



Follow-through Inspection Report

St Vincent's Primary School

September 2006

The Inspection

Her Majesty's Inspectorate of Education (HMIe) published a report on standards and quality at St Vincent's Primary School in February 2005 following their inspection of the school in October 2004.

Working with the school, the education authority prepared an action plan indicating how the main points for action, identified in the report, would be achieved.

Continuous Improvement

The school had been approached by HMIe to be involved in the filming of good practice to feature in the Journey to Excellence Pack.

The school had further developed its very good links with parents. Twice in the school year, staff held "class meetings" where parents were invited along to meet with the class teacher in the classroom environment. The focus for the meetings was driven by needs in areas identified by parents and class teachers e.g. homework, assessment strategies. The meetings had been very successful with very positive feedback received from parents and teachers.

A behaviour management group for parents had been operating in the school. This had been supported by Quarriers Opt-In project and was very successful and the parents involved participated with enthusiasm.

Health promotion had been a priority for the school and staff had been fully committed to the promotion of healthy eating and healthy living. The staff had led after-school sport classes to help improve pupil fitness. Parents, too, were involved in "keep fit" sessions both in a weekly parent group and alongside their child at Sports Day. Two members of staff had completed the Post-Graduate Certificate in Physical Education and offered excellent support in the delivery of the school's P.E. programme. One teacher had received training in Scottish Country Dancing and coached a group of pupils who participated in a national festival with great success.

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 education authority should ensure that the levels of challenge in tasks and activities, including opportunities for active learning, were appropriate to the needs of all pupils;

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

Developments in ICT had afforded many opportunities for pupils to be involved in active learning. Teachers were using the interactive whiteboard confidently to open the world to their pupils through increased access to appropriate and relevant websites. The Learning Game's "Diversity in Learning-Toolkit of practical classroom strategies" was purchased for all staff. Teachers were actively involved in discussion and sharing of ideas and good practice such as "walk-about, talk-about"

Teachers had received training in mind-mapping and the New Learning Community had purchased mind-mapping software for the use of all staff. Many teachers were making excellent use of mind-mapping in classes and children were growing in confidence in its use. The strategy was proving to be very useful for reluctant writers and as an excellent assessment tool.

Brain Gym, Class Moves and Movement Matters had been revisited by staff.

Main point for action 2

The school and education authority should make more effective use of ICT to support pupils' learning across the curriculum, particularly in mathematics

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

Staffs had received training in developing the use of spreadsheets and databases in the form of training sessions led by the authority's ICT training partners followed by "coaching in context" sessions in classes. Staffs felt more confident in the use of databases and spreadsheets and were using them for administrative purposes and to further develop learning and teaching in Mathematics.

The school had purchased a third interactive whiteboard to support better use of ICT in the classroom. Staffs had received training in its use and were confidently using the resource to develop learning and teaching. Some senior pupils could confidently set up the equipment and use Powerpoint for presentations to the class or school assembly.

Maths software programmes had been evaluated by staff and evidence from forward plans and class visits was showing that appropriate software was being used to support learning and teaching in classes. Staffs were continually sharing information on new sites found and programmes which support all curricular areas.

**Main point for
action 3**

The education authority should address the accommodation issues outlined in this report.

The authority had made some progress towards meeting this main point for action.

The building had been made wind & watertight, minor repairs had been done and damp and missing ceiling tiles replaced.

**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 teaching approaches that were helping to improve the quality of learning for all pupils.

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