



# Follow-through Inspection Report

## St Gilbert's Primary School

May 2004

### **The Inspection**

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Gilberts Primary School in December 2001 following their inspection of the school in September of that year. 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 August 2003 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate the progress made in responding to the main points for action contained within the initial report.

### **Continuous Improvement**

The school has made very good progress in raising attainment in English Language and Mathematics. Programmes of study have been revised to provide greater challenge for more able pupils. This is reflected in teachers' planning and the effective use of assessment information.

The Headteacher has a clear vision for the school and plans for its continuing improvement. She is very well supported by the Depute. Together they monitor pupils' and teachers' work. They regularly review teaching approaches, initiate improvements and successfully manage change. The school's capacity for improvement is very good.

The authority has supported the school through its Education Improvement Service in all areas identified within the report.

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

The initial inspection report identified 6 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 raise standards of attainment in reading and writing**

*The school has met this recommendation*

Staff identified specific areas and stages that were causing concern and current strategies were reviewed: school based and centrally organised training was undertaken by all staff to address the specific issues raised and to inform and influence the learning and teaching process. Existing resources were audited and augmented to support developments. Teachers' planning was also adapted to take account of changes in practice.

Trends in National Test results indicate continuous and significant improvement in reading and writing

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

#### **Staff should improve aspects of the programmes in English language to provide more challenge for pupils especially those achieving higher levels of attainment**

*The school has met this recommendation*

Individuals and groups requiring more challenging work were identified. Senior management met with class teachers individually to discuss programmes of study for these pupils. This was incorporated into teacher planning and implementation monitored by promoted staff. Additional staff have been deployed at P3 and P4 to enable teachers to focus on groups identified as 'more able'. Pacing and levels of attainment are monitored and progress tracked by promoted staff. The headteacher and depute headteacher are timetabled to work with groups of higher achieving pupils who are fast tracked and are working towards Level E in Language.

### **Main point for action 3**

#### **Staff should improve aspects of the programmes on mathematics to provide more challenge for pupils especially those achieving higher levels of attainment**

*The school has met this recommendation*

The head teacher organised staff development in mathematics. Teachers have used this effectively in developing their mathematics programme further to challenge more able pupils. Promoted staff met with class teachers to discuss pace and programmes of study.

The support of a numeracy tutor was also enlisted and various strategies to challenge more able pupils devised. These were incorporated into

teachers' plans. The depute headteacher is timetabled to work with groups of higher achieving pupils. Teachers use a range of resources including problem solving and ICT activities to provide more challenge in lessons. There is evidence of a significant improvement in standards of attainment.

**Main point for action 4**

**Staff should revise their approach to planning to include better use of assessment information to set out the knowledge and skills pupils are to acquire and evaluations of the progress made**

*The school has made good progress towards meeting this recommendation*

The head teacher, working with staff, has drawn up a new planning format to help identify what aspects of pupils' work would be assessed. Staff have also set out the measures by which success could be judged and the next steps in pupils' learning. Teachers also now share with pupils what is to be assessed and how success will be measured.

**Main point for action 5**

**To assist in raising standards, senior managers should take forward plans to introduce more systematic approaches to monitoring pupil's attainment and progress**

*The school has made good progress towards meeting this recommendation*

The head teacher and depute head teacher have produced a comprehensive and systematic programme for monitoring key aspects of the work of the school. This programme was discussed and shared with staff. The head teacher and her depute systematically monitor teachers' plans, pupils' work, attainment and learning and teaching to emphasise the importance of pace and challenge in promoting pupils' progress. They agree targets with teachers for groups of pupils within each class and use these to monitor their progress. Tracking sheets have been introduced and an annual calendar for routine monitoring is in place. Senior management provide useful, evaluative feedback to teachers.

**Main point for action 6**

**The school should ensure that pupils throughout the school have regular opportunity to choose computers as part of their learning**

*The school has made good progress towards meeting this recommendation*

An audit of practice has been conducted. All staff completed training on the commercial software package introduced as part of the authority's development of the ICT curriculum.

The school were finalists in the "Challenge Glasgow" ICT competition at the end of session 2002-03

## **Conclusion and Next Steps**

The school has made significant progress in addressing the main points for action. Together with support from the authority, they should continue to provide high quality and improving education. They should continue to develop teachers' skills in the use and application of ICT and maintain the monitoring procedures in place. This will enable the Senior Management Team to evaluate the work of the school more closely and plan effectively for continuous improvement. HMIE will make no further visits to the school in connection with this inspection.

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

Ronnie O'Connor  
Director of Education Services  
Glasgow City Council