



Follow-through Inspection Report

St. Paul's (Shettleston) Primary School

AUGUST 2010

1. The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in St Paul's (Shettleston) Primary School in September 2008 following their inspection of the school in May 2008. Working with the education authority, the school prepared an action plan indicating how the main points for action, identified in the report, would be achieved.

2. Continuous Improvement

The school had made very good progress overall in overtaking the main points for action in the report. The head teacher and staff had moved quickly to take forward the main points for action from the HMIE inspection report on the school. The action plan identified appropriate tasks and timescales as well as the criteria for monitoring and evaluating progress.

The good standards of attainment previously reported had been enhanced further. In the last two sessions, all subjects showed an improving trend, with reading and writing significantly improved. Attainment in reading was better than almost all comparator schools and in most comparator schools for writing and mathematics. More effective processes for the tracking and monitoring of pupil performance and regular teacher assessment at all stages had ensured that a significant number of children were achieving appropriate national levels of attainment earlier than might normally be expected. A detailed programme of training and development had been led by the head teacher and her depute to support staff in developing more effective strategies for active, contextualised and collaborative learning. This had improved the quality of learning and teaching. The school had introduced Big Writing across all stages last session, enabling children to develop their creative writing further and impact positively on raising attainment. The effective use of the local authority "Class Connections" initiative had enabled all classes' opportunities to extend their learning through a range of educational visits. These are particularly effective in raising the children's awareness of their home city. A wide range of interactive displays throughout the school showed much evidence that children were engaged in and enjoying the learning experiences on offer to them.

At all stages of the school children's achievements were commendable. They were clearly focused on the principles of Curriculum for Excellence and are encouraged to demonstrate their confidence, sense of responsibility and successful learning through participation in a wide range of activities, including successful school productions and competitions. Last session a number of children from P6 and P7 took part in a very successful residential visit to the Royal Scots College in Salamanca that gave them very good opportunities to practice their Spanish language skills. The children were very involved in citizenship activities and in the decision-making process of the school. The Pupil Council, the Eco Committee, the Health and Wellbeing group and the Website Design Committee all made valuable contributions to school life.

The school provided two hours of quality physical education per week through class teaching and links with community resources like the Tollcross Leisure Centre for swimming. The school had been very effective in utilising staff expertise and further

developing extensive community links to extend sports opportunities for children after school, notably in football, netball, basketball, athletics, rugby, fitness training and hip-hop and flamenco dance.

The school had continued to engage in very worthwhile charity work, notably the Strawberry Tea for Breast Cancer Care, Mary's Meals and through an extensive range of Enterprise activities that supported local charities and raised funds to support the education of children in Uganda and Malawi.

The school had taken significant steps to further engage parents in their children's learning through the development of the school's website, regular informative newsletters that focus on learning and teaching, greater involvement in the monitoring of learning through the introduction of personal learning plans and active engagement with homework. The Parent Council supported the school very well in a number of social and school events. The Parent Support Group provided a range of practical support in the classroom and around school.

3. Progress Towards the Main Points for Action

The inspection report identified three main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for children and other stakeholders.

Main point for action 1

The school and education authority should take action to continue to improve pupils' achievements in English language and mathematics. In doing so they should take account of the need to build on the good start made to share best practice in teaching for effective learning and, in doing so, improve further the quality of teaching.

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

An extensive programme of professional development and training on learning and teaching had been led by the head teacher and very ably supported by the deputy head. As a result, teachers were more confident in using a range of agreed strategies in teaching for effective learning and were better equipped to meet the needs of most learners. Staff had worked closely on peer coaching activities, particularly in classroom observation and in the assessment of writing. This had impacted positively on staff confidence, classroom practice and improved learning outcomes for children.

Active Learning, particularly in literacy and numeracy had become firmly established from P1 to P3. This was impacting positively on children's experiences in the classroom. More contextualised and collaborative forms of learning in literacy across the Curriculum for Excellence were developing well from P4 to P7. The schools should now take forward its plans to further develop more active learning strategies in numeracy across learning.

Almost all children were actively involved in their own learning. The successful introduction of personal learning planning was encouraging children to identify a manageable number of targets for achievement. Targets were shared with parents and children had ownership and responsibility for their learning and development. Children evaluated their progress towards achieving their targets with their teacher and shared their reflections on their learning with their parents during parent interviews. These reflections were used to inform their next steps in learning. As a result, children were more confident in using a better range of learning strategies to assist them in their learning.

A carefully planned programme of curriculum reform through the introduction and

development of Curriculum for Excellence had created better opportunities for teachers to be more flexible, creative and innovative in the classroom. For example, Challenge Glasgow and more interdisciplinary topics, the design of the school website and other curricular challenges. As a result, children were more actively engaged in their learning.

Staff training and team-teaching led by an acting principal teacher had effectively supported better use of data handling, PowerPoint and interactive whiteboard programmes. Staff were now using these tools more effectively in their teaching of literacy and numeracy. As a result, children now have more opportunities to use ICT to support their learning. The further dissemination of interactive whiteboards should be encouraged as funds allow to enable more children to access this technology more regularly.

The review and revision of timetabling for support assistants, non-class contact time had ensured that staffing arrangements and the pattern and balance of the school day had a positive impact on all learners.

Main point for action 2

The school and education authority should take action to continue to improve pupils' achievements in English language and mathematics. In doing so they should take account of the need to make better use of information on pupils' attainment in English language and mathematics to ensure that pupils make appropriate progress in their learning.

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

The appointment of a new deputy head teacher had supported the head teacher in introducing a more focused approach to quality assurance and more clearly defined roles in school management.

With the support of the local authority, the school had successfully introduced a comprehensive tracking and monitoring system. This had ensured that there were much better processes in place to gather information and to enable planned opportunities that focused on individual pupil tracking. This had supported the school effectively in the analysis of progress for all children. The school management team and staff made very good use of personal learning plans, additional support plans, assessment information, and tracking and monitoring data to ensure that most children made consistent progress from prior learning and levels of attainment. There was also evidence to show that early gains made in children's performance were now more consistently sustained through more rigorous monitoring of performance by the senior management team.

Since the inspection, attainment in national tests had continued to improve. Attainment targets in Reading, Writing and Mathematics had been consistently met or exceeded. Attainment in reading was better than almost all comparator schools and in most comparator schools for writing and mathematics.

Teachers planning had been revised to reflect the requirements of the Curriculum for Excellence. This was regularly monitored by school management to ensure that learners were making appropriate progress and were both supported and challenged.

Main point for action 3

The school and education authority should take action to continue to improve pupils' achievements in English language and mathematics. In doing so they should take account of the need to clarify the relationships between the various plans for pupils with additional support needs, to meet more effectively pupils' needs.

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

Following the inspection, the new depute head teacher assumed responsibility for additional support for learning. She effectively led training for all staff on additional support for learning legislation and education authority policy to inform best practice in meeting children's needs.

All staff are now aware of the range of plans used to support children and are better engaged in this process. New referral and planning formats had been introduced to support children's progress. This had enabled school staff to more aware of their responsibilities in the identification of children and their ongoing role in providing effective and appropriate support. This was also ensuring that more children were being presented for support and were being supported.

With help from a number of local authority providers, the depute head teacher led a further programme of additional training for staff in a wide range of important areas including, autism and the role of specialist providers. This had further raised staff awareness of working in partnership to meet the needs of all children.

Further training had also been provided for support staff to increase their understanding of children with English as an additional language. This had enabled them to be better informed and more confident in their role in support of these children.

The effective use of personal learning plans and additional support plans had ensured there were regular opportunities for learners and their parents to feel involved in planning and reviewing learning.

4. Conclusion and Next Steps

St Paul's (Shettleston) Primary School has built on the strengths reported by HMIE in 2008 and it continues to be a lively, forward-thinking and welcoming school.

Parents are very supportive of the school and it continues to be highly regarded by the local community. The school has made very good progress overall towards meeting the three main points for action identified in the inspection report.

The head teacher is very well supported by the depute head teacher and staff. They have worked very effectively to progress a range of important and current developments including the Curriculum for Excellence.

St Paul's is a school that has demonstrated a capacity for continued school improvement and it is well placed to continue to provide a very good educational provision within the community.

Maureen McKenna

Executive Director of Education
Glasgow City Council
Education Services
Wheatley House
25 Cochrane Street
Glasgow G1 1HL

0141 287 2000
www.glasgow.gov.uk