

Follow-through Inspection Report

Copeland Primary School

June 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Copeland Primary in May 2003 following their inspection of the school in February 2003. As a result of the high performance, the record of improvement, and the very good management of the school, HMIE have indicated that they would make no further reports in connection with this inspection.

Continuous Improvement

All staff were involved in the implementation of the two points for action. The school prepared an action plan that ensured improvement in the use of computers to support pupils' learning and to give staff more systematic feedback on the effectiveness of learning and teaching.

A programme of staff development was prepared, additional materials were purchased and systems for monitoring the progress of each action were established.

The school places great emphasis on the use of Information and Communication Technology and teaching and support staff have had significant training in this area. All staff have been trained to use the Nelson Thornes ICT Programme. The school has continued to purchase new hardware to extend and enhance pupils' experiences. Pupils are now becoming proficient in the use of ICT as they develop their skills. The school has a continuing programme of development that will ensure that ICT plays an integral part in teaching and learning. Staff will continue to receive training on the use of new hardware such as Smartboards.

The school considers that good learning and teaching is a major priority and one of its major strengths. The staff have made good progress in increasing the pace of the curriculum in order to challenge the more able pupils. They will continue to monitor pace and to aim to increase it even further. The school is also very good at meeting the needs of all pupils and through the new Monitoring and Evaluation Policy the staff will improve their effectiveness in evaluating their teaching practice. One example of this is a greater emphasis on class teaching in oral mental mathematics activities. This approach has led to a higher level of interaction between

teacher and pupils. This is now being extended to the upper school where it is intended to further raise attainment levels.

The school will continue to monitor and evaluate its work and provide continuous staff development opportunities, guidance and support to meet the needs of the school and staff.

Progress Towards the Main Points For Action

The initial inspection report made 2 recommendations. This section evaluates the progress made with each of these recommendations and the resulting improvements for pupils and other stakeholders.

Main point for action 1

The school should take account of the need to continue to develop its use of computers to support pupils' learning.

The school has met this recommendation.

An ICT working group was organised to look at creating a learning centre with 16 PCs. Additional resources were purchased and the centre was established. A questionnaire was used to survey opinions of the benefits of the learning centre with staff and pupils. All staff were involved in appropriate staff development to ensure that it was being used effectively. There is now a well-defined ICT programme which incorporates ICT in teaching and learning, is linked to assessment and promotes independent learning. All teachers are confidently making use of ICT and pupils are benefiting from their expertise. This has clearly enhanced their learning experiences. Pupils are now able to produce PowerPoint presentations and are mastering the skills required to make effective use of the digital camcorder including associated editing skills development. Pupils are confident about using ICT in research and as a tool for creating spreadsheets and databases.

Main point for action 2

The school should take account of the need to be more systematic in giving staff feedback on the effectiveness of learning and teaching.

The school has met this recommendation.

An audit was carried out to evaluate practice in providing feedback on the effectiveness of learning and teaching. All staff were actively involved in monitoring the implementation of the draft policy with a particular focus on classroom monitoring and the feedback given in connection with it. A discussion paper was presented to staff who were then able to identify necessary changes.

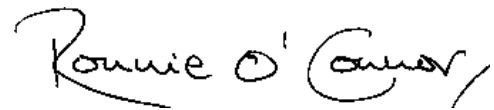
Staff have now agreed a Monitoring and Evaluation Programme, which systematically gives them feedback on the effectiveness of teaching and learning. As a result of this very positive approach teachers are evaluating their own practice and identifying how they can further improve pupils' experiences.

Conclusion and Next Steps

The school has addressed the two recommendations outlined within the report.

The increased use of ICT has had a very positive impact on the quality of learning and teaching. Teachers have successfully built on the very good practice in place to enhance and enrich the learning experiences for their pupils, through self-evaluation.

These developments will be continually monitored to ensure progression and to address further developmental needs as required.

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

Ronnie O'Connor
Director of Education Services
Glasgow City Council

