



Follow-through Inspection Report

Cadder Primary School

August 2006

The Inspection

The HMIE inspection was carried out in April 2004 and working with the school, Education Services prepared an action plan indicating how the main points for action would be addressed.

This report contains details of the progress made by the school in pursuit of these goals as well as noting some other significant accomplishments.

Continuous Improvement

The school has developed commendable practice as an Eco-school and has very recently been awarded a Green Flag award in recognition of this success. The school focus was on recycling and a community leaflet was produced by pupils, on energy conservation.

Funding from the National Lottery was acquired to enable pupils to participate in a special project commemorating the sixtieth anniversary of the end of the Second World War. Reminiscences were collected by pupils from people within the local community and the school produced a book containing the recollections of local people. A community memorial event further developed the community and school link which this project sought to strengthen. Pupils planned, organised and delivered this event and invited guests to the assembly which they conducted.

A nurture class was opened in 2004. Staff have undertaken training and resources have been acquired to ensure this provision successfully expands the service Cadder provides to the local community.

The school has extended its provision of opportunities to develop pupils' positive approaches to health. The after school club programme provides pupils with the opportunity to experience tennis and golf and a Healthy School Week has been included in the annual programme.

Peer mediation training has been developed for children in Primary 6 and 7 and the Pupil Council and Active Schools Co-ordinator have been actively involved in developing use of the playground during intervals in the school day.

The school has continued to organise a framework of public events and shows which are well supported by parents. This has included evening musical theatre performances and special assemblies produced for parents and the community. These events are planned and delivered by pupils who present and perform the programme they have devised.

Progress Towards the Main Points For Action

The initial inspection report identified four main points for action. This section identifies the progress made to resolve the issues raised by the action points.

Main point for action 1

To continue to focus on raising the levels of pupils' attainment in English language and Mathematics.

The school has made excellent progress towards meeting this Main Point for Action

In English Language the school focussed on reviewing policy and practice to ensure pupils had a faster pace of learning and reached higher levels of attainment. Staff undertook training to raise the skill base within the team, new resources were acquired and deployed in the classroom and new methodologies and planning materials were integrated into the teaching and learning in the school.

In Mathematics new planning materials have been adopted by the school team and new methods used to support the teaching of Problem Solving. Teachers benefited from training developed in the school to promote new thinking on teaching Mathematics. Pupils have experienced new methods of delivery from teachers and become more involved in their own learning. This has been monitored and recorded by the Senior Management Team as part of the newly agreed monitoring process.

A new framework for predicting and tracking attainment in National assessments has been put into operation. The Head Teacher and Principal Teacher monitor pupils' progress closely and more able pupils are benefiting from the increased pace in learning.

In the period between June 2003 and June 2005 the school recorded considerable increases in all three areas in National Assessments (Reading increased by 16.9 %, Writing by 19.4% and Mathematics by 26.6%). A new National Assessment policy has been adopted by the school to ensure that pupils' attainment continues to rise.

Main point for action 2

To extend and develop the use of ICT across all areas of the curriculum.

The school has made very good progress towards meeting this Main Point for Action

ICT has been integrated more fully into pupils' learning experiences. SMART Board training has been undertaken by all teachers and the resource is in use on a regular basis both as a teaching tool and by pupils. The Head Teacher has monitored progress in using the SMART Board in the teaching of Mathematics, English Language and Environmental Studies. The pupils have all benefited from the use of the Classroom in a Box laptop resource which is timetabled to allow all children access. The school now possesses a SMART Board for every class and children and staff use the resource across various curricular areas.

Digital cameras are now in regular use by upper school pupils and a number of after school clubs have been developed over the previous two sessions to support children's skill in using ICT.

Main point for action 3**To continue to develop systematic approaches to the monitoring learning and teaching and tracking pupils' progress.**

The school has made very good progress towards meeting this Main Point for Action

The SMT have undertaken a review of the monitoring schedule and in consultation with the staff team have put into operation a comprehensive programme of focussed monitoring opportunities across each session. This involves both the review and discussion of pupils' experiences in the classroom as well as tracking pupil progress with class teachers and sampling pupil work.

Teaching staff have participated in training about how different pupils learn. As a result, teachers have increased opportunities for pupils to take responsibility for their learning. For example, teachers were regularly sharing with pupils what they were expected to learn. Teachers are also evaluating their own teaching as part of ensuring high quality education in the school.

Personal learning planning is also being introduced into the school and pupils are becoming more engaged in the process of their own learning.

The SMT monitor Individual Education Plans along with class teachers to ensure they are focussed on the needs of the children concerned.

Main point for action 4**To ensure that the needs of higher-attaining pupils are met effectively.**

The school has made very good progress towards meeting this Main Point for Action

The school has reviewed the changes in the English Language and Mathematics curriculum with a specific regard to ensuring the pace and provision of resources supports more able pupils. Forward planning and monitoring meetings ensure support from SMT members impacts on the teaching in the classroom.

Personal learning planning has provided the opportunity for pupils to become more involved in devising ways to meet their individual needs.

A review of homework has been undertaken by the school and new policies and procedures put into place. This has linked more closely the curriculum in the school to pupils' homework and has involved the use of new resources.

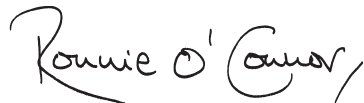
Towards the end of this session the school intends to arrange for a number of pupils to sit a Level E National Assessment in Mathematics. The senior staff view this as a consequence of the progress the school has made in supporting higher-attaining pupils.

Conclusion and Next Steps

The school has engaged with the issues raised by the HMIE report and significant changes have been adopted by the Head Teacher and the staff team. Training has increased the skill base within the teaching team and new resources have supported the new methodologies which have been adopted.

The Head Teacher and promoted members of staff have displayed vision and leadership during this process which has seen the extension of monitoring and tracking systems across key areas. The Senior Management Team are working collegiately with the teaching staff to improve pupils' learning experiences as a consequence of the procedures adopted as part of the monitoring and tracking system. Pupils are experiencing new lesson formats and are being involved in their own learning by, for example, setting their own targets. Pupil engagement in learning has been heightened as evidenced by the senior staff's reports on class visits and of course, by the very significant increases in attainment in National Assessments, in all three areas.

The school has recently had its Investors in People accreditation renewed which provides further evidence of the school team's commitment to the delivery of quality education at Cadder Primary School.



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