



Follow-through Inspection Report

St Angela's Primary School

October 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Angela's Primary in December 2003 following their inspection of the school in September 2003. 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 August 2005 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.

Continuous Improvement

The headteacher and staff quickly established the action plan to take forward the main points for action from the HMIE inspection report on the school. The plan identified tasks, timescales and personnel involved as well as criteria for monitoring and evaluating progress.

The staff responded positively to the action plan priorities and with guidance and support from the Education Improvement Service had timeously addressed the points for action.

Innovative activities had been developed including assessment tasks for problem-solving, materials to challenge the more able pupils and addressing ICT through the curriculum.

The school had been involved in preparing further materials for developing the International Programme. A programme of work had been devised and links with local authority schools had been established. As a result pupils were able to determine what issues would allow them to become more responsible citizens. Pupils were provided with many opportunities to form views on important global issues and were more proficient in expressing their beliefs.

Progress Towards the Main Points For Action

The initial inspection report identified five 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.

Main point for action 1

The school and education authority should develop a more structured approach to developing pupils' skills in problem-solving and enquiry in mathematics.

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

After identifying the areas of problem – solving which required to be addressed the working party had been involved in awareness raising of the nine required strategies. Resources had been developed for each strategy and problem-solving texts had been purchased. The working party had devised assessment tasks for Levels A-E and had ensured that all the strategies were covered. Staff and pupils had easy access to new resources and arrangements for monitoring and evaluating the effectiveness of these resources had been put in place. Teachers' termly plans had demonstrated that the programme of problem-solving had been embedded in the maths curriculum.

As a result of these improvements pupils' confidence in using the nine problem-solving strategies had been increased and their learning experiences and knowledge had been enhanced. Pupils and staff had been able to access the resources easily.

Main point for action 2

The school and education authority should improve further the progression of higher attaining pupils.

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

The Primary 7 teacher and the depute headteacher (support for learning) worked together to identify those pupils requiring more challenging reading texts. Reading resources had been evaluated and appropriate materials had been identified and purchased. The DHT and Primary 7 teacher had evaluated the materials text by text. A programme of work to challenge the higher order reading skills had been devised and arrangements for monitoring and evaluating had been put in place.

More able pupils had succeeded in demonstrating increased reading skills and subsequently attainment levels had been raised with more pupils covering Level E strands and targets in reading.

Main point for action 3**The school and authority should continue to develop the use of ICT to enhance learning and teaching across the curriculum.**

The school had made good progress towards meeting this action point.

The ICT Co-ordinator had identified areas of the curriculum suitable for ICT development. Hardware and software to support this had also been identified. The ICT Co-ordinator had developed a range of new programmes to meet all the demands of 5-14 targets in ICT across the curriculum. Monitoring and evaluation strategies had been put in place by the ICT Co-ordinator. This had involved an ICT forward plan and termly monitoring by the ICT Co-ordinator.

Teachers had been able to identify appropriate and best use of ICT in the curriculum, had improved skills in accessing information for class activities and had utilised relevant hardware and software in class based work.

Pupils' skills had improved and they had been able to access a variety of teaching styles through the increased skills of the teachers.

Main point for action 4**The school and education authority should involve themselves more fully in systematic self-evaluation**

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

Staff had received appropriate training in effective approaches to school self-evaluation through attending education authority in-service courses and sharing the expertise within the school. Staff were now more actively involved in using national quality indicators to identify strengths in the school and agree priorities for improvement. In particular, staff had assessed the quality of pupils' performance and had revised their existing classroom practices to help pupils achieve more highly. Staff had then evaluated the impact of these changes in improving pupils' learning and discussed their experiences with other staff. The school had noted that as a result learning and teaching had been enhanced and that pupils' attainment had increased. The self-evaluation programme also included more systematic recording and tracking of pupils' achievements. Overall, staff confidence in self-evaluation had improved. Staff had also begun to reflect more fully on their strengths, identify areas for further development and undertake appropriate training opportunities.

Main point for action 5**The school and education authority should address the accommodation issues.**

The HMIE had commented on the accommodation, specifically about overcrowding. The headteacher had raised this issue with the council.

Conclusion and Next Steps

The headteacher and staff had worked very hard to address and implement the points for action in the HMIE report. They had participated in a range of staff development activities and had enhanced their own expertise. New resources had been purchased to improve the curriculum and the guidance and support of the education authority had been well received and adopted by the staff. The authority will continue to address the accommodation issues.

The school had shown very good progress in meeting the action points and had demonstrated their capacity for school improvement initiatives to take the school forward successfully in future years.

A handwritten signature in black ink that reads "Ronnie O'Connor". The signature is written in a cursive style with a large, sweeping 'R' and a distinct 'O'.

Ronnie O'Connor
Executive Director (Education, Training & Young People)
Glasgow City Council