



Follow-through Inspection Report

St Jerome's Primary School

March 2004

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Jerome's Primary School in January 2002 following their inspection of the school in October 2001. 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 November 2003 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 in the initial report.

Continuous Improvement

The headteacher and staff moved quickly to establish an Action Plan to take forward the Main Points for Action from the report. The plan outlined tasks, timescales and resources as well as the criteria for monitoring and evaluating progress.

Members of the authority's Education Improvement Service were available to support the headteacher and staff as required.

The school has worked very well to complete tasks and keep to timescales within their control. Attainment in National Tests has risen significantly. Almost all pupils achieved appropriate national levels of attainment in Reading and Mathematics and most pupils achieved appropriate national levels of attainment in Writing.

The school has made very good progress towards meeting the main points for action.

Progress Towards the Main Points For Action

The initial inspection report identified four 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 accommodation issues referred to in this report should be addressed.

The school and the authority have made good progress towards meeting this recommendation.

A new roof has been erected and additional security measures provided

Main point for action 2

The school should provide more opportunities for pupils to use computers across the curriculum.

The school has met this recommendation.

An extensive audit of resources was carried out and additional materials purchased to create a fully structured programme for the development of ICT skills. Teachers received in-service training, an ICT suite was established and arrangements were put in place for monitoring and recording of pupil progress. An additional focus was placed on the pupils' development of ICT skills in language and mathematics. Teachers' forward plans detailed a wide range of classroom activities including word processing and presentation skills in language and information handling, data base and spreadsheet skills in mathematics. All pupils have an ICT folder which records their progress from P1 – P7. A list of suitable websites has been drawn up to support work in Environmental Studies topics.

Main point for action 3

Staff should improve planning and assessment procedures in mathematics and English language.

The school has met this recommendation.

Teachers' plans and the curricular resources used are more clearly defined in terms of 5–14 programmes of study. A 'focus for assessment' has been built into each plan.

A structured programme for national testing has been drawn up which provides promoted staff with a clearer focus for the monitoring of pupil progress throughout the school.

Teachers' planning takes place in close consultation and collaboration with promoted staff.

Main point for action 4**The head teacher should work with staff to develop more systematic approaches to monitor and evaluate the work of the school.**

The school has met this recommendation.

A new programme for monitoring and evaluating of the work of the school extends from the work of individual teachers and classes to the whole school level.

Meetings are held twice yearly between the head teacher and each individual teacher. A structured programme for discussion includes the progress of each pupil, the teacher's expectations of further progress and any concerns and successes which the teacher may wish to share.

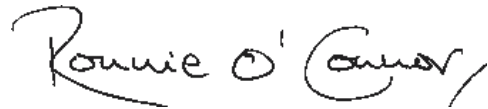
For whole school monitoring, the head teacher has identified the key elements of school life which require to be systematically monitored, including Health and Safety issues, homework, parental involvement and support staff. A structured timetable is in place.

A full audit, using 'How Good is Our School', was carried out and identified aspects of learning and teaching and support for pupils as main concerns. Full discussion and action has taken place and all staff have contributed in addressing the issues raised.

Conclusion and Next Steps

Overall, the school had made very good progress in addressing the main points for action.

As a result of the overall progress made by the school, HMIE will make no further visit in connection with this inspection.

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
Director of Education Services
Glasgow City Council