

Follow-through Inspection Report

Carmyle Primary School

October 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Carmyle Primary School in September 2003 following their inspection of the school in May 2003. 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 June 2005 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

Contact was made with the relevant members of EdIS for advice and support.

Over recent years, attainment in reading and mathematics had risen steadily. Standards in writing had shown signs of improvement although attainment had dipped in the previous session. In mathematics, most of the present pupils in P3 had exceeded the attainment level for their age and stage by the end of P2. Many also exceeded that level in reading and writing. At other stages of the school, increasing numbers were attaining national levels earlier than would be expected. Pupils with additional support needs were making steady progress.

The head teacher is very aware of these trends through her tracking of the National Test results and has discussed strategies to address this with her staff.

Building on the good practice already identified the whole staff worked effectively as a team and successfully developed and incorporated strategies to evaluate the work of the school and pupil progress more rigorously.

Further developments have provided a wide range of opportunities, such as involvement in the Pupil Council, for the pupils to take responsibility and to help the school in making decisions that affect them.

Pupils at all stages are involved in enterprise activities. These provide excellent opportunities for the pupils to work creatively and innovatively in a variety of ways.

The school show, talents contests, charity fund raising and involvement in the New Learning Community Health Week and various competitions are

examples of the work of the school in promoting, developing and celebrating the wider achievements of the pupils.

The school has successfully overtaken and further developed their action points.

Progress Towards the Main Points For Action

The initial inspection report identified four 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 school should implement, as planned, a revised programme in technology.

The school had met this recommendation.

The newly appointed Principal Teacher worked well with the staff to build on identified good practice already in the school. All staff had undertaken appropriate professional development based on the authority's guidelines and materials for technology.

The school's revised programme of study had a clear focus on the development and progression of pupil knowledge and skills in using the design process. Staff and pupils had easy access to well-chosen new resources such as tools and a broad range of materials.

The Environmental Studies policy and programme were improved to take account of these developments in technology. The planned programme now provides a more appropriate balance in pupils preparing, carrying out and reviewing and reporting on tasks. The senior management team (SMT) ensured continuity and progression in pupils' experience of technology through monitoring the forward plans and class timetables, classroom observation and discussion with pupils.

As a result staff were more confident in teaching technology. Pupils were beginning to develop a greater understanding of the technological processes and skills in designing and making.

Main point for action 2

Staff should make more consistent use of assessment information to track pupils' progress and plan next steps in their learning. They should continue to develop assessment and reporting procedures in environmental studies.

The school had met this recommendation.

The SMT have continued to support the staff through a programme of in-service to develop their understanding and knowledge of approaches to assessment, effective teaching and learning strategies and tracking procedures. This has ensured continuity of practice in all aspects of assessment and reporting across the school. Staff were also involved more fully in the processes of target setting and planning next steps in learning.

The school had rigorous procedures to track pupil progress through their coursework and national tests. The head teacher met regularly with the

appropriate members of staff to set. The SMT systematically monitored pupils' progress towards the targets set by scrutinising forward plans, sampling work and discussing pupils' learning experiences with staff and pupils. The school also had clear and consistent in place to assess and record pupil progress in all aspects of environmental studies. All staff were familiar with the new reporting format and had successfully used the electronic format for reporting to parents in the previous session.

Main point for action 3

The school should review its aims to provide a clearer basis for developing and evaluating its work. It should also update policies to take account of recent improvements and provide clearer guidance to staff.

The school had met this recommendation.

The school had thoroughly reviewed its aims. Parents, pupils and staff were consulted on various aspects of the work of the school. From this exercise they established a new set of school aims. These aims, along with the authority and national priorities, provided a firm basis for evaluating the work of the school and planning for improvement.

Throughout the developments undertaken for each of the points for action staff had amended and updated their policies as appropriate. The policies now provide clearer guidance for staff on assessment and recording procedures, learning and teaching approaches and strategies for self-evaluation and planning for improvement. They have successfully established a School Board and a Parents' Group which provide excellent support in promoting the aims and work of the school within the community

Main point for action 4

The school should continue to improve approaches to self-evaluation to assist it in identifying development priorities and monitoring their impact on pupils' learning and achievements.

The school had met this recommendation.

All staff were actively involved in the school's rigorous processes for monitoring and evaluating aspects of their work.

Through their effective use of national quality indicators staff had produced a robust Development Plan to take forward priorities for improvement effectively. The school's improved approaches to self-evaluation included more systematic monitoring of pupil progress and levels of attainment.

Staff regularly reflected on their work when discussing and reviewing with SMT pupils' experiences, progress and next steps in learning. The school made effective use of the information gained to plan appropriate programmes for the continuous professional development of staff.

Conclusion and Next Steps

The head teacher and her staff have worked well together as a team to progress all aspects of the Action Plan effectively. The SMT have provided sound guidance and direction to the teachers who actively participated in working groups and individually to progress the initiatives satisfactorily.

The authority provided appropriate support through various members of the EdIS team.

The school has used the inspection process and the recommendations to move forward effectively and build on their existing good standards.

The head teacher has grown in confidence and has developed her skills as an effective manager and leader.

As a result of the excellent progress made in meeting the action points HMIE will make no further visits in connection with the inspection of May 2003.



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