



Follow-through Inspection Report

Ruchill Primary School

August 2010

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality on Ruchill Primary School in September 2008 following an inspection of the school in May 2008. 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 follow through report details the progress that the school and education authority have made in addressing the main points for action in the original report.

2. Continuous Improvement

The acting headteacher and staff moved quickly to establish an action plan to take forward the main points for action from the HMIE inspection report on the school. Staff received a broad range of training and advice from the authority's Education Improvement Service to support the implementation of the action plan. The action plan identified appropriate tasks and timescale as well as the criteria for monitoring and evaluating progress.

The acting headteacher left the school to take up a permanent post in May 2009. Ruchill Primary School is now led by the headteacher of Westercommon Primary School, as both schools will merge in 2011. Ruchill has an acting depute headteacher on campus.

Overall, the school continues to perform well with almost all children achieving appropriate national levels of attainment in reading and most doing so in writing and mathematics. The school roll has increased this session due to a local school closing. Teachers have been getting to know children's strengths and areas for improvement. As a result attainment has declined slightly.

The school achieved health promoting school status. The children were involved in helping to achieve this status through events organised by them.

The school has continued to encourage children to be actively involved in the decision making of the school. Children play an active part in committees to organise and run events in the school, including assemblies, eco flag and health promotions. The children also run a friendship group with children taking forward issues such as bullying and friendship.

A number of children have had their needs identified and met through the process of staged intervention. Additional support plans are in place for those children with high levels of need and these are regularly reviewed in partnership with children, parents, teaching and support for learning staff. The school has developed personal learning planning at every stage of the school and children identify their own targets, and review their learning on a weekly basis matched to four capacities.

3. Progress Towards the Main Points for Action

Main point for action 1

The school and the education authority should continue to provide high quality and improving education. In doing so, they should continue to improve self evaluation to ensure a consistently high quality of teaching for effective learning and to improve pace and challenge in lessons.

The school has made good progress with this main point of action.

Teachers are monitoring and tracking children's progress more effectively. They have evaluated the impact of using the authority's tracking advice. They decided they could develop further the tracking paperwork to suit the needs of the school and a more detailed tracking proforma was introduced. This allowed senior managers and class teachers to have joint ownership of tracking and monitoring children's progress and enable class teachers to monitor progress more closely.

The school review children's attainment four times per session and introduced monitoring tracking meetings which along with the new tracking paperwork allowed senior managers and class teachers to keep the pace of learning challenging in all classes.

The school had a monitoring calendar for class visits which allowed the senior management team to identify areas for development. The class monitoring developed and focused on the quality of learning and teaching. The school introduced a self evaluation sheet for teachers to use in conjunction with the classroom visits carried out by the management team. This allowed staff to evaluate their own teaching practices and reflect on and identify areas of good practice and areas for improvement. The school has also developed peer monitoring where staff are observing good practice in other classrooms and then implementing the good practice in their own classrooms.

The school also organised and delivered an effective programme of continual professional development based on whole school areas of development, for example Assessment is for Learning, Teaching for Effective Learning, Big Writing. The continual professional development is also reinforced through staff being provided with a folder of good practice which teachers can refer to when they require.

The school has also given training opportunities to pupil support assistants (PSAs) and most have attended courses which help them support the children in the classroom.

Main point for action 2

The school and the education authority should continue to produce high quality and improving education. In doing so, they should continue to develop partnerships with parents to involve them more in pupils' learning and improve attendance.

The school has made good progress with this main point of action.

The school delivered parent workshops on a variety of topics such as key mathematical concepts and organised a successful "meet the teacher evening". These events were well attended. The school has held open afternoons and parents meetings which were also well attended. The school has effectively involved parents in health week. Parents delivered workshops to children on healthy food and healthy eating.

The school has also successfully involved parents in the primary one induction events.

Parents came to the primary one induction to talk about the role of parents in the school.

The school involved parents in focus groups to review the promoting better behaviour policy and ethos. This has encouraged more involvement of a few parents.

The school has piloted personal learning plans which allow children to be more aware of their own learning ensuring that parents are also informed of learning and teaching within school. The enterprise committee sent home newsletters to keep parents informed of developments in the school and this will be developed further with staff also sending home termly newsletters.

The school has been successful in increasing attendance. Teachers are communicating more regularly with parents about attendance. They did this to raise the profile with all parents and to target children with persistent poor attendance. The school sends out regular newsletter about attendance. The headteacher has introduced a text messaging system which alerts parents to children not being at school and requested the attendance officers to pursue persistent attendance issues. The school will continue to monitor attendance and further develop process to continue to increase attendance in the school.

4. Conclusion and Next Steps

The headteacher and depute head have worked effectively as a team to provide guidance and support to staff in taking forward the main points for action. In doing so they had sought and made use of appropriate advice and support from the Education Services and partnership working.

Overall the school has made good progress towards meeting all the main points for action and is well placed to continue to improve.

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