



# Follow-through Inspection Report

## St Michael's Primary School

October 2007

### **The Inspection**

Her Majesty's Inspectorate of Education published a report on standards and quality in St. Michael's Primary School in October 2005 following their inspection of the school in June 2005.

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**

In the session following the HMIE Inspection the school had continued to build on the good practices identified within the report.

All members of staff had been actively involved in taking forward aspects of the action plan through their involvement in working parties and participation in training and staff development activities. Under the guidance of the very effective head teacher they had clearly demonstrated their ability, commitment and capacity for improvement.

In August 2007 the school had undergone a significant period of change in key personnel within the school which impacted on staff morale and relationships. As a consequence they were unable to sustain the initial pace, enthusiasm and focus for taking forward the improvement agenda of the action plan.

In January 2007 the new head teacher took up her post. With support and advice from the authority she quickly moved to re-establish the positive working relationships amongst staff and the communication links with the parents. Under her guidance and support the staff were able to re-focus their thoughts and activities to meeting the outcomes of the action plan and the needs of the pupils.

In consultation with the parents she had begun the process of establishing a Parent Council. Parents continued to be involved in the life of the school. They had been involved in fund raising events linked to the enterprise initiatives within the school. The school had achieved a Platinum Award for Enterprise.

Focus Groups for Health, Eco, Enterprise, Pastoral and Staff Health and Wellbeing had been re-established. These groups provided opportunities for pupils, teachers, parents and the wider community to work together in a variety of context. This demonstrated the school's commitment to promoting the development of the pupils as active citizens. Links had been made with two neighbouring schools to share ideas and practices related to promoting positive behaviour.

## **Progress Towards the Main Points for Action**

The initial inspection report identified four 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**

#### **Continue to raise attainment in writing and some aspects of mathematics.**

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

##### **Mathematics**

Teachers had received training on approaches to effective learning and teaching of volume, weight, fractions and decimals. The working party had reviewed the planning formats and programme of study to ensure appropriate coverage of each aspect across the school. A range of practical resources and games had been purchased.

Teachers were using more varied and consistent approaches within their teaching. They were more aware of pupils' next steps in learning and were building more effectively on their prior learning experiences.

As a consequence pupils were more confident in their understanding of volume and weight and usage of fractions and decimals.

##### **Writing**

Positive actions had been taken to develop pupils' literacy skills. The working party had revised the language planners to ensure opportunities for grammar and syntax, oral discussions and celebration of success were planned for systematically across the school. Team teaching, lesson modelling and follow-up discussion sessions were implemented at the P1 – P4 stages. Teachers used the New Horizons Talking and Listening resources to support the development of choice of language and organisation of ideas towards supporting the development of these skills in writing. Pupils at P6 and P7 had more opportunities to prepare, lead and deliver short talks and poetry recitals to support the development of their personal skills in leading and managing their own discussions.

Teachers were more aware of the skills progression from P1 – P7 and had begun to work collaboratively to develop a whole school approach to teaching and learning of writing.

Pupils' skills in talking and listening were being developed more regularly which was beginning to impact on the overall quality of their writing.

### **Main point for action 2**

#### **Continue to work with Social Work Services to improve the education of pupils looked after and accommodated by the education authority.**

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

The school had established termly consultation meetings involving appropriate personnel. These have been continuous and have had a positive impact on the level and quality of consultation and cooperation between the various stakeholders. As a result there has been a marked improvement in the attendance and performance of certain pupils within the LAAC group.

A working party had been set up to review current practice and procedures. They had produced a useful information pack for all staff members. Teachers are more aware of their role in supporting and meeting the needs of these pupils and their families. Procedures and practice are regularly reviewed and amended as required.

All LAAC pupils have a time allocated in the Nurture Class. This has had a positive impact on their confidence and has supported them to be more fully integrated into the life of the school.

**Main point for  
action 3**

**Continue to improve attendance**

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

The school carried out a full audit of their practice and procedures. Questionnaires were devised for parents, pupils and staff. From their analysis of the responses they were able to identify those pupils who needed support, strategies and systems which worked well and suggestions for further development.

Building on this information all staff had agreed to continue the good practice already in place and that the working party's remit would be to look specifically at ways to identify and support those pupils with very poor attendance rates.

A 'colour coded' system was used effectively to monitor attendance and attendance patterns across the school. As a result all staff were able to respond quickly with appropriate support and guidance. Monthly and termly reward systems encouraged and enabled all pupils to work towards improving their attendance. Pupils are now more aware of the importance of attending school and are actively involved in setting personal targets for their attendance. In response to the pupils' request for more outdoor activities the active schools' coordinator had trained the P6 and P7 pupils to become playground leaders and games coaches to enhance the quality of playtime activities and to encourage pupil participation through more regular attendance at school.

The working party is currently looking at the possibility of supporting continually poor attenders through an 'Attendance Support Group' which would have an emphasis on developing their personal and social skills and giving them areas of responsibility within the school.

The school has continued in their efforts to improve attendance and although it remains below the national average there has been an overall improvement since the time of the inspection.

**Main point for  
action 4**

**Improve aspects of accommodation**

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

Significant progress had been made to meet the requirements outlined in the report.

Access for disabled users had been installed at the main entrance and one of the side entrances to the school.

Extensive repairs to the roof had been undertaken. As a result the problem of water penetration in the gym hall, corridors, stairwells, playroom and cloakrooms had been eradicated.

In January 2007 the school received an additional repair grant from Glasgow City Council. This enabled them to make the Health and Safety repairs to the school entrances, install lighting and replace the damaged flooring and carpets in the P1 classroom and the staffroom.

A programme to refurbish the school toilets had been started. The lower ground boys' toilet has been completed.

The school had created a Nurture Room and the necessary requirements of a sink and kitchen area had been installed.

The head teacher had further enhanced some of the classrooms by replacing the worn furniture with brightly coloured tables and chairs.

The school had identified areas for future refurbishment and had been in discussion with the authority and the local repair team regarding costs and possible timescales for works to be carried out.

## **Conclusion and Next Steps**

The school had taken positive action to address the main findings of the report and in doing so had demonstrated their commitment to improving the quality of education and learning experiences provided to all pupils.

Taking into account the significant changes to staffing at senior management level since the time of the HMIE inspection, it was considered that overall the school had made very good progress in meeting the main points for action.

Under the guidance of the new head teacher and with the support of the authority the school was well placed to continue to improve.



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