



Follow-through Inspection Report

Scotstoun Primary School

March 2004

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Scotstoun Primary School in January 2002 following their inspection of the school in October 2001. 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

After the main points for action had been identified, the head teacher and her staff established an Action Plan as part of the school's annual Development Planning cycle.

Support was given by the authority's Education Improvement Service through a series of in-school meetings for the whole staff and specific support to the head teacher and her senior management team. Regular review meetings of the head teacher and the pastoral adviser took place.

The school has met the recommendations of two of the four Action Points and has made good progress towards meeting the others.

Attainment has risen significantly in Mathematics. More pupils are achieving the appropriate levels earlier.

There has been continuous improvement in attainment across all other areas of the curriculum. The rigorous monitoring strategies now in place are designed to ensure that improvement in attainment will be maintained.

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 accommodation issues referred to in the report should be addressed.

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

A secure entry system and Panic Button have been installed in the extension building and the phone system has been upgraded to ensure communication links are improved.

Some repairs and remedial work on the windows have been carried out and ventilation vents have been fitted as an interim measure. The majority of the plasterwork is now finished and as a result the paintwork should be completed by the end of this session.

The head teacher has regular communication with the Local Repair Team and the appropriate representatives at authority level to ensure progression towards completion is maintained.

Main point for action 2

The school should develop further the programme for problem solving.

The school has met this recommendation.

The Senior Management Team met with members of the authority's Education Improvement Service to identify strategies and resources. All staff received in-service training to ensure that they had clear knowledge and understanding of the problem-solving strategies and activities, the effective teaching methodologies to be employed and the effective use of resources.

Teachers were provided with a 'bank' of problem –solving opportunities.

These developments have had a positive impact on pupil and teacher confidence within the area of problem-solving. The teachers have developed their skills and the pupils are more confident and skilled in discussing and applying a wider range of problem-solving strategies.

These problem-solving strategies will now be extended into other areas of the curriculum and further work will be undertaken to look at different levels of challenge within the materials.

Scotstoun Primary will be able to play a major role in the programme to support the development of problem-solving approaches within the local primary schools

Main point for action 3

Teachers should make increased use of assessment information to evaluate the effectiveness of their teaching and plan for the next steps in pupils' learning.

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

A member of the Education Improvement Service delivered training on Assessment to develop teachers' knowledge and understanding of assessment as part of the teaching process. Teachers considered the pace of learning, group organisation and how to challenge more able pupils.

Teachers have improved their approaches to planning pupils' learning. Teachers' forward plans are systematically reviewed by the Senior Management Team and feedback is given orally and in writing. As a result, the forward planning process is now more focused in meeting the needs of the pupils.

Teachers are more confident in setting challenging targets for pupils and in using their skills in assessment procedures to make judgements about pupil progress and suggest next steps in learning.

These developments led naturally to devising a standardised format for recording assessment information on pupils. Assessment Grids have been devised and implemented and a whole school policy on recording of assessment is now in place.

Main point for action 4

The head teacher should work closely with staff to develop more systematic approaches to monitor and evaluate the quality of learning and teaching.

The school has met this recommendation.

A programme for monitoring pupils' progress was drawn up which involved the head teacher and other members of the Senior Management Team working with groups of pupils in classrooms alongside teachers.

Teachers were also observed at work in their classrooms and had opportunities to observe each others' teaching methods and use of resources.

In addition, attendance and National Test results are scrutinised more closely and pupils' work is sampled for quality.

Conclusion and Next Steps

The school has made significant progress in addressing the main points for action. The systematic monitoring procedures now in place will enable the head teacher and the Senior Management Team to evaluate the work of the school more closely and plan effectively for continuous improvement in all areas.

HMIE will make no further visits to the school in connection with this inspection.

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

Ronnie O'Connor
Director of Education Services
Glasgow City Council