



Follow-through Inspection Report

Kelvindale Primary School

February 2008

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Kelvindale Primary School in September 2006 following their inspection of the school in May 2006. 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 December 2007 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

Shortly following the inspection there had been changes to the senior management of the school. The headteacher and the depute had taken up new posts within the authority. New senior managers had worked closely with staff and retained a strong focus on further improving the school and addressing the points for action within the report. The high standard of attainment had been maintained. There had been steady increases with all areas now achieving over 90%. Reading attainment had increased by 1.3% to 94%, writing by 1.3% to 90.1% and mathematics by 3.2% to 97%. The pace of learning across the school was further improving with an increasing number of children attaining levels much earlier than expected particularly at the upper stages. The teaching of writing had been reviewed and the changes to the programme and methodology were beginning to influence the overall writing attainment in the school.

The internal school environment had been improved with the painting and upgrade of communal school areas to provide a suitable environment to share the children's work. ICT had improved with the provision of smartboards in each classroom. Teachers had received training and children now benefited from the increased use of interactive resources to stimulate and motivate them in their learning. This had helped to raise attainment in all areas.

The school had continued to provide and extend the learning experiences of the children. They were involved in a wide variety of activities that promoted personal and social development and provided opportunities for participation in active citizenship. They had been nominated by the authority for an International Education Award. There had been a successful pilot of teaching French to Primary One. The children had confidently demonstrated their skills to parents, local school representatives and members of the local community through an enterprise project The French Café.

The school had worked towards its obtaining its first Eco Schools Green Flag. The school had been invited to showcase their Eco Schools work at a good practice event. The organic garden had been further developed and plans were underway to develop a woodland walk

adjacent to the school grounds. This would provide a stimulating context for children to learn about wildlife and the local environment.

The school had continued to take forward their plans to achieve Health Promoting Schools' status. There had been a Health Promotion Week to share their understanding with the school community.

Children's achievements were widely celebrated and their participation in a variety of experiences was building their confidence and increasing their motivation. The school had been awarded a Diamond award for their enterprise activities. They had also received an award in recognition of their participation in Money Week. In addition a school bank had been set up to help children become aware of financial education.

The development of critical thinking skills had been a major focus of the school improvement plan. There had been a whole school approach to developing thinking skills, philosophy for children and thinking adventures. This approach was beginning to impact on methodology in the classrooms and provide children with the enquiry skills and critical thinking skills necessary for active citizenship both locally and globally.

Progress Towards the Main Points for Action

Main point for action 1

The initial inspection report identified two 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.

The school should build on recent improvements in provision for those pupils with additional support needs

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

The school had continued to improve the monitoring and evaluation of children's progress. There had been a whole school focus on language acquisition of children with English as an Additional Language and how this affected their learning. As a result of this sharing of good practice, supportive strategies had been adopted in most classes and this had positively influenced the early identification of children requiring support.

Further improvement and refinement of teachers' forward planning in language and mathematics had been implemented across the school. Formative assessment strategies had been embedded within these planners. This helped teachers to better identify next steps for individuals and to support children to also recognise this and set achievable targets. Teachers' confidence in the evaluation of their teaching and supporting individual children's needs had increased.

Referral procedures for children requiring support or challenge had been improved. These now included reflections for teachers to consider what they had done to support these children in the classroom. This helped teachers to identify any training needs they may have to enable them to provide better support for children. Pupil Support Assistants had received training and they now felt more confident in supporting children.

The management of the individual needs of children had been reviewed and now benefited from an annual audit of need with termly reviews involving parents and pupils as appropriate. Children with additional support needs now benefited from well focused support plans, regular reviews and a clear record of actions taken to support their learning and achieve the targets agreed for them. Parents were more involved in these processes.

Partnerships with other agencies to support children had also increased. There was now a clearer record of involvement and improved liaison. There was increased representation from other agencies at review meetings for children with additional needs. To help parents support their children's learning there had been increased opportunities for individuals to meet with network support staff to offer more individual guidance to parents.

These changes to practice and procedures were well managed by the acting deputy. She regularly reviewed procedures and the use of resources to ensure that there was clear support for vulnerable children. There was particular emphasis on good communication and regular review to ensure children's needs were met.

**Main point for
action 2**

The school should continue with its plans to provide greater challenge for high-attaining pupils

The school had made very good progress in this point for action.

New resources for writing and for maths had been purchased to provide more challenging learning opportunities. There were now Smartboards in every classroom. ICT resources had been enhanced that helped teachers to provide many examples of stimulating learning experiences for children. These were being used consistently by teachers and raising children's expectations of learning experiences within the classroom.

A tracking system was now in place that identified high attaining children. Through the revised referral procedures for children with additional support needs teachers were encouraged to identify children who were attaining highly and reflect on what they could do within the classroom to meet their needs. As a consequence clearer plans were in place at class and school level to support these identified children.

Additional supports had been put in place within the school to further support these children if necessary. A teacher was available to work with high attaining children in mathematics, reading and writing. In writing there were short blocks of teacher input for identified groups of children from primary 3 to 7 that helped them to overtake their targets a term ahead of their projected target. Inputs at both class and whole school level for maths and reading were resulting in more children attaining level D in primary 6 and level E in primary 7. Children in primary 7 were now working towards level F while those at primary 2 were attaining level A even earlier than before.

The headteacher had devised a system for the school that used children's previous attainment history to help teachers predict expected levels of attainment. This was encouraging staff to set ambitious targets for children and increase attainment at the upper stages. This supported acceleration programme was ensuring a brisk pace of learning within the school.

Conclusion and Next Steps

The school had made very good progress towards meeting the recommendations contained in the HMIe report. There had been a number of changes, permanent and temporary, to the school management team. It is commendable that the improvement agenda for the school has remained constant and strong through these times of change.

The school has maintained its strong record of attainment and continued to steadily build upon this. The strong ethos of expectation was being further strengthened by the renewed focus on independent learning of the pupils. All children enjoyed a wide breadth of opportunity. Their confidence and ability was being developed by their involvement and participation in external activities and competitions.

Through a time of change all staff have worked conscientiously to provide a full and rounded educational experience for all pupils. They had provided consistent and high quality education for the children. The school remained very well placed to continue to improve and provide a very good quality education of education for all children in the school.

Margaret Doran

Margaret Doran
Executive Director: Education and Social Work Services
Glasgow City Council



Glasgow City Council
Education and Social Work Services
Wheatley House
25 Cochrane Street
Glasgow G1 1HL

0141 287 2000
www.glasgow.gov.uk