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Dear Parent/Carer

HM Inspection Report – Elmvale Primary School and Nursery Class

Elmvale Primary School was inspected by Education Scotland in March 2015 as part of the national inspection programme.

As a result of the very 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. 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 work of the nursery class to ensure the children make the best possible progress
- Improve the curriculum and ensure appropriate challenge and progression in children's learning across the school.
- Ensure the school's self-evaluation activity is focused clearly on bringing about consistent and continuous improvement in children's learning

Led by the Senior Management Team, the school undertook a number of actions to address these main issues.

A new deputy headteacher was appointed with a remit that included the nursery class and early years of the primary school. The physical layout of the nursery has been changed to better support practitioners to plan teaching and learning.

The planning process was reviewed jointly with staff and the SMT. This has produced a more meaningful planning process that allows the staff to focus clearly on teaching, learning and assessment. The tracking of children's progress in their learning is improving, through a more focused planning process. Staff are now more aware of the skills being developed in the playroom. The steps taken are impacting well on both staff confidence in planning learning experiences and in improving outcomes for the children.

The SMT and the staff have worked together to ensure that they have an improved understanding of progression in mathematics. This has been achieved with support from the Leaders of Learning Team, from collegiate events, school and individual professional learning events and from a number of opportunities provided for professional discussion.

Planning for mathematics, and other areas of the curriculum, has been revised to ensure a more structured and coherent programme for learning. Commendably, this has included work with Glasgow Life to support parents understanding of mathematics. The school is continuing to develop progression lines in other areas of the curriculum.

The overall impact of this work is that teachers are more confident in planning and delivering effective lessons across the curriculum, particularly in mathematics. This is improving the pace and challenge within classrooms and providing evidence that the pupils are beginning to make more effective progress.

Approaches to self-evaluation have been further developed. This has included a more rigorous approach to linking professional learning, and classroom observations to the school improvement plan. A planned programme of classroom visits by the SMT has been supported by peer visits. These observations clearly focus on identifying strengths and areas for development.

Parents are consulted with, and their concerns acted upon. Staff are involved fully in taking forward the areas for development and have opportunities to develop leadership through the school groups which are linked to school priorities.

Overall, Elmvale Primary 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 March 2015 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, prominent 'M' at the beginning.

MAUREEN McKENNA
Executive Director of Education

cc Colin Crawford, Head of Service
Stephen Watters, Quality Improvement Officer