



Follow-through Inspection Report

St Kevin's School

June 2008

The Inspection

Her Majesty's Inspectorate of Education, HMIE, published a report on standards and quality in St Kevin's School in October 2006 following their inspection in May 2006. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action and ensure the continuation of the high quality and improving education identified in the original report.

In producing this report the authority has assessed the extent to which the school has continued to improve the quality of its work and has evaluated the progress made in responding to the main points for action in the initial report.

Continuous Improvement

The school had continued to provide a high quality of education for its children. As well as responding to the action points identified by the HMIE inspection, the school had continued to improve other aspects of its work.

The quality of children's learning experiences in expressive arts continued to be a key strength. Children had achieved city wide recognition in art and design. Experiences gained in "Inspirations Festival of Arts for children and Young People" allowed children to work together across the curriculum.

All children had the opportunity to participate in an extended range of physical activities and games as part of the Active Schools programme. Staff and children worked together with the Active schools co-ordinator to establish playground games. Children were learning to value difference through participating in an anti sectarian initiative.

Staff had continued to provide opportunities for parents to support and participate in the life of the school and to be partners in their children's learning. A series of workshops had been organised on a variety of topics where parents were learning how to support their children's learning.

Progress Towards the Main Points for Action

The initial inspection report identified three main points for action. This section evaluates the progress made on each of the action points and the resulting improvements for pupils and other stakeholders.

Main point for action 1

To review and improve the curriculum in line with the issues raised in the report

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

The school had reviewed the use of the breakfast club as a context to develop children's personal and social skills and promote healthy lifestyles. Teachers had defined a clear progression of learning outcomes which was systematically evaluated. The school's policy statement on the 'Balance of the Curriculum' had been updated. The deputy head teacher monitored all class timetables to ensure that there was an appropriate balance across the curriculum.

With support from the authority, the school had reviewed its environmental studies topics to better meet the needs of all children. Staff had identified websites and resources to support the environmental studies programme. The programme was enhanced further through visits to places of interest which linked to their topics.

The school had revised its programme for information and communications technology [ICT] to ensure that it effectively met the needs of all children.

All staff had increased their skills in cooperative and collaborative practice. Teachers had identified and planned opportunities for children to work together both within their classroom and with other classes. Tutors from St. Roch's New Learning Community had worked with staff and pupils in the upper school to develop collaborative practice in writing and maths. Pupils at every stage were now participating collaboratively in a number of curricular activities.

Main point for action 2

To review and clarify the rationale for the enhanced provision for pupils with autism spectrum disorder and further clarify its functions

The school had met this main point for action.

The school had produced a policy statement which contained clear criteria for children seeking placement in St Kevin's School and clarified the function and the purpose of the enhanced provision for children with autism spectrum disorders [ASD].

Staff, including specialist staff, had continued to develop their knowledge and understanding of ASD to support inclusion across the school. For example, the speech and language therapist held training sessions for all staff and some teachers had completed courses in PECS (Picture Exchange Communication Systems) and TEACCH. Staff used a range of visual strategies, including visual timetables, pictures and board maker symbols, to improve learning outcomes.

Main point for action 3

To develop individualised educational programmes to meet the needs of pupils more effectively

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

All staff had been made familiar with the authority's code of practice relating to the Additional Support for Learning Act. Under the transitional arrangements for implementing this legislation all Records of Needs had been reviewed. Eight pupils now had a co-ordinated support plan. All children in the school had an additional support plan which clearly set out

their long and short term learning targets in mathematics, language and communication and personal and social development. All parents and carers, and where appropriate, children contributed to the additional support plan. Learning targets were systematically reviewed each term with the achievement of long term targets being reviewed each year. Teachers carefully monitored and tracked each child's progress.

**Main point for
action 4**

To address the accommodation issues identified in the report

The authority had made satisfactory progress towards meeting this main point for action.

The roof of the school had been re-felted in August 2006. This had addressed issues of water penetration. Further repairs had been carried out in June 2007 to address water ingress at skylights which had been removed. These repairs had greatly improved the environment for learning and teaching.

All drains had been unblocked in February 2007 and to date there had been no further problems. The uneven slabs in the school playground had been removed and this area had been tarred. Additionally the school had continued to upgrade its internal facilities and resources. For example, the staff room had been improved to include a new kitchen area and the parent's room had been refurbished to facilitate an additional use as a conference room.

The repair of the external gate and the upgrade of the perimeter fencing had been costed and were awaiting further action.

**Conclusion
and Next
Steps**

St Kevin's School had continued to provide a safe, stimulating and inclusive learning environment that met the needs of its children. The headteacher and staff demonstrated a continuing commitment to improvement. The school planned to continue developing its partnership with parents and the local community. It also planned to continue to develop the specialist teaching approaches and resources required to guide its children towards becoming successful learners, confident individuals, responsible citizens and effective contributors.

Margaret Doran
Executive Director of Education and Social Work Services
Glasgow City Council



Glasgow City Council
Education and Social Work Services
Wheatley House
25 Cochrane Street
Glasgow G1 1HL

0141 287 2000
www.glasgow.gov.uk