

North Lanarkshire Council
Learning & Leisure Services
Glenmanor Primary School and Nursery Class

Report on progress following visit of HM Inspectors

21st May 2013

1 The inspection

Education Scotland published a report on the inspection of Glenmanor Primary School and Nursery Class in August 2010. The report acknowledged a number of particular strengths including 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, and the leadership of the headteacher. HM Inspectors also agreed four areas for improvement with the school and the education authority.

Officers from North Lanarkshire Learning and Learning Services visited the school in May 2013 to look at how the school had continued to improve its work. During the visit they worked closely with the headteacher and staff, and talked to children and parents. They looked at the specific areas for improvement identified by HM Inspectors when they visited the school. As a result they were able to find out how well children are learning and achieving and how well the school is continuing to support them to do their best.

2 Progress in improving the quality of education

Four areas for improvement were identified in the original HMIE report. This section evaluates the progress made and the resulting improvements for pupils and other stakeholders. Developments in health and wellbeing have also been highlighted in response to the recent Health Promotion and Nutrition inspection.

2.1 Improve children's skills in information and communications technology to support their learning across the curriculum.

The school has made good progress in addressing this area for improvement. In response to the need to ensure that ICT was being used to support children's learning in all areas of the curriculum, more laptops and software packages were

purchased and iPads are being used to support independent and small group learning. Children make good use of Keynote, which assists them in presentations to class and at assemblies, and are developing confidence in using other forms of ICT. While classroom access to ICT has been greatly improved, however, its use tends to be teacher-led, for example in the use of the smartboard to introduce a lesson. Pupils with leadership roles use ICT effectively to promote their area of responsibility. There is now scope to increase the opportunities for children to use ICT flexibly to enhance and extend their learning, allowing for greater personalisation and choice. . The small but active Pupil ICT Group could usefully be extended to promote pupil responsibility for their own learning across the school.

2.2 Continue to improve partnerships and communication.

The school has made very good progress in addressing this area for improvement. Procedures for recording and monitoring informal complaints have been put in place. The headteacher has introduced open days where parents are invited to observe the work of classes and these have been well-attended. Parents are responding well to invitations to attend class assemblies, concerts and other performances. Attendance at Parents' evenings is high, with interactive demonstrations delivered by children on what they have learned being especially well received. A monthly newsletter (where possible emailed directly to parents) celebrates children's achievements and provides timely information about forthcoming events. Parents appreciate the communication booklet as a helpful way of keeping up to date with events at school and feel that access to the blog is useful in supporting weekly homework tasks . The text messaging system is also being used to keep parents informed of key dates and of information that is being issued to the children. Strong partnership working has also been developed with St Michael's Primary School, involving both Parent Councils and Community Learning and Development staff.

2.3 Develop further staff team working and their role in evaluating the work of the school.

The school has made good progress in addressing this area for improvement. Staff work well together with stage partners, and joint planning between nursery and P1 staff is helping children build on what they know and what they can do. As a teacher learning community, staff have focused on approaches to learning and teaching, with particular emphasis on assessment for learning strategies. This has been supported by professional development opportunities provided both in-house and externally. Observations of learning and teaching taking place in classrooms indicate that staff are sharing learning intentions and success criteria. Staff should now work together to provide consistent, high quality feedback to help children understand what they need to do to improve their learning. All staff are involved in peer observations to share good practice and to help one another improve their approaches to learning and teaching. Staff are involved in setting priorities for the School Improvement Plan. The school should continue to encourage staff to be more closely involved with the development of the plan, and to lead on areas for development.

2.4 Streamline further the approach to planning and improve the tracking and monitoring of children's progress.

The school has made good progress in addressing this area for improvement. Involvement in whole school approaches to moderation and assessment have helped staff develop a shared understanding of the Curriculum for Excellence experiences and outcomes which is leading to a greater consistency in planning and supporting children's learning. Staff are now planning learning experiences in a variety of

contexts, including outdoor learning. They are helping children to see the connections between different areas of their learning through planned opportunities to link different areas of the curriculum together. Tracking of individual children's progress in experiences and outcomes in Numeracy and Literacy has been established using a variety of assessments, and this is helping to ensure that children are appropriately challenged. The school has had a focus on planning for appropriate experiences in Science and Social Subjects and should continue to look at methods of tracking individual progress and attainment in these areas. For the most part, children feel challenged and motivated, and it is now important that staff continue to examine ways of increasing the pace and challenge of learning for children who are higher achieving. The school has also made significant progress in tracking the wider achievements of the children and is continuing to focus on appropriate methods of gathering, recording and using information effectively to ensure that they are meeting the needs of all children.

2.5 Health and Well-Being

The school has made good progress in addressing this area for improvement. The school offers a broad range of planned curricular activities in line with the authority programmes. There are also a range of extracurricular activities on offer which have seen an increasing uptake and the school is taking a proactive approach to engage children who do not currently take part in after-school activities. Issues concerning the organisation of the school canteen have been considered and new procedures have been introduced. Parents and other health partners are routinely included in health focus weeks throughout the session. The quality of learning and teaching in Physical Education has been improved through engagement with specialist staff to provide professional development opportunities.

3 Conclusion

The Headteacher has a clear vision for the direction of the school and has taken decisive steps to ensure that significant progress has been made in areas identified by HM Inspectors. She has been ably supported in this by the management team and by staff at all levels. The school has shown it has capacity to evaluate its work and plan for significant improvement in the future.