



# Follow-through Inspection Report

## Mount Vernon Primary School

January 2008

### **The Inspection**

Her Majesty's Inspectorate of Education published a report on standards and quality in Mount Vernon Primary School in August 2006 following their inspection of the school in May 2006.

Working with the school, the education authority prepared an action plan indicating how the main points for action, identified in the report, would be achieved.

### **Continuous Improvement**

Since the time of the inspection the school had continued to provide a very high quality of education for its pupils. Building on the key strengths identified within the report the staff had successfully improved on the high levels of attainment previously achieved in Mathematics and English Language. At the end of session 2006/07 the school had overtaken the targets they had set for themselves in reading, writing and, in particular, mathematics. Overall, 99.5% of pupils had achieved appropriate national levels of attainment in mathematics.

In developing their ethos of achievement the school had been successful in gaining three prestigious awards in recognition of their hard work and commitment. They had achieved their first Eco Schools Green Flag, Investors in People Status and a Diamond Award for Enterprise.

Further opportunities for the pupils to develop their personal and social skills were provided through their involvement in the Global Citizenship programme. Speakers were invited to attend their assemblies to raise their awareness of and discuss relevant aspects of Global Citizenship. Pupils, staff and parents contributed to the organisation of a 'Global Citizenship Week', which included fundraising activities linked to Global issues.

As next steps in these developments they had identified links to Fair Trade organisations and had planned to explore the possibility of their involvement in the development of International Education. Pupils and staff had agreed that involvement in these initiatives would support their ongoing work in Eco, Enterprise and Global Citizenship. Teachers also saw further opportunities to provide learning situations for the pupils to develop skills and attitudes relevant to the outcomes of the four capacities of A Curriculum for Excellence.

The school had continued to provide opportunities for parents and pupils to be actively involved in the life of the school. The whole school community had worked well together in a variety of contexts to produce their very successful Christmas show, "Annie Junior".

## **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.

#### **Increase pupils' access to ICT to support pupils' learning**

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

The school was successful in making a bid to 'Awards for All' to support their plans to purchase appropriate hardware and software to provide the pupils with the necessary ICT resources identified through consultation with both teachers and pupils.

Each classroom now has an interactive whiteboard and projector which is used effectively by the teachers to enhance learning and teaching across the curriculum.

Teachers had received training to enhance their skills and develop their confidence. Pupils were more actively involved in lessons through using ICT.

A 'Laptop Trolley' consisting of a half class set of wireless laptops is now available and used regularly by all classes.

Teachers make very effective use of this equipment in various ways – research, lesson planning, report writing, personal CPD.

Pupils and teachers are now more proficient and confident in using the technology to enhance their learning and teaching. ICT is now more fully integrated throughout the curriculum.

Pupils' skills are more fully developed and they make effective use of the computers to support aspects of their learning such as recording and presenting their work, making power point presentations, collecting and organising information and presenting it in several types of graphs and publishing their writing.

Senior managers also make effective use of the interactive whiteboard during school assemblies, at staff and parent information meetings and for staff development purposes.

## **Main point for action 2**

### **Continue to implement the plans to improve pupils' writing.**

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

Prior to the inspection the school had set up a working party to look at the New Horizons in Writing programme and other materials to support improvements in aspects of pupils' writing. Following the inspection it was agreed that the working party should continue with their original plans but would incorporate the points for development stated within the HMIe report.

As the levels of attainment in writing were consistently high the working party agreed to seek the views and opinions of parents, teachers and pupils as to where each group felt improvements could be made in writing and language homework.

The analysis of the information provided them with a very clear improvement agenda and action plan which would, when developed, meet the needs of all stakeholders.

Teachers were now providing challenging activities to further develop pupils' technical skills and techniques in using more complex sentence structures and more ambitious vocabulary to bring excitement, mystery and added 'sparkle' to their writing.

Through a combination of these resources the teachers were able to produce a bank of creative, stimulating lessons to develop and improve the quality of the pupils' writing. Assessment procedures, inclusion of ICT and links to homework tasks were features within these lessons.

Pupils are now more proficient in applying their technical skills and techniques. Through the assessment procedures they receive precise and evaluative feedback on their written work. Pupils use assessment information confidently to identify the next steps in their writing development.

The quality of the pupils' writing had improved significantly throughout the school.

## **Conclusion and Next Steps**

The head teacher and her staff had worked very effectively with the pupils and parents to address the main points for action identified within the report. They had successfully built on the very good practice and quality of education provided to further enhance and improve its provision. In doing so they had continued to ensure that all pupils were fully supported, through inclusion, challenge and accessibility to develop all aspects of their personal, social, emotional and educational skills and knowledge.

Mount Vernon Primary had high expectations and aspirations for their pupils.

Their continued commitment to continuous improvement had clearly demonstrated their ability and success in moving forwards towards achieving excellence for all.



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