



# Follow-through Inspection Report

## St. Francis Primary School

APRIL 2011

### 1. The Inspection

Her Majesty's Inspectors of Education (HMIe) published a report on standards and quality on St. Francis' Primary School in March 2009 following an inspection of the school in January 2009. Working with the education authority, the school prepared an action plan indicating how they would address the main points for action identified in the original report.

This report details the progress that the school and the education authority have made in addressing the main points for action in the original report.

### 2. Continuous Improvement

The headteacher and the staff moved quickly to establish an action plan to take forward the main points for action from the HMIe report on the school. The school has continued to put strong emphasis on children's attainment and has continued to perform very well with almost all children achieving appropriate national levels of attainment in reading, writing and mathematics.

The children have continued to participate in a variety of after school activities and clubs including, media club, science club, chess club, athletics, art, ICT, guitar, cycling proficiency, dance, active maths, fitness, basketball, netball and football.

The school has continued to support children's learning needs. Additional support plans are in place for those children with additional support needs. These are regularly reviewed in partnership with children, parents, teaching staff and pupil support assistants. The school continues to challenge the higher attaining children and has put in place motivating activities for them through the mathematics challenge, and public speaking competitions.

### 3. Progress Towards the Main Points for Action

#### Main point for action 1

*The school and education authority should continue to improve children's performance in English language and mathematics.*

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

Children's attainment in reading, writing and mathematics has continued to increase. Almost all children are achieving appropriate national levels of attainment in reading and mathematics with most achieving those levels in writing. Increasing numbers of children are achieving those levels earlier than would normally be expected.

The school has continued to track children's progress using a variety of tools to ensure progress in performance. The senior management team regularly meet with teachers to ensure children are appropriately challenged and are making good progress. This rigorous monitoring system has helped to raise children's attainment.

The school has embedded “Big Writing” throughout the school. Staff are developing a shared understanding of standards in writing. Staff have produced a leaflet to raise parents’ awareness of how to help improve their children’s writing at home. The school holds writing assemblies where parents are invited to review and celebrate their children’s writing.

The school has improved its stock of library books which has given children the opportunity to widen their knowledge and experience of a range of different types of books. Staff have implemented a useful programme to teach phonics. This is impacting positively on children’s performance in reading and writing.

Staff use “money weeks” to develop the children’s interest in financial education and improve their progress in numeracy.

In the nursery, children, parents and staff have ongoing discussions about children’s interests. This is reflected in the staff’s planning for children’s progress in literacy, numeracy and health and wellbeing.

**Main point for action 2**

*The school and education authority should continue to develop opportunities for children to take more responsibility for their learning and aspects of school life.*

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

Staff have developed Storyline approaches in the classroom. Through this, children are able to shape what they learn and have the opportunity to personalise their learning through following research topics. Children are enjoying learning in this way.

In the nursery, staff have further developed systems to allow nursery children to identify plan and record learning activities. This allows children to have increased ownership of their learning.

The P7 children organised an “I can do anything conference”. They invited representatives from a variety of different professions and involved them in quality discussions about their career in response to questions set by the children in the school.

The pupil council has widened its remit and takes responsibility for health promotion. They meet regularly with the headteacher to discuss the health promotion activities they want to develop. For example fruit challenge assembly, healthy tuck initiatives and a food bus. The pupil council led the school in gaining its Health Promoting School status.

The ICT champions in the school gather evidence of achievements from each class and display them throughout the school. The ICT champions also showcase children’s good work through placing them on the school website.

The eco committee has led whole school assembly to share the eco action plan with the wider school community. The committee has effectively collaborated with partnership organisations to improve their school environment and the local environment. The eco committee organised a local clean up of the local area and school. This committee has also worked with business links to plan and plant a vegetable garden. The committee gained a grant to fund “Clyde in the classroom” project with the science centre to support biodiversity and have successfully and responsibly cared for and released fish in to the Clyde.

**4.**  
**Conclusion and**  
**Next Steps**

The school continues to provide high quality education under the strong leadership of the headteachers and senior management team. The welcoming, inclusive and nurturing ethos which was identified as a particular strength in the original inspection report has continued to support children and staff.

Staff have worked very hard together to bring about further improvements and overall, the school has made very good progress towards meeting the main points for action. It continues to be very well placed to improve further.

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