



Follow-through Inspection Report

St Monica's Primary School

May 2004

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Monicas Primary School in August 2002 following their inspection of the school in May of that year. 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 February 2004 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.

Since the publication of the report, the school has gone through a change in leadership. The new head teacher and depute head teacher have worked well to ensure that the all the action points have been completed within the time agreed.

The authority has supported the school through its Education Improvement Service in all areas identified within the report.

The staff have worked well to enhance the quality of the curriculum. In-service training has been well received. A clear focus on assessment and tracking of pupil progress will ensure higher levels of attainment.

Progress Towards the Main Points For Action

The initial inspection report identified 4 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 education authority should improve the quality of the accommodation.

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

Building Services have completed most of the work relating to recommendations in the report. Reflective panels have been installed in classrooms and window catches have been upgraded. Improvements have been made to the infants' toilets.

Main point for action 2

The school should improve the structure of the curriculum and the programmes for environmental studies, including science, and personal and social development, as described in the report.

The school has met this recommendation

The recommended structure and balance has been developed in the curriculum and has been monitored by the head teacher. With support from the authority, the programme in environmental studies has been established according to the recommended Glasgow scheme.

A comprehensive programme in mapping skills has been established throughout the school. Modern texts have been introduced in the upper school and the early stages have included mapping skills in the structured play programme. Teachers have received staff development in this area. Studies of Scotland are appropriately emphasised in the revised programme with specific studies of the physical features of Scotland during P6 and P7.

The Glasgow Science scheme has been adopted by staff and supplemented by visits of pupils to the Glasgow Science Centre and a residential visit for Primary 7 pupils which includes a study of pond life. As part of a cluster initiative additional training was provided to staff by the principal teacher of the local secondary school.

A working party was set up to review the school's programme for personal and social development (PSD). A structured programme has been devised for all stages including studies in health, citizenship, circle time and achievement folders. A reward system is in place and a policy paper has been drawn up to cover the whole area of PSD.

Main point for action 3**The school should improve the provision for play for pupils at P1 to P3.**

The school has met this recommendation

A well-resourced play area has been set up in the early stages area of the school. There is timetabled allocation to classes and to the Language Unit. A policy paper has been drawn up to direct practice and recommend a variety of appropriate activities to staff. In-service training has been organised for staff. The play area is very popular with children and teachers have noticed the opportunities for children to display their creative talents. Further developments will ensure that the use of play will be fully integrated into many aspects of the curriculum for younger pupils.

Main point for action 4**Staff should improve arrangements for assessment as described in the report and ensure an appropriate level of challenge for all pupils.**

The school has met this recommendation

All staff have attended authority-led in-service training and have implemented many of the recommended practices into their work. A well-written policy paper has been drawn up which directs good practice and provides a comprehensive view of the importance of effective assessment of pupils' work. A system for recording pupils' continuing progress has been adopted and the results are used to inform the next steps in the planning of the programme of work for the class. Staff recognise the importance of using pupils' progress to evaluate the success of the teaching and learning in the class. The results of assessments are carefully monitored by the head teacher and promoted staff and discussions are maintained with teachers to ensure the progress of pupils and an effective pacing for the work of the class.

Conclusion and Next Steps

The school has met or made good progress towards meeting all the main points for action identified in the report. The authority will continue to address the accommodation issues.

As a result, HMIE will make no further visits in connection with this inspection.

A handwritten signature in black ink that reads "Ronnie O'Connor". The signature is written in a cursive, slightly slanted style.

Ronnie O'Connor
Director of Education Services
Glasgow City Council