



Follow-through Inspection Report

St Mungo's Primary School

October 2006

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in St Mungo's Primary School in October 2004 following their inspection of the school in May 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

Since the publication of the report, a new Depute Head Teacher had been appointed to the school.

The head teacher and staff moved quickly to establish an action plan to take forward the main points for action identified in the HMIE Inspection Report on the school. The plan identified tasks, timescales, personnel, associated staff development together with the criteria for monitoring and evaluating progress.

Very good progress had been made in meeting the action points. The school's approaches to monitoring and evaluating its work were more thorough and effective. The senior management team monitored forward plans to ensure breadth and balance across the curriculum and evaluated learning and teaching using a wide range of procedures. Through a well developed tracking system, senior management and staff monitored the progress of individual pupils and set targets for improvement. Teachers evaluated their own teaching and commented on successes and had increased that repertoire of effective teaching approaches with which they could adapt to meet pupils' learning needs.

Progress Towards the Main Points For Action

The initial 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 the education authority should take action to ensure consistently high quality learning teaching.

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

Two teachers had been trained in Teaching for effective learning strategies. They had worked regularly alongside class teachers demonstrating and advising. Consequently good practice was spread out and shared across all stages.

New guidelines and a new school policy on learning and teaching were agreed.

Teachers had increased their repertoire of effective teaching approaches which they could adapt to meet pupils' learning needs. Examples of these included direct interactive teaching and learning in mental mathematics, mind-mapping in English Language, collaborative work in writing and drama and an increasing use of technologies such as interactive whiteboards.

All of this had impacted on the quality of provision.

The Learning Community had adopted a specific approach to the development of learning based on the theories and ideas promoted by Professor Reuven Feuerstein. This addressed the processes of teaching and learning from basic beliefs to systematic approaches which included principles and techniques of "learning how to learn". At the heart of the work was a human intervener, a mediator and a special kind of interaction in a learning situation which aimed to promote quality teaching and effective learning. All staff attended a training programme which helped them to establish the processes used by the learner and the effect of intervention on these processes. All staff had adapted their teaching to develop the underlying process skills needed for effective learning.

A new policy and guidelines on Talking and Listening had been introduced. The programmes of study put into place had ensured continuity and progression in skills.

As part of Project Leadership, a member of staff had set up a play area in the Infant Department to further assist in the development of Talking and Listening. Classes were time-tabled for two 40 minute sessions per week. Progress was evaluated and recorded.

Pupils' skills in using computers were further developed using two commercial programmes and new guidelines to assist staff were introduced. The school had made good use of 5 Interactive Whiteboards to support pupils learning Mathematics. *

** All staff attended school based and centrally organised In-Service on Teaching for Effective Learning strategies, the theory and methodology of Professor Reuven Feuerstein and a presentation on a Curriculum for Excellence. They viewed this as the way forward for the whole school.*

Main point for action 2

The school and the education authority should take action to improve further approaches to monitoring and evaluating learning and teaching.

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

The monitoring programme had been extended, so that the school's approaches to monitoring and evaluating its work were thorough and effective. The Senior Management Team (Head Teacher and Depute) carefully monitored forward plans to ensure breadth and balance. Teachers were given detailed feedback on their plans. Through a well-developed tracking system, staff monitored the progress of individual pupils and set targets for improvement. Teachers evaluated their own teaching and planning and wrote detailed comments on successes which helped them to focus on the impact on pupils' learning. The head teacher visited classes regularly to support teachers and ensure consistent high quality learning experiences for pupils.

Main point for action 3

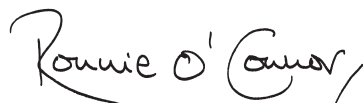
The school and education authority should take action to involve pupils more in evaluating and setting their own targets for learning.

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

The new approaches to learning and teaching that were introduced resulted in the teachers sharing the purpose of the lesson with the pupils and providing them with good constructive feedback. This had helped many teachers integrate good assessment practice into their day to day teaching. In the most effective examples, pupils had a clear understanding of what they were trying to learn and what was expected of them. Pupils were beginning to learn to set their own goals and plan and organise their own work. This led to their evaluating their own strengths and areas for improvement.

Conclusion and Next Steps

Through the involvement of teachers in evaluating learning and teaching and sharing learning targets with pupils, the head teacher and staff are well placed to further develop the work of the school and increase the level of pupils' attainment and achievement. The good quality of learning and teaching and of leadership provides a secure basis for further improvement.

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

Ronnie O'Connor
Executive Director (Education, Training & Young People)
Glasgow City Council