



Follow-through Inspection Report

St Saviour's Primary School

January 2007

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Saviour's Primary School in December 2004 following their inspection of the school in September 2004. 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 June 2006 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 had moved quickly to establish an action plan to take forward the main points for action from the HMIE inspection report on the school. The plan had identified tasks and timescales as well as the criteria for monitoring and evaluating progress. A close working relationship between head teacher and staff had been established and an effective dialogue of monitoring and evaluating had ensured that very good progress had been made in all areas.

Teachers encouraged pupils to be actively involved in their learning and the use of formative assessment strategies and interactive technology had ensured quality learning experiences for pupil. Standards of attainment in national assessments had increased significantly in Reading and Mathematics, although attainment in Writing had slipped a little compared to last session's high result. The pace of learning had continued to improve and pupils in the early years had made very good progress.

The school had continued to work closely with the local community and had achieved an Eco-school award. Pupils had displayed many examples of good citizenship in the community including establishing a garden in derelict ground, contributing to the local Fair and promoting an anti-sectarianism project with local schools.

Pupils had enjoyed a variety of after-school activities, and as a health-promoting school had participated in sporting activities. In partnership with parents, the school had raised considerable funds to provide pupils with sports equipment.

Pupils' attendance had improved and remained above the average for Glasgow schools. Reward systems and an ethos of achievement had contributed greatly to motivating pupils and enabling the school to move forward successfully.

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

Raise pupils' attainment in English language and mathematics.

The school had made good progress towards meeting this action point

National Assessments in Reading showed good progress in pupils' attainment. Standardised testing and new reading materials had been introduced to help more clearly identify pupils' needs and enable appropriate support to be provided. Pupils had been encouraged to read more through providing them with a wider and more interesting range of materials and establishing a Reading Club. A survey of pupils' views had indicated that pupils were now reading more regularly for pleasure. Reading records had been maintained by teachers and close tracking of pupils' progress had been introduced.

National Assessments in Writing showed a slight deterioration in pupils' attainment. The head teacher and staff had subsequently reviewed the programme of writing and had introduced new materials and had considered advice from tutors on how to improve the programme for writing. They are confident that the previous level of attainment will be recovered.

National Assessments in Mathematics showed very good progress in pupils' attainment. A revised programme for mathematics had been introduced and staff had received training on implementing the programme. Good use had also been made of ICT programmes to motivate pupils and supplement their learning experience. A revised policy for mathematics had been introduced to ensure the pace and purpose of learning will be maintained.

Main point for action 2

Improve teachers' planning and approaches to assessment to ensure continuity and progression in learning for all pupils.

The school had made good progress towards meeting this action point

Working parties had been formed to review the planning methods used by teachers in mathematics, language and environmental studies. Learning outcomes had been more clearly identified. A range of formative assessment strategies had been adopted by teachers and a more interactive approach to teaching and learning had been developed. Teachers had maintained effective records of pupils' progress in mathematics and language and the information will prove valuable to teachers in ensuring continuity and progression as the pupils move into the new session.

**Main point
for action 3**

Review approaches to identifying pupils with additional support needs and the nature of support required.

The school had made very good progress towards meeting this action point

All staff had received training in the revised national policy and practice in relation to meeting the needs of children requiring additional support. A clearly structured system for identifying and referring pupils for additional support had been established, including the supportive role of psychological services. A school policy had been written which itemised opportunities for consultation between teachers and external agencies and described procedures and materials to support the learning of children with additional needs. Effective plans for setting targets and activities for individual children had also been introduced.

**Main point
for action 4**

Make more effective use of information and communications technology (ICT) to support learning.

The school had made very good progress towards meeting this action point

A full audit had been carried out on teachers' strengths and areas for development and a programme of training had been established to increase staff confidence and expertise in using ICT in the classroom. The use of ICT by staff and pupils had impacted on the school's curriculum and was in evidence through the use of the internet, spreadsheets, databases, digital cameras and word processing across all curricular areas.

**Main point
for action 5**

Improve the monitoring and evaluation of learning and teaching by promoted staff.

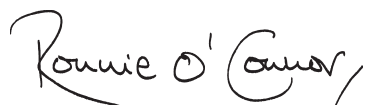
The school had made very good progress towards meeting this action point

The head teacher had introduced a comprehensive range of practices to establish a very focused and systematic structure for monitoring and evaluating the learning experience and progress of pupils. A whole-year plan had been drawn up to identify each area for focus. A specification sheet was completed for the qualities and practices that should be found in all classes. Classroom visits and consultation with staff had provided the head teacher with first hand feedback on the quality of teaching and learning taking place. Promoted staff had systematically monitored teachers' forward plans and pupils' jotters and class work. Written feedback had been given to teachers and pupils and the progress of pupils had been carefully monitored and discussed with teachers. Results of national assessments had been clearly collated and a rigorous targeting and tracking process had been adopted.

Conclusion and Next Steps

The head teacher and staff had worked very hard to implement the action points in the HMIE inspection report. They had participated in a variety of staff development opportunities to enhance their own expertise. New resources had been purchased to improve the curriculum and the guidance and support of the Education Improvement Service had been well received and adopted by staff.

The school had made very good progress in meeting the main points for action.



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