**Background**

Greenhills Primary School and Nursery Class was inspected by HM Inspectorate of Education (HMIe) in March 2009. Following the publication of the report in May 2009, the Head Teacher and staff prepared an action plan to address its main recommendations.

The school and nursery is part of the Duncansrig Learning Community within East Kilbride. The Quality Link Officer for the school reviewed progress on the action plan and submitted an evaluation of the school and nursery’s response to the HMIe inspection report.

HMIe require that a follow-through report is completed within one year of the initial report and, in the case of Greenhills Primary School and Nursery Class, this is the responsibility of South Lanarkshire Council, Education Resources. The following provides a summary of the progress made by the school in addressing the main points for action included within the inspection report.

**Continuous improvement**

Since the initial inspection, the school has continued to improve its effectiveness in a number of ways. These include:

- Collegiate planning continues to be used for development in all areas. A range of topics have been successfully carried out by pupils across the school and showcased to parents.

- Links have been established with German pupils and many of the senior pupils now have a German pen pal. A bid has been made for funding to organise a visit to Germany.

- Both the school and the nursery are collating evidence for a Gold Award for health promotion. The Eco group has extended ‘Fruity Friday’ to ‘Mm…Monday’ and use incentives to promote healthy choices. They also run a healthy tuck shop. There is an active sports programme where many of the children have had the opportunity to try out new sports such as golf, curling, basketball and cheerleading.

- Two more Science Zone topics are being developed to match the Science experiences and outcomes of Curriculum for Excellence and an Activity Zone is being developed for P3 and P4 children to develop Science, Art and Design and Technology skills. There is now a Smartboard in all but three classrooms and the work of raising funds to achieve this in all rooms continues. The pupils are making good use of WIs and Nintendo DSs to extend their learning.

- Global citizenship continues to be successfully developed through ‘Fair Trade Fortnight’, ‘Swap Shop’ and raising money for charities. The children recently raised nearly £3000 for Haiti.

- Wider achievement continues to be celebrated in many ways including notice boards, newsletters and through their ‘Pride of Greenhills’ celebration board.
Main points for action

The following offers a brief account of the progress made by the school and the authority in addressing the main action points of the report.

- **Continue to improve attainment in English language and mathematics.**

  **The school has made very good progress in addressing this main point for action.**

  Raising attainment in English language and mathematics continues to be a priority for the school. Effective systems are in place to track and monitor the pace of learning and pupils’ progress. Staff have attended in-service training and are implementing a new writing programme. The children receive high quality feedback on their progress and the appropriate targets set, are based on assessment and dialogue between the teacher and the pupil on how to improve. Cross curricular planning has led to meaningful links being made across learning. An example of this is where reading and writing are linked within a context. This makes the learning more meaningful for the children who have shown increased motivation, engagement and improved results in these areas.

  In mathematics, additional opportunities have been provided for pupils to enhance their learning and mental agility with increased collaborative working, oral work, and the use of technology. The pupils make use of Nintendo DSs as appropriate to help develop their accuracy and speed.

  Further strategies have been put in place to ensure pupils are now more actively involved with their learning. Assessment is for Learning techniques (AiFL) continue to be developed through the Teacher Learning Community and as a result children are demonstrating higher levels of engagement and interest in the writing process and increased understanding of mathematical concepts. Teaching staff are familiar with the principles, practice, experiences and outcomes of Curriculum for Excellence for language, literacy and mathematics.

- **Improve the pace of learning and ensure that children’s previous learning is built upon.**

  **The school has made very good progress in addressing this main point for action.**

  Children are now increasingly demonstrating their understanding and can articulate how well they are progressing. Teachers support and challenge pupils, including those who are high achievers, by selecting appropriate activities, tasks and resources to allow all children to make progress in their learning and reach their potential. Children’s individual writing and mathematics targets are now highlighted in their jotters. SMT, teachers and children review these targets in the light of children’s progress, amending them as appropriate. The pupils demonstrate increased clarity about what they have learned and more effective use is made of the consultations with children to plan next steps for learning.

- **Further develop self-evaluation to monitor what children have learned and are able to do.**

  **The school has made very good progress in addressing this main point for action.**

  The Head Teacher and Senior Management Team (SMT) use a wider range of strategies for monitoring teachers’ plans and pupils’ work and have implemented further a structured series of planned class visits. Class observations continue to take place as do discussions with children on their progress towards their targets.
A very successful Teacher Learning Community has been set up. Teachers meet monthly to share and take forward Assessment is for Learning strategies and also visit each others classes to share good practice. Questioning techniques to check how well individual pupils are understanding have improved significantly. Class observations indicate a higher level of active learning where children are engaged and ask questions which develop thinking.

SMT now routinely carry out sampling of work with groups of children and the result of this is fed back to the teachers who adjust their lessons appropriately.

An audit of partner agency working is being carried out in order to further improve on current practice.

**Conclusion**

Overall, the school and the education authority have made very good progress in meeting the main points for action identified in the original report.

Education Resources will not provide any further report in connection with the original HMIe report of March 2009, but will continue to monitor and support procedures within the school as part of its commitment to ensuring the highest quality of education for all pupils.

For more information or if you want this Information in a different format or language, please phone 01698 454450 or email education@southlanarkshire.gov.uk

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