



Follow-through Inspection Report

Our Lady of the Annunciation Primary School

May 2004

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Our Lady of the Annunciation Primary School in January 2002 following their inspection of the school in October 2001. 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 December 2003 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

In response to the report the headteacher and staff produced a comprehensive action plan to take forward the main recommendations. During the extended absence of the headteacher, due to ill health, the depute headteacher took responsibility for progressing the action plan. Members of the Education Improvement Service were available to support the headteacher and staff with developments.

The work of the school has continued to improve. The headteacher and staff have a clear and accurate picture of the steps they have to take to raise pupils' attainment.

Attainment in mathematics has risen significantly whilst attainment in language shows a more modest increase. The school is well placed to reach the targets set for 2005.

Progress Towards the Main Points For Action

The initial inspection report identified five 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

The school and authority should address the accommodation issues raised in this report.

The school and authority have made good progress towards meeting this recommendation.

An acoustic survey was undertaken on behalf of the authority to investigate the difficulties teachers and pupils were having with talking and listening activities. As a result a number of partitions are being built throughout the school to reduce the levels of noise.

To ease accommodation difficulties teachers' planning reflects opportunities to take PE outdoors to cover aspects of games and fitness. Equipment has been purchased to support outdoor activities.

A number of repairs were carried out to improve the general quality of the accommodation. These included repairs to stop water penetration in the infant teaching block, security barriers erected on the roof, improved ventilation in the noisy/quiet room and an increase in the number of fire bells.

Main point for action 2

Staff should make adjustments to programmes in English language, mathematics and physical education.

The school has met this recommendation.

Teachers' plans are more clearly defined. In English language, planning indicates the skills and activities to be overtaken in writing and in talking and listening and how these will be assessed. New commercial writing materials afford more opportunity for pupils to write at length. The school has a new reading scheme for P4-7 stages and authority tutors will continue to support the school to improve pupils' reading skills.

Mathematics planners have been revised to indicate links between the mathematics and ICT curriculum. This has increased the opportunity for pupils to use computers to produce, tables, spreadsheets and graphs. Authority tutors have supported teachers and pupils in the use of databases.

The amount of time allocated to PE is now in line with national guidelines. In collaboration with staff from the authority's Primary PE Team, the school has produced a programme of study that covers gymnastics, fitness, dance and games. A member of the PE team is working with staff to establish practical assessment of gymnastics.

Main point for action 3

The head teacher should ensure that all plans provide sufficient detail of the skills pupils are expected to learn and the activities to achieve these.

The school has met this recommendation.

The format of forward plans has been amended to include, for each stage, the skills pupils are expected to learn in each area of the curriculum and the activities to be undertaken. Teachers include an evaluation of the effectiveness of their planning for senior staff. Teachers' planning takes place in consultation with senior staff to ensure that programmes are being implemented consistently across the school and that children's work offers sufficient challenge.

Main point for action 4

Staff should develop a more systematic approach to assessment and recording and use the information to evaluate learning and teaching.

The school has made good progress towards meeting this recommendation.

Teachers' plans are more clearly defined in terms of 5-14 programmes of study. Forward planners indicate the skills and activities to be covered and the assessment strategies to be used for each area of the curriculum. The results of assessments are recorded and teachers make use of these to indicate next steps in learning and to evaluate the effectiveness of teaching and learning

The headteacher and staff are focusing on the development of assessment strategies that involve pupils in self and peer evaluation. The school has made good use of the authority's formative assessment initiative to take forward developments in this area.

Main point for action 5

The school should develop a more systematic approach to development planning. The written plan should show more clearly how development targets will be met and how progress will be evaluated.

The school has made good progress towards meeting this recommendation.

A full audit of school provision identified development plan priorities for the next three years. Account was taken of the recommendations outlined in the 2002 Report when compiling the plan. The development plan includes targets, timescales, resources and arrangements for monitoring. The headteacher and staff have been fully involved in the development planning process and have worked diligently to implement the targets.

Conclusion and Next Steps

Overall the school has made very good progress in addressing the main points for action.

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

A handwritten signature in black ink that reads "Ronnie O'Connor". The signature is written in a cursive style with a large, stylized 'R' and 'O'.

Ronnie O'Connor
Director of Education Services
Glasgow City Council