



Follow-through Inspection Report

St Raymond's Primary School

June 2008

The Inspection

St Raymond's Primary School was inspected in June 2006 as part of a national sample of provision for pupils with additional support needs. The initial report was published on 24th October 2006. Working with the education authority, the school prepared an action plan to address the main points for action identified in the report.

Continuous Improvement

The headteacher and depute headteacher had worked together with their staff and with the Education Authority to address the main points for action identified in the report.

Staff had been fully involved in developing and taking forward the resulting action plan. Staff were now more fully engaged in improving the life and work of the school

A permanent depute headteacher was now in place and had contributed significantly to taking forward the action plan. An acting principal teacher (PT) had recently been appointed. In line with the school's identified priorities for improvement, her remit included the assessment and recording of additional support needs and all aspects of care and welfare, including child protection.

The school's support from speech and language therapy had improved. Joint working in these areas had led to improved support for the development of communication. Pupils benefited from the input of specialist art, music and PE staff both within the formal curriculum and through support for cross-curricular projects and activities.

The school had continued to develop its annual cycle of professional development and review. Staff development was clearly linked to the school's priorities for improvement and there had been a particular focus on teaching for effective learning and on curricular development. The headteacher and depute headteacher had also put in place a quality assurance calendar. Procedures for monitoring and sampling pupils' work were well understood by teachers who were positive about the outcomes of this approach.

Progress Towards the Main Points for Action

Main point for action 1

The initial inspection report published in October 2006 identified three 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.

Continue to raise the level of attainment in English language and mathematics by building on existing best practice of teaching in the school and sharing good examples of stimulating and motivating learning experiences.

The school had made very good progress towards meeting this point for action.

Staff had been involved in auditing existing resources to support children's development in literacy and in mathematics. They had identified gaps and developed provision. All staff now felt better informed about resources and how these could be utilised to ensure a positive impact on pupils' motivation.

Teachers had been given increased opportunities to share good practice and visit other establishments to observe practice. All staff had been involved in observation of each others' teaching. Teachers now used more varied approaches to teaching and learning resulting directly from collaborative work and sharing good practice.

Staff had worked together to review the school's writing policy and the school had introduced new resources designed to develop pupils' writing skills and to support the writing of those with particular additional support needs. Children were now writing about their own experiences more often and developing their writing across the curriculum. Increased access to appropriate ICT and software was supporting the development of writing for children with specific difficulties.

The school library had been further developed and provided a stimulating environment for pupils. Library time was now part of every child's timetable. Story bags were being regularly used at home to develop individual reading and reading for enjoyment. Children and parents and carers were enjoying sharing stories in this way. Children were recording their responses to the stories they read on a form which had been redesigned in response to feedback from the Pupil Council. Children were now sharing and enjoying stories.

There had been a considerable focus on developing talking and listening and all staff had been involved in reviewing school policy in this area.

The school had introduced new resources to promote confidence in problem solving and raise attainment in numeracy. Children were demonstrating increased skill and confidence in solving number problems. Opportunities to develop mathematical skills had been planned into a range of activities across the curriculum.

The school had effectively developed its approach to target setting. Children were clearer about what they were learning because staff consistently shared learning intentions with them. In addition, they were beginning to use feedback from formative assessment to help decide on their personal targets, which were recorded in My Learning Plan. Children and teachers regularly discussed progress and learners were reminded of targets by visual symbols where appropriate.

Senior managers were able to track improved attainment of pupils in relation to identified targets and progress through 5-14 levels.

**Main point for
action 2**

Continue to develop the curriculum to widen pupils' learning experiences.

The school had made very good progress towards meeting this point for action.

Wider curricular opportunities and learning experiences had resulted from the work done to raise attainment in literacy and numeracy.

The school had also ensured pupils' development as effective contributors and responsible citizens by:

- developing the role of the pupil council. Pupils in the council had influenced a range of decisions including on curricular issues such as the development of the story sack initiative as well as on planning to improve school facilities such as toilets.
- further developing eco-schools activities such as the gardening club and linking this with enterprise activities.
- developing the buddy system which had had a clear impact on the confidence of younger pupils and the self-esteem of older ones.
- providing a wide range of opportunities for personal achievement including a dance show for parents, participation in the Glasgow Youth Games and success for individual pupils in a swimming gala.

They had ensured that pupils were more aware of their targets for personal and social development and that they were achieving more by ensuring that:

- visits out of school were more closely linked to what pupils were studying in the curriculum and to developing their social skills and life skills.

They had successfully encouraged pupils to take more responsibility for their learning by:

- involving pupils more fully in the annual additional support plan reviews
- using the My Learning Plan format for target setting
- increasing opportunities for peer and self-assessment in classes, particularly through the successful introduction of paired writing tasks.
- recognising success and wider achievement using certificates, prizes and through school assemblies.

They had successfully developed a more enterprising approach in learning by:

- identifying and implementing opportunities for enterprise development in science, technology and social science
- involving pupils in planning for fund raising events such as the successful toy sale.

Their success had been recognised by a Platinum Award for enterprise.

Main point for action 3**Monitor and evaluate pupils' progress and attainment more rigorously in order to improve it.**

The school had made good progress towards meeting this target and was monitoring pupils' progress in a more systematic and effective way:

- A grid had been produced showing where each pupil was in relation to 5-14 guidelines
- Pupil progress was checked through tracking progress towards individual targets, monitoring of teaching and learning and monitoring of forward planning. Teachers were beginning to use information from tracking to predict and plan for progress.
- Additional support plans were in place for all pupils with appropriate long term targets. Children were involved effectively in the target setting process. Teachers regularly discussed progress towards targets with their pupils. Parents were increasingly involved in the review of progress towards targets set.
- Use of My Learning Planner recorded targets for individual pupils. All staff needed to ensure that these targets were the outcome of negotiation with pupils and were recorded in clear, child-friendly language.
- Reporting to parents clearly identified the appropriate next steps for each child. Parents were using the opportunity provided to comment on their child's progress and development.

Conclusion and Next Steps

The school had continued to build on its strengths and had addressed effectively the main points for action in the original report. The HT and DHT, together with their staff, had succeeded in bringing about further improvement. They had built in to all developments strong processes for evaluation. Increasingly, such evaluation was strengthening consistency of practice and informing planning for improvement.

The school had improved pupils' learning experiences, developed the curriculum and focused more effectively on monitoring progress to ensure improved attainment for all learners. In addition, they had engaged pupils, staff and parents more fully in the life and work of the school.

Senior managers had planned input from the authority to take forward self-evaluation and to strengthen planning for improvement for next session. The school is well placed to sustain and build on the improvements it has achieved.

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