



# Follow-through Inspection Report

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## St Joachim's Primary School

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May 2004

### **The Inspection**

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in St Joachims Primary School in August 2002 following their inspection of the school in April of that year. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original report.

After consultation with HMIE, it was agreed that this follow-through report would be the responsibility of the education authority. Members of the Education Improvement Service visited the school in February 2004 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made in responding to the main points for action in the initial report.

### **Continuous Improvement**

The head teacher and staff moved quickly to establish an Action Plan to take forward the Main Points of Action from the report. The plan outlined tasks, timescales and resources as well as the criteria for monitoring and evaluating progress.

The authority has supported the school through its Education Improvement Service in all areas identified within the report.

Attainment is being sustained at a very good level with 93% of pupils achieving appropriate levels in Mathematics, 91% achieving appropriate levels in Reading and 82% achieving appropriate levels in Writing.

## **Progress Towards the Main Points For Action**

The initial inspection report identified 4 main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

### **Main point for action 1**

**Aspects of the programmes in English language and Mathematics should be improved in line with the recommendations of this report.**

*The school has met this recommendation.*

#### **Mathematics**

The Headteacher and his staff have implemented new assessment and record keeping systems in line with authority advice, which allows for individual pupils to be tracked across each strand of achievement in Mathematics. Individual pupils are now given a grading of limited progress, competent or showing strengths.

Time spent on Problem Solving and Enquiry and Information Handling has been adjusted appropriately. The Northern College problem solving pack has been introduced at all stages of the school to ensure continuity and progression.

All staff have had training in the Nelson Thornes Information handling software

#### **Language**

Resources have been identified and matched to provide better opportunities in listening and talking in groups or pairs. All pupils are now using commercial resources to provide the appropriate range of experiences. Pupils are encouraged to prepare short talks for presentation at school assemblies.

The Literacy World programme for Reading and Language has now been fully implemented in P4-7, which provides a much better and balanced range of opportunities in reading for enjoyment.

The Headteacher and staff have already identified that they wish to create a new media centre and library within the timescale of their next development plan. They have secured the funding for this by running very successful Scholastic book clubs where the importance of reading for enjoyment was stressed to parents.

**Main point for action 2**

**The school should develop a more systematic approach to assessment and recording. Staff should make more use of assessment information to evaluate learning and teaching and to ensure an appropriate pace of learning for all pupils.**

*The school has met this recommendation*

The school has now implemented the new system for recording and assessment recommended by the authority for Language and Mathematics. This approach has been adapted to enable the assessment of the learning outcomes in Environmental Studies. A record is now kept for every child that provides a grade as each attainment strand is tackled. Teachers make comments in their plans to show that they have a much clearer focus on differentiation and pace of learning. All of these assessment records now form a core component of the teachers' planning system.

The head teacher and his staff use the information gathered as a basis for their discussions when tracking pupils.

**Main point for action 3**

**The Headteacher should develop teamwork further and involve staff in policy development in a more structured way.**

*The school has made good progress towards meeting this recommendation.*

A position paper was written in August 2002 on the area of whole school planning and consultation.

Staff teams have been delegated specific tasks as identified in the action plan as follows:

- Small teams were created to work during school assembly times to trial and pilot new software with the ICT coordinator to inform their teaching in problem solving and enquiry and produce a new policy on the breadth and balance of the curriculum.
- Staff groups were identified to look at ICT, Maths and planning formats in Language.
- Groups were created to audit the policy and procedures in Assessment and Recording.
- The Headteacher has established a working party to develop the media room initiative and he will commit time for this in the Development Plan for 2004-2005

### **Main point for action 3**

**In Consultation with staff, the Headteacher should adopt a more rigorous approach to monitoring, evaluating and planning for improvement.**

*The school has met this recommendation*

A position paper on monitoring and evaluating has been produced that includes:

- Discussions with each staff member to evaluate forward plans and discuss pupil tracking, three times a year.
- Sampling by the Headteacher of pupils' work that includes discussions with pupils about how they evaluate their performance
- A series of planned classroom visits where the Headteacher team-teaches and demonstrates new techniques and ideas.

The authority has offered guidance on development planning

### **Conclusion and Next Steps**

The school has met or made good progress towards meeting all the main points for action identified in the report. The authority will continue to support the school in facilitating team approaches to policy and planning and in developing assessment as a key factor of teachers' plans.

As a result, HMIE will make no further visits in connection with this inspection.



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