



Follow-through Inspection Report

St Bridget's Primary School

June 2008

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in St Bridget's Primary School in September 2006 following an inspection of the school in April 2006. Working with the education authority, the school prepared an action plan indicating how they would address the main points for action identified in the original report.

Continuous Improvement

The plan identified tasks and timescales very carefully as well as the criteria for monitoring and evaluating progress. The head teacher and staff have progress the plan very efficiently. Teaching and support staff had received a range of training, advice and resources from the authority's Education Improvement Service to support the implementation of the action plan.

The school had maintained their high standards of attainment. A significant number of pupils were now achieving appropriate national levels of attainment at an earlier stage than expected. A tighter focus on the tracking of the progress of all pupils and staff involvement in an extensive range of new initiatives to improve the learning and teaching in classrooms had resulted in a lively and exciting school environment with a challenging pace of learning.

At all stages of the school pupils' achievements were commendable. They demonstrated their confidence, sense of responsibility and ability to be successful learners through participation in a wide range of activities, for example, the Junior Road Safety committee, the School Council, the 'Clyde in the Classroom' project and the Junior and Senior Choirs. An Eco Committee, supported by all children and staff in the school, had co-ordinated a range of environmental activities that resulted in the award of a Green Flag. Children had many opportunities to participate in after school drama, information and communication technology (ICT), gardening, supported study classes and a wide range of sports. An extensive programme of outings to venues had also taken place to motivate pupils further by enriching their learning experiences in the classroom.

With the financial support of the Parent Association and through additional Scottish Government funding, there had been a major investment in ICT. Interactive whiteboards had been installed in 10 classrooms throughout the school and the introduction of appropriate software programmes and staff training had impacted most positively on the quality of the learning experiences of the children.

A number of training opportunities had been provided for staff and they had begun to reconsider the curriculum. Teachers were engaged in reviewing the learning experiences they provided for their pupils and were systematically tracking these opportunities in building a whole school approach to developing the four capacities as outlined in the Curriculum for Excellence.

School attendance was very good and was rated one of the highest in the city. The very good links with parents and the community had been further enhanced and there were many positive examples of partnership working. Staff, pupils and parents had also worked together to benefit a number of charities and had raised over £5300 for a variety of good causes, locally and internationally.

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

Develop a consistent approach to sharing next steps in learning with pupils and provide more opportunities for pupils to work independently;

The school, with the support of the authority had made very good progress towards meeting this main point for action.

Pupils at all stages had better opportunities for to take responsibility for their own learning across all areas of the curriculum.

Teachers in the early stages had implemented new and innovative programmes to enable pupils to learn in a more active manner. Staff were now developing more active and collaborative approaches to learning across the school through sharing ideas and expertise at regular learning and teaching forums and observing good practice in each other's classrooms.

In the middle and upper school, pupil learning logs had been very successfully implemented to help pupils identify next steps in learning and the recent introduction of personal learning plans had further enhanced this initiative. There were now planned and regular opportunities for pupils to set personal learning targets and to evaluate each other's work. Pupils were now much clearer about what they needed to do to improve and could identify their next steps in learning. Pupil homework tasks for the middle and upper stages had been reviewed and now included a range of research based activities that were closely linked to work in the classroom. This had further encouraged independent learning and added value to homework activities. Following a school review, the teaching of art was less prescriptive and there were very good examples on display around school to show that pupils had been encouraged to demonstrate individuality and creativity.

Staff were making very good use of the new resources in ICT to allow pupils to work independently to research information and prepare presentations of their work. For example, all primary 6 and 7 pupils had used the authority "Challenge Glasgow" interactive materials on "Scotland" and "Tropical Rainforests," to enhance their environmental education programme. An exciting range of appropriate software, including the authority "Problem Solving" pack and interactive mathematics had been very effectively used with interactive whiteboards to reduce the reliance on textbooks, make pupils' learning experiences more relevant and further encourage collaborative and interactive learning.

A review of school policy and further staff training on a range of assessment strategies had ensured that assessment was firmly embedded in all classrooms throughout the school. Teacher and pupil comments in workbooks and jotters were of a very high quality and demonstrated a clear understanding.

Main point for action 2

Provide a greater range of support to pupils with additional support needs, including support in class;

The school, with the support of the authority had made very good progress towards meeting this action point.

Following a complete audit of practice by the school management team, the arrangements in place for supporting the needs of all pupils had been further improved. Senior managers had reviewed the support being provided to classes and individuals to ensure that where beneficial and practical, support for learning was provided in class. All pupil support

assistants had a timetabled commitment of in class support across the curriculum and senior managers were also timetabled to provide additional class support in Language. Additional teaching time had been provided to support pupils in Language and mathematics. A better range of learning resources to support less able pupils in class had further reduced the number of pupils withdrawn from class.

Setting in Mathematics from Primary 3 to Primary 7 had continued to ensure high levels of attainment and better progress for lower ability pupils. A register of more 'gifted' pupils, and their areas of talents, had been drawn up and teachers will be required to indicate in forward plans how their needs are to be met.

Pupil support assistant's had received appropriate training in the delivery of 'The Stareway to Spelling' programme in order to provide support to pupils who had difficulty with basic spelling and phonics.

All members of the school management team had been fully trained in new Additional Support for Learning procedures and the school's 'Support for Learning' Policy had been updated and issued to all staff. The introduction of new procedures this session had enabled effective plans to be drawn up and initiated following consultation with pupils, teachers and support staff and parents.

The very effective use of interactive whiteboards and supporting software across the curriculum, educational web sites, interactive Maths games, Formative Assessment strategies, and personal learning targets and plans, had ensured that a wide range of effective support, including support in class, was being provided for pupils with additional support needs.

Main point for action 3

Improve approaches for monitoring, and evaluating pupils' learning.

The school, with the support of the authority had made very good progress towards meeting this main point for action.

Senior managers and staff had worked closely together to review, improve and add rigour to school procedures for tracking pupil progress. Using the local authority tracking programme, the school management team had met regularly with class teachers to review the progress made by pupils and agree targets for individuals. The head teacher had evaluated this information to ensure there was good pace of learning across the whole school. These developments had impacted positively on pupils' performance with a significant number of pupils attaining levels earlier than would normally be expected.

Promoted staff had comprehensively monitored and supported pupils' learning experiences. They had worked with teachers to agree the high standard of teaching that was expected. They had carried forward a regular, expansive and focused programme of classroom monitoring, including observation of learning and teaching, where verbal and written developmental feedback was consistently provided for staff development. As a result there was much greater consistency in learning and teaching across the school.

A range of new initiatives had been introduced across the school to bring learning to life, notably the ambitious introduction of interactive whiteboards and new teaching programmes for learning and the extensive out of school visits to support environmental studies, had ensured that a greater number of children were working on tasks that they found engaging and challenging.

Main point for action 4**Improve the standard of accommodation, in particular the quality of pupils' toilets.**

The school and authority had made satisfactory progress towards meeting this main point for action.

A number of projects had been completed by the school and the local authority to improve the quality of school accommodation and facilities. The boys and girls toilet facilities had been extensively upgraded and refurbished, new floor covering had been laid in most of the lower corridor and almost all classes were now equipped with vertical blinds to cut out bright sunlight.

A well-used school garden had been further developed by the Eco Group and the Gardening Club to support the learning across the curriculum. Interactive whiteboards had been installed in over half of the classrooms, significantly enriching learning and teaching. The quality and presentation of pupil's work, learning walls and display tables in the classroom and in common areas was very good, enhancing the learning environment for all.

The external fabric of the building remained in a poor decorative state.

Conclusion and Next Steps

Overall, the school had made very good progress in overtaking the main points for action in the report. It had successfully built on its strengths and had improved further by implementing a number of new initiatives as identified in the report. Staff and pupil morale was high and there was a very positive atmosphere for learning. Parents were very supportive and the school continued to be very well regarded by the local community. There were examples of innovative practice emerging.

The head teacher and all staff had worked very effectively as a team. With the support provided by the education authority, the school had been successful in developing approaches to teaching and learning that were raising pupils' awareness of their next steps in learning and had provided a very good range of opportunities for independent working. An extensive review of additional support for learning had provided a greater range of support to pupils with additional support needs, including support in class. A rigorous and very effective system of monitoring and evaluating pupils learning had encouraged innovation in teaching and ensured that all pupils had more opportunities to develop as independent learners. Some effective work had been done to address the standard of the school accommodation.

The very good leadership of the head teacher, ably supported by the depute head teachers and the extremely hard working staff, demonstrated a capacity for continued school improvement and the school remained well placed to provide a very good educational provision within the community.

Margaret Doran
Executive Director of Education and Social Work Services
Glasgow City Council