



Follow-through Inspection Report

St Jude's Primary School

November 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on Care and Welfare in St Jude's Primary School in January 2004 following their inspection of the school in September 2003. 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.

Continuous Improvement

The Head teacher and staff moved quickly to establish an action plan to take forward the main points for action from the HMIE inspection report. The school was well supported by the Education Improvement Service to produce a plan which identified tasks and timescales as well as the criteria for monitoring and evaluating progress.

The level of attainment in Reading has improved slightly and, following a major school initiative, Writing has shown a significant improvement from a low baseline. Mathematics scores have remained constant.

The school roll is stable with a large percentage of placing requests annually. Levels of attendance, boosted by a New Learning Community initiative, are better than average for the city of Glasgow.

The school has worked hard to develop its programme in Citizenship and was rewarded by the children and other members of the school community visiting the new Scottish Parliament and planting Scots Pine trees in the grounds.

The school management has produced clear direction to the school and staff and there are clear indications that the school is well placed to continue to improve the quality of education already being offered.

Progress Towards the Main Points For Action

The initial inspection report identified 6 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 should improve the structure of the personal and social education programme and related assessment procedures to ensure more effective progression and continuity in pupils' learning.

The school has made very good progress towards meeting this main point for action.

With the support of the New Learning Community framework, a comprehensive school policy in Personal and Social Development has been written and implemented throughout the school. Appropriate teaching materials have been collected following whole staff consultation. A working party designed an effective and clearly differentiated grid for learning which informs assessment appropriately and is in place throughout the school.

Circle Time is used to good effect in all classes to emphasise aspects of Personal and Social Development and Citizenship. As part of a Citizenship initiative the whole school visited the new Scottish Parliament building and planted trees in the grounds.

New resources linked to more effective whole school planning have broadened topics and ensured that pupils develop their skills in citizenship more progressively.

Main point for action 2

Staff should continue to develop and implement more effective procedures for monitoring and evaluating the quality of the school's provision.

The school has made very good progress towards meeting this main point for action.

The Action Plan has been evaluated regularly by the Headteacher and staff as appropriate.

A systematic programme of monitoring planning documents and classroom practice has been implemented.

The Head Teacher has put in place a new system for tracking and monitoring pupils' progress using target setting grids produced by the education authority enabling more regular testing and more informative information on pupil progress. She has significantly developed her informal methods to encompass a detailed and rigorous timetable for monitoring all aspects of school performance. This has been discussed with all staff and is enabling the school to raise pupils' attainment.

Main point for action 3**The school's plan for improvement should be revised to include the priorities most relevant to the immediate needs of pupils.**

The school has made good progress towards meeting this main point for action.

The school has made good use of the support provided by its New Learning Community where, in line with its action plan, the immediate needs of the pupils were addressed in Homework, PE and Drama. This work was achieved in addition to the school's significant involvement in authority wide and relevant priorities in Reading, Maths Problem-Solving and Formative Assessment. The school's plan for development is led by New Learning Community issues. However, the Head Teacher recognises that effective planning for improvement needs to be more school-based and more pertinent to the needs of the children in the school.

Main point for action 4**The school and education authority should address the maintenance issues identified in the report.**

The school and education authority have made very good progress towards meeting this main point for action.

To date the missing locks on the toilet cubicles have been replaced and the Local Repair Team has surveyed and repaired areas where there was evidence of water entry.

The Head Teacher and Janitor have developed an effective system for dealing with building issues. Weekly procedures are in place for the monitoring and reporting of defects to the appropriate department.

Main point for action 5**Classroom assistants should be deployed to support pupils' learning activities more fully.**

The school has made good progress towards meeting this main point for action.

The Head Teacher has provided all support staff with a clearer picture of their important role in the school by introducing new job descriptions.

Clear timetables and structured procedures for daily routines are now firmly in place and used for the effective deployment of support staff who are able to support the learning process well. Specifically, classroom assistants help with practical mathematics at P1 and support P3 to P6 swimming lessons at the local Sports Centre.

Generally, they assist whole classes and individual pupils with language support work and, following involvement in a New Learning Community training initiative, work with pupils on developing effective playground activities.

Main point for action 6

The school should review its policy on the provision of Individual Education Plans and the setting of targets for individual pupils.

The school has made good progress towards meeting this main point for action.

The school sought advice from the authority and produced a revised policy and more formal and rigorous guidelines for the provision of Individual Education Plans. These were presented and discussed with all staff during collegiate activity time.

Target setting for pupils with Individual Education Plans is now embedded in the whole school policy and procedures for target setting.

An impressive set of school designed documentation for record-keeping and weekly planning and pupil target sheets for children with Individual Education Plans are now in place enabling more effective monitoring of progress and need.

The school has initiated a new Personal Learning Programme (PLP) where each pupil, assisted by class teachers and parents, determine personal targets for improvement in Mathematics and Language. Parents are actively involved in this process and have been given an informative Parent's Guide to Personal Learning Plans to assist them. Regular reviews with pupils and parents ensure that new targets are set for continuous improvement.

Conclusion and Next Steps

The Head Teacher and staff have worked very hard to implement the action points in the HMIE Care and Welfare report and have implemented a number of new initiatives and programmes. There is already much evidence of how these are better meeting the needs of the children and allowing them to better reach their real potential. The support and guidance of colleagues in the New Learning Community and the authority has been well received and adopted by the school.

As a result of the very good progress made in meeting the main points for action, HMIE will make no further visits to the school in connection with the January 2004 report.



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