



Follow-through Inspection Report

Royston Primary School

June 2006

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Royston Primary School in June 2004 following their inspection of the school in March 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 November 2004 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

Overall the school had shown a clear ability to make improvements in key features of its work. It had maintained its good reputation in the wider community and continued to meet the social, physical and emotional needs of its pupils.

Since the inspection, the head teacher and staff had strengthened the school's approaches to monitoring the quality of learning and teaching and evaluating its work to help focus on meeting pupils' learning needs. As a result of the commitment of the head teacher and staff, pupils' attainment in reading, writing and mathematics was steadily improving.

In addition to addressing the main points for action in the Inspection report, the school had begun to participate in one of the education authority's initiatives to promote inclusion and to further develop pupils' personal and social skills.

A nurture group had been established to support pupils with social and behavioural difficulties and a bereavement counselling group had also been set up to assist pupils who were experiencing problems.

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

The school should ensure improvement in pupils' attainment in English language and mathematics.

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

LANGUAGE

With support from the authority, the school had reviewed and improved the programme in English language, and had acquired useful new resources to support learning and teaching. Class libraries had been updated. Staff development had highlighted the importance of focusing on developing specific skills in pupils' writing, as a result of which teachers had improved the quality of pupils' writing.

Drawing on helpful advice and good practice in the education authority, promoted staff had led further developments in the programmes for listening and talking. These improvements provided good opportunities for pupils to develop their listening and talking skills in various contexts and through a variety of structured activities.

Overall attainment in English language was rising with results in National Tests in reading and writing showing steady improvement in recent years.

MATHEMATICS

The programmes of study in mathematics had been further developed. Oral and mental mathematics featured strongly at all stages and pupils benefited from regular and varied exposure to interactive mental number work. Pupils had a sound grasp of information handling and used and interpreted graphs well.

Pupils tackled straightforward problem solving and enquiry tasks well and most could use a range of strategies to deal with more complex problems.

National Assessment results in Mathematics showed steady improvement in recent years.

Main point for action 2**The school should make more effective use of available space to support learning and teaching.**

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

Following a review of the accommodation, a bright spacious playroom had been established and timetabled for use.

A new “Nurture” Room had been created on the second floor of the building providing a very pleasant environment for the pupils.

Main point for action 3**Assessment procedures should be further developed.**

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

The school, with effective support from the education authority, had improved its approaches to planning and assessing pupils’ progress. Staff development had strengthened approaches notably in listening and talking, but also in other areas of the curriculum. Teachers’ plans are now more focused on the knowledge and skills they expect pupils to learn. They evaluate the effectiveness of their planning and identify next steps to be covered in their teaching. Following valuable in-service training, some teachers had been making good use of advice on assessing pupils’ progress as part of the teaching process. The head teacher intended to ensure that all teachers followed the advice.

Main point for action 4**The school should develop opportunities for pupils to work together in groups and to be active in their own learning.**

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

Pupils were more actively involved in their learning through, for example, engaging in discussion groups giving demonstrations and working collaboratively in pairs or small groups. Pupils were encouraged to take personal responsibility for their learning and used ICT to make presentations and to carry out research tasks. They were developing an appropriate range of skills through active involvement in their learning and were aware of their responsibilities to themselves and to one another.

Main point for action 5**The school should take steps to monitor the quality of learning and teaching: and involve staff in the monitoring and tracking of pupils’ progress.**

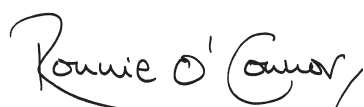
The school had made very good progress towards meeting this main point for action.

The head teacher and staff had agreed and implemented a number of effective methods of evaluating the work of the school. They had developed

more rigorous and systematic approaches to quality assurance which had made a positive impact on the quality of pupils' learning. Appropriate priority had been given to monitoring pupils' progress and ensuring they were being set appropriately challenging targets. Systematic arrangements for visits to classes by the head teacher now provided a very clear focus on individual pupils' work and very good opportunities to discuss key features of learning and teaching with staff. The head teacher and staff had also developed a comprehensive approach to tracking pupils' progress to help them check that pupils were achieving the standards of which they were capable. On visiting classrooms to monitor work, the head teacher paid close attention to aspects of pace and challenge in pupils' learning and gave staff useful advice.

Conclusion and Next Steps

Since the inspection of the school with effective support from the education authority, had improved features of its work. The head teacher and staff had strengthened their approaches to evaluating the quality of learning and teaching. They had established a clearer focus on meeting pupils' needs and on raising achievement and attainment particularly in English language and mathematics. Overall, the education authority and the school had made very good progress in meeting the main points for action in the original inspection report.



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