



Follow-through Inspection Report

St Conval's Primary School

March 2004

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Conval's Primary School in April 2002 following their inspection of the school in January 2002. 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 October 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 school has worked well to complete tasks and keep to timescales within their control.

The authority's Education Improvement Service was available to support the head teacher and staff as required.

With the new confidence of staff and programmes in place for technology and ICT the school is well placed to offer a full curriculum in these areas. Improved procedures for learning support have led to a more efficient use of the time available and more formalised monitoring and self assessment has led to an improved evaluation of learning and teaching.

The school is well placed to reach the targets set for 2005

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 address the accommodation issues indicated in this report.

The authority has made some progress towards this recommendation

A gate has been fitted at the entrance to the playground area in order to prevent immediate access to the vehicular entrance and this is monitored and patrolled during lunchtimes.

Some of the railings have been painted.

It has not been possible to replace the windows

The authority is developing a programme of adaptations to increase the extent to which disabled pupils are able to take advantage of education and associated services provided by the school

The garden has been partially cleared and the area around the school is looking much more attractive. The steepness of the banking around the school is a major obstacle for the gardeners but they have done the best they can to improve the area.

Main point for action 2

The school should improve further its programme for technology and develop the use of ICT to support pupils' learning across the curriculum.

The school has met this recommendation

Technology

With support from the authority, the school has identified a programme of study for P1-7 which is now being successfully used across the school. A policy for the delivery of technology is now also in place

ICT

A working party was set up in the school to look at the development of ICT across the school and they have produced an effective set of guidelines to support the children's learning. All staff including classroom assistants have completed their ICT training

Main point for action 3

The school and education authority should improve aspects of the effectiveness of support for learning, including provision for English as an Additional Language.

The school has met this recommendation.

With support from the authority, a working party led by the depute head teacher established a plan for the delivery of support for learning.

As part of the planned approach to support for learning, proformas for the referral of children have been devised and careful timetabling operates in order to make best use of the time available. The depute head teacher and network support teacher have worked together to devise necessary individual education programmes for various children.

In order to further support the children and their families in the asylum seekers base, the head teacher has secured the services of interpreters when the children are being enrolled in order to establish prior learning. She has also set time aside for the teachers working in the base to liaise with the mainstream staff so that the children's transfer into mainstream classes can be eased

Because of the large number of asylum seeker children in P1, the authority has provided the school with additional staff in order to support the children's access to the full curriculum.

Main point for action 4

The head teacher and promoted staff should improve their approaches to monitoring and evaluating the quality of the curriculum and learning and teaching.

The school has made very good progress towards meeting this recommendation.

Staff are now given more systematic feedback on forward plans during which children's achievement is discussed. New targets are set which are based on the careful tracking of the results of national tests

Sampling of children's work on all areas of the curriculum is now undertaken.

The headteacher and depute head teacher are now timetabled to work in classes in order to monitor class teaching in all areas of the curriculum. The school intends to develop a more formal system whereby teachers will evaluate their own work

Conclusion and Next Steps

The school has addressed effectively the main points for action and is continuing to improve the quality of its overall provision. As a result of the progress made by the school HMIE will make no further visit to the school in connection with the January 2002 inspection. However HMIE will continue to take an interest in the progress of the remaining accommodation issues.

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