



Follow-through Inspection Report

St Brendan's Primary School

June 2006

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Brendan's Primary School in June 2004 following an inspection of the school in February 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.

Continuous Improvement

The school has made very good progress in overtaking the main points for action in the report.

The education authority had worked closely with the headteacher and staff to prepare a detailed and comprehensive action plan. Teaching staff had received a broad range of training and advice from the authority's Education Improvement Service to support the implementation of the action plan

The school had noted improvements in pupils' attainment in aspects of English language and mathematics due to a variety of successful curriculum developments and better tracking of the progress of individual pupils through the various levels of work.

The school has successfully achieved a bronze award for enterprise education and the pupil council, in collaboration with the community engagement officer, worked to improve the local environment. This included planting bulbs and seeds in the school grounds, designing and making bird boxes and working with other pupils on a recycling project. The school has extended the range of extra curricular activities offered to pupils and the school cricket were winners of the Glasgow inter- schools championship in 2005. Scottish Ballet and the BBC Symphony Orchestra have worked with pupils to develop their interest and skills in the creative arts. An ongoing project with pupils at Yoker Primary School has encouraged pupils to challenge sectarianism.

The positive leadership of the headteacher and the good efforts of staff demonstrate a clear ability to continue to improve the quality of the work of the school.

Progress Towards the Main Points For Action

The initial inspection report identified 3 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 further develop the use of IEPs and encourage all pupils to be involved in their next steps in learning.

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

Working closely with the education authority, the school had developed IEPs for those pupils identified as having additional support needs. The plans set appropriate long and short term targets for pupils and indicated clearly how progress would be measured. Parents and support staff were fully involved in the process. Support plans for groups of pupils had also been developed and early indications showed that these were having a positive impact upon pupils' progress.

Teaching staff had participated in an extensive range of training on how different pupils learn. As a result, teachers had increased opportunities for pupils to take more responsibility for their learning. For example, teachers were regularly sharing with pupils what they were expected to learn. Teachers gave good written feedback to help pupils identify what they had done well and the steps they should take to improve their work. Teachers provided regular opportunities for pupils to collaborate with one another and evaluate each other's work.

Main point for action 2

The school and authority should improve support for those pupils in P6 and P7 who are not achieving appropriate levels in mathematics

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

Levels of attainment in mathematics had been maintained in recent years with a majority of pupils attaining appropriate levels. Pupils from P5 to P7 were grouped according to the level of work appropriate to their needs. These groups were reviewed regularly by teachers and by the headteacher. These arrangements had resulted in all pupils working at an improved pace and the school reported improvements in attainment. In particular, lower attaining pupils had made good progress and had benefited from the arrangements. Additional teaching staff had been deployed to the upper stages to ensure smaller class sizes in mathematics lessons. A group support plan had been developed for the lower attaining pupils which indicated particular learning needs of children in the group and how these should be met.

The school had introduced problem-solving materials developed by the education authority. These were being used at all stages and children were given regular opportunities to work collaboratively on mathematical tasks requiring problem solving skills.

Main point for action 3

The school and authority should further monitor pupils' progress

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

The headteacher met each term with teaching staff to review the progress made by individual pupils in reading, writing and mathematics. Teachers' plans identified the support required to meet the additional needs of pupils. Targets were agreed for each pupil and the pace of progress was reviewed each term. The headteacher discussed with teachers the placement of pupils within mathematics and writing groups in the upper stages. Through this process the headteacher was able to allocate additional support from pupil support assistants to individuals and groups of pupils. Such arrangements contributed well to the increased pace of learning at all stages.

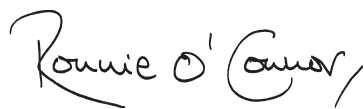
The headteacher also visited classrooms as part of a developing programme of classroom monitoring. This, alongside a regular review of pupils' jotters, should assist in ensuring that all pupils continue to make appropriate progress

To address concerns identified during the inspection regarding listening, talking and reading in the upper stages, the school had introduced a range of approaches which were helping to improve the rate of pupil's progress in these key areas of the curriculum. Teaching staff planned more regular opportunities across all areas of the curriculum where pupils would develop their skills in listening and talking. A useful policy had been developed by staff and the school planned to introduce a more consistent programme of work for all stages. Good progress had been made in improving the variety and range of reading materials in the upper school. A school library offered regular opportunities for pupils to borrow a selection of books. Parents provided valuable support running this facility

Conclusion and Next Steps

The school had made very good progress towards meeting the main points for action in the inspection report. The headteacher and all staff had worked hard in taking forward a range of important developments in the school. With the support provided by the education authority the school had been successful in developing approaches to teaching and learning which were helping to improve the pace of learning for all pupils. Through an improved approach to tracking pupils' progress, and the grouping of pupils of similar ability mathematics, the school had ensured that all pupils were making good progress in key areas of the curriculum. The development of appropriate individual and group learning plans were helping staff to meet the needs of individual pupils. Pupils were benefiting from the improved arrangements

The education authority will continue to monitor and support the raising of attainment in the school.



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