



Follow-through Inspection Report

Stonedyke Primary School

June 2006

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Stonedyke Primary School in June 2004 following an inspection of the school in March 2004. 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.

Continuous Improvement

The school has made very good progress in overtaking the main points for action in the report.

The education authority has worked closely with the headteacher and staff to prepare a detailed and comprehensive action plan. Teaching staff has received a broad range of training and advice from the authority's Education Improvement Service to support the implementation of the action plan

Levels of attainment in reading, writing and mathematics have all shown significant improvement due to a variety of successful curriculum initiatives and better tracking of the progress of individual pupils through the various levels of work. The school has worked successfully to promote positive behaviour and raise the expectations of all pupils. .

The school has worked on a number of other developments that have contributed to the improving climate of the school. For example, pupils in primary 7 are presented with 'Leavers Certificates' that record their achievements such as the level of work they have attained, their contributions to the life of the school and their involvement in school clubs. Pupils take part in a number of national competitions and the entry from one P4 child was highly commended in a national poetry competition. Through the authority's 'Open Doors' initiative, staff demonstrated their successful work in promoting positive behaviour to teachers from schools across the city. The Drumchapel Education Support Team works with parents to help involve them more in their children's learning through the use of games.

The positive leadership of the head teacher and the good efforts of staff demonstrate a clear ability to continue to improve the quality of the work of the school.

Progress Towards the Main Points For Action

The initial inspection report identified 3 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 address the accommodation issues identified in the report

The school and education authority have made adequate progress towards meeting this main point for action.

A number of accommodation concerns have been addressed satisfactorily. A ramp is now in place to give disabled access to the school entrance. Blocked drains have been cleared and broken glass and graffiti are dealt with when they occur. Due to financial constraints, issues concerning the structure and appearance of the building have yet to be addressed.

Main point for action 2

The school and education authority should continue to develop strategies for learning and teaching, particularly in English language, in order to improve attainment further

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

Attainment in reading and writing has improved significantly over the past few years. Reading for enjoyment has been developed using a variety of initiatives. With support from the education authority, the school has improved the selection and quality of fiction books in classrooms. Children start each day with a short period of personal reading and initiatives such as 'Reading Buddies' and monthly 'Munch'n Read' have raised the profile of reading for enjoyment. New language textbooks and a greater emphasis on independent learning in classrooms have allowed higher attaining pupils to extend their reading and writing skills. Personal writing has improved. Pupils are given more opportunities to write extensively and throughout the school they are involved in setting personal targets for writing. They are more aware of what they have to do to improve their writing.

Main point for action 3

The school and education authority should continue to implement strategies to promote positive behaviour and increase the expectations of all pupils.

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

The school's 'Catch me being good!' approach, initiated by the pupil council, focuses on rewarding pupils for good behaviour and learning. Buddy systems have been introduced and a number of senior pupils have been trained as 'playground pals' to offer encouragement and support to children experiencing difficulties. Pupil Support Assistants have been trained in the use of new playground games and activities. These developments have contributed to a marked improvement in playground behaviour. A nurture class was introduced in August 2005, which provides good support to a

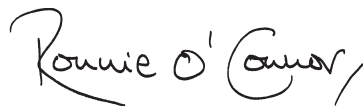
small number of young children with emotional and behavioural difficulties. An after school club, run by a principal teacher meets each week to give support to older pupils with behavioural problems. A number are helped to identify and meet personal targets for behaviour.

The school has introduced a number of measures to help pupils' raise expectations of their learning and behaviour. Assemblies focus on achievements and success and a climate of 'Be all you can be!' is being fostered throughout the school. Teaching staff have participated in an extensive range of training on how different pupils learn. As a result, teachers have increased opportunities for pupils to take more responsibility for their learning. For example, teachers regularly share with pupils what they are expected to learn. Teachers give good written feedback to help pupils identify what they have done well and the steps they should take to improve their work. Senior pupils take part in a project to encourage them to consider continuing their education to university and college level.

The format of assemblies has been reviewed and there are now regular opportunities for religious observance.

Conclusion and Next Steps

The school has made very good progress in overtaking the main points for action in the inspection report. The headteacher and all staff have worked hard in taking forward a range of important developments in the school. With the support provided by the education authority the school has been successful in developing new approaches to teaching and learning which are helping to improve the pace of learning for all pupils and raise their expectations of what they can achieve. A more rigorous method of tracking pupils' progress and the introduction of new materials for reading and writing have also contributed to improving pupils' learning. The school continues to enrol a small number of children with emotional and social difficulties, but good procedures are in place to promote positive behaviour and support children experiencing difficulty. The education authority will continue to address the accommodation issues identified in the report.



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