



Follow-through Inspection Report

King's Park Primary School

August 2004

The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in King's Park Primary School in October 2002 following their inspection of the school in May 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 April 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 response to the HMIE recommendations has enhanced the team spirit in the school. Commendably, it was considered by staff to be a good opportunity for them to focus on particular areas of their own continuous professional development.

It has also illustrated the strength of the Senior Management Team in their thorough and systematic management of each development, in their involvement of the whole staff, colleagues from the Education Improvement Service and others as and when appropriate.

Each recommendation has been tackled thoroughly by the staff giving an excellent foundation for maintaining and developing even further the excellent work being done in the school. All of this has taken place under the able leadership of the Head Teacher.

National Test results for the school are above the national average and the target set for Reading for 2005 has already been overtaken. The school is well placed to reach their projected targets for Writing and Mathematics this session.

Progress Towards the Main Points For Action

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

Main point for action 1

Accommodation Issues

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

Both the water penetration and the playground surfaces were dealt with effectively. Some work has still to be carried out in the upper school with regard to the recommendations about handrails and windows.

Main point for action 2

Aspects of programmes in English Language, Mathematics and Drama should be improved in line with the recommendations in the report.

The school has met this recommendation.

English Language

The Head teacher chaired the working party for developing Talking and Listening materials for all of Glasgow's primary schools. As a result, King's Park Primary's own working party has played an important role in developing and piloting excellent materials with specific guidance for the staff which is now enhancing their existing programmes.

Mathematics – Problem Solving and Enquiry

A Depute Head Teacher led the working party, which has produced an excellent, comprehensive programme, not only for mathematics, but with ideas, which will be used in other curricular areas too. The school was represented on the authority's working party, which enabled King's Park Primary to make a significant contribution to this development.

Drama

Under the guidance of two Principal Teachers, the Drama working party has produced a complete programme and policy for P1 – P7. This group has worked enthusiastically and very well not only in putting their programme together but in building up an impressive wardrobe as well as props department, booklets, tapes and CDs to increase opportunities for creativity among pupils and staff.

ICT

The HMIE report mentioned the need for pupils to be given ‘further opportunities to use computers for information handling’. This was written in the Mathematics section of the report but was seen by the school as a wonderful opportunity to provide a programme for the effective use of ICT throughout the school. A Depute Head Teacher chaired the school working party that worked alongside the ICT developments taking place in Glasgow. Staff and pupils alike have benefited from this excellent development, which is enhancing the work being undertaken in a variety of curricular areas.

Main point for action 3

The school should develop more systematic arrangements for recording information on pupils’ achievements.

The school has met this recommendation.

This recommendation was seen in the context of the whole school approach to Assessment, Recording and Reporting. The Senior Management Team reviewed the school’s assessment and recording strategies by looking at recent developments in Glasgow, in other Glasgow schools and carefully auditing their own procedures.

Staff have worked together on their recording of Language and Maths to ensure that there is consistency of approach and that achievements and pupils’ next steps are clear. This is an ongoing developmental process that will be reviewed at the end of the year.


Conclusion and Next Steps

The school has responded very well to the recommendations made by HMIE.

The staff have produced very good whole school programmes for Talking and Listening, Problem Solving and Enquiry, Drama and the use of ICT, all of which have brought about improvements throughout the school.

The school has made very good progress in reviewing the ways in which pupils' achievements are recorded. There is now in place a revised policy for Assessment, Recording and Reporting.

As a result of the progress made by the school, HMIE will make no further visit in connection with the May 2002 inspection.

A handwritten signature in black ink that reads "Ronnie O'Connor". The signature is written in a cursive style with a large, sweeping 'R' and a distinct 'O'.

Ronnie O'Connor
Director of Education Services
Glasgow City Council