasks and activities are not yet suitably varied in all classes.

In the nursery, staff plan a range of appropriate learning activities for children through play contexts. They work well with specialist services to help children who need additional support. Overall, in the primary stages, staff plan and select appropriate tasks and resources to meet children's needs well. The school has a strong approach to identifying and supporting children who need additional help with their learning. Positive steps are taken to involve class teachers in planning appropriate learning targets to help children with their progress. Staff involve both children and their parents in effective reviews of these plans. Children with additional support needs make effective progress. Children experiencing difficulties with their literacy skills are very well supported through additional specialist programmes. Classroom assistants and support needs staff provide well-targeted help for individuals and groups of children who need it. Increasingly, children are getting better at supporting each other with their learning in class. The school recognises that higher achieving children need more difficult tasks in their learning. Staff need to develop a more flexible and responsive approach to using the school's system for tracking children's progress, to meet their needs more effectively.

4. How well do staff work with others to support children's learning?

The school is very well supported by an active Parent Council who are consulted well on school matters. Parents' views are taken into consideration when formulating school policy. They raise funds to support the buying of resources and the organisation of other events. Staff have developed closer links with the local community and St Michael's Primary School through joint school choir events and in creating a memorial garden to miners who lost their lives in the Auchengeich disaster. There are productive arrangements to support children in P7 making a smooth transition to Chryston High School. The school links effectively with local businesses to enhance children's work in enterprise activities. Staff work well with additional specialist services to help children with additional support needs. Staff provide parents with informative reports on children's progress and with opportunities to view resources used in the teaching of sensitive aspects of the health education course. Most parents feel they have a strong partnership with the school. The school is exploring ways of getting parents more involved in school through, for example, open afternoons. The school responds well to complaints but needs to improve the way outcomes are recorded.

5. Are staff and children actively involved in improving their school?

Staff and children are involved fully in the life of the school. Children demonstrate initiative by taking on leadership roles and posts of responsibility. Children act as eco gladiators and healthy heroes, sport coaches, house captains, peer mediators and playground friends. They play a full part in enterprise and Fairtrade groups, in addition to the pupil council. All teachers are involved in one of two teacher learning communities in assessment and outdoor learning to help with their professional development. Classroom assistants take on lead responsibility for aspects of the school's work, such as literacy resources. The headteacher has delegated successfully many

aspects of the school's work to staff, such as peer mediator work. This has encouraged a greater sense of commitment by staff to improving the school further. The school's approach to evaluating its work has improved significantly. The headteacher, working with all staff, has put in place a range of appropriate processes including forward plan and classroom monitoring. Staff are developing gradually their role and involvement in these processes. A clear system for sharing good practice at a whole-school level is not yet in place. While some improvements to children's learning experiences have been achieved, the current approaches have not yet been applied consistently well over time for ongoing improvements to be secured.

6. Does the school have high expectations of all children?

Children enjoy school and get on well with staff. They are well behaved and are courteous to staff, visitors and one another. Children know what to do if they have any concerns. Staff are aware of the school's procedures in relation to keeping children safe. The school is active in promoting equality and fairness across all areas of the curriculum and enhances children's knowledge and awareness of other cultures. The school shares children's achievements regularly and effectively through assemblies and displays. Children have appropriate opportunities for religious observance which are supported well by a local chaplain. Almost all children think that staff encourage them to work to the best of their ability but children do not yet demonstrate enough confidence in their own ability to succeed. Overall expectations are appropriate but staff needed to raise their expectations of what higher attaining children can achieve.

7. Does the school have a clear sense of direction?

The headteacher has provided the school with strong and decisive leadership. She has been prepared to take difficult decisions for the benefit of learners and to secure improvement. She has consulted well with staff and has been successful in encouraging them to

gradually play a more central part in evaluating the work of the school and planning for improvement. She has extended opportunities for children's views to be expressed and listened to. She has ensured a thoroughness and greater consistency in the school's approach to improvement and to following through on developments to ensure they make a difference for children. She is supported well by a highly-effective team of principal teachers and acting deputy headteacher. Glenmanor Primary School is an improving school and has the ability to improve further.

8. What happens next?

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education. We have agreed the following areas for improvement with the school and education authority.

- Improve children's skills in information and communications technology to support their learning across the curriculum.
- Continue to improve partnerships and communication.
- Develop further staff team working and their role in evaluating the work of the school.
- Streamline further the approach to planning and improve the tracking and monitoring of children's progress.

At the last Care Commission inspection of the nursery class there were five recommendations made, four of which had been addressed.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Glenmanor Primary School and Nursery Class.

Primary school

Improvements in performance	good
Learners' experiences	good
Meeting learning needs	good

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	good
Improvement through self-evaluation	satisfactory

HM Inspector: Donald Macleod
24 August 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Where the school has a nursery class, you can contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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