



Executive Director of Education
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Dear Parent/Carer

HM Inspection Report – St Martha’s Primary School Progress Report

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

As a result of the good performance, the strong record of improvement and the 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:

- *Build on the positive start made by the new Headteacher to engage widely with parents, children, staff and partners and agree a vision on how to improve the school.*

The Headteacher and the school staff demonstrate a shared commitment to ensuring that all of St Martha’s children achieve the highest standards and success. Effective leadership has enabled the school and wider community to continue to develop, promote and sustain a vision which is focused on improving outcomes for all. Children, parents/carers, staff and partners have engaged well in developing and reviewing the impact of this work. Pupils are more engaged in school improvement with their views and opinions sought and acted upon. Views of parents are regularly sought through a variety of approaches, including at events and Information evenings. Staff have engaged positively in reviewing the school aims ensuring that the school staff have a consistent view of steps to take for future school improvement.

- *The school is in the early stage of planning for aspects for Glasgow Improvement Challenge. This is an opportunity to ensure that children are fully engaged in high quality learning experiences, particularly in literacy and numeracy. These should be better suited to meet children’s needs and abilities.*

The school has worked effectively to take forward key aspects of the Glasgow Improvement Challenge with a Challenge Leader of Learning supporting staff to reflect on and improve aspects of learning and teaching. The school’s approach to this work is beginning to have a positive impact on the range of strategies used by staff, for example, increasing childrens’ opportunities for active learning. Literacy learning experiences are improving with all early stage staff consistently using reviewed phonics approaches to effectively support pupils.

2.

Teachers speak confidently on the improved learning environment and the revised approaches to tracking and monitoring children's progress. The school is beginning to develop leadership well at all levels for example through staff leading important improvement activities such as delivering training in Numeracy and Literacy approaches to teachers, support staff and parents.

Staff have engaged with professional development opportunities provided both within the school and externally. These learning opportunities are improving the classroom experience of the children with almost all pupils reporting that they enjoy their lessons and that they are appropriately challenged and supported and have increased opportunity for personalisation and choice.

- *The new Headteacher has recognised the need to support teachers to make more effective use of information about children's progress and increase expectations for all children.*

The Headteacher has implemented an improved approach to planning and tracking pupil progress. Staff are beginning to use the tracking information to plan effective next steps in learning for children. The Headteacher and Senior Leadership Team regularly review planning and tracking with classroom teachers to ensure that all children are making sufficient progress. This improved use of data means the needs of learners are being better met, through reliable manageable systems which provide clear information on attainment and achievement. An improvement is being seen in attainment across Literacy and Numeracy.

- *Use the strong relations across the local community to work with parents to help them support children in their learning*

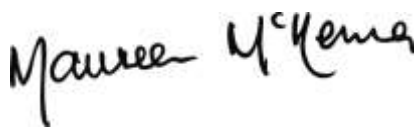
The school continues to successfully support all children well. Children experience a good curriculum which is enhanced through having a wide range of partners and after school learning experiences. These include a variety of sports, ICT clubs, homework clubs, cooking with parents and enterprise opportunities. Staff provide an increasing number of family learning opportunities, for example workshops on phonics, supporting parents with home learning strategies.

Parents engage well and are highly satisfied with the school. The school has improved the arrangements to help children in their transition from Early Years to P1. In particular, the Challenge Leader of Learning teacher visits all Early Years establishments to gather evidence of Literacy and Numeracy achievement. This has improved the learning experiences of the children in P1. New curriculum planners are supporting smooth transitions at all stages within the school ensuring continuity of learning.

3.

Overall, St Martha's has made 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 22 November 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

A handwritten signature in black ink that reads "Maureen McKenna". The signature is written in a cursive style with a large initial 'M'.

MAUREEN McKENNA
Executive Director of Education

cc Colin Crawford, Head of Service
Andrea Reid, Area Education Officer
Stephen Watters, Quality Improvement Officer