



Follow-through Inspection Report

St Stephen's Primary School

July 2007

The Inspection

Her Majesty's Inspectorate of Education published a report on standards and quality in St Stephen's Primary School in June 2005 following their inspection of the school in February 2005.

Working with the school, the education authority prepared an action plan indicating how the main points for action, identified in the report, would be achieved.

Continuous Improvement

The headteacher and staff quickly established the action plan to take forward the main points for action from the HMIE inspection report on the school. The plan identified tasks, timescales, and personnel involved as well as criteria for monitoring and evaluating progress. The school has worked very well to complete the tasks and keep to agreed timescales.

Most of the pupils who were well established in the school were achieving appropriate national levels in reading, writing and mathematics. Some pupils had achieved appropriate national levels for reading, writing and mathematics earlier than might normally be expected in P2, P3, P5, and P6. Many pupils in P7 had achieved attainment levels earlier than normally expected in language and mathematics. Those who had not attained these levels were working at an appropriate pace through their course work. Pupils with English as an Additional Language were also making good progress.

The school had been awarded the Platinum Award for Enterprise. One pupil had been awarded first prize in the Royal Mail National Award for Writing. Another pupil whose first language is not English had been awarded first prize in the Scottish Awards for Writing. The pupils had designed and launched the world's first Multi-cultural Tartan (All as One). This project attracted a lot of publicity and the P7 pupils had been invited to make products using the All as One tartan to be distributed at the Junior G8 summit. The school had provided a display of their tartan at the Special Olympics. One of the pupils had been invited to play on stage with Celtic Connections.

Pupils from the school had been winners in the Strathclyde University Engineering Challenge "Bionic Running Shoe". Pupils had been recorded for a presentation shown on the National Priorities website on Citizenship following winning the Scottish Education Award. The school had taken part in the Glasgow Museums Art Competition with five pupils achieving Certificates of Commendation, one pupil winning the Silver Award and one winning Gold

The school had won a Diamond Award from DTS Awards

Two pupils had received runners-up prizes when the school entered an all age group citywide competition to design a jacket for the Glasgow Tigers Speedway Team.

The school had shown very good progress in meeting the action points and had demonstrated their capacity for school improvement initiatives to take the school forward successfully in future years.

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

Improve pupils' attainment in reading and writing

The school had made very good progress in raising pupils' attainment in reading and writing.

Taking into account the numbers of pupils who have English as an Additional Language (EAL) the school had made very good progress in raising pupils' attainment in reading and writing. All pupils with EAL were making very good individual progress and were building effectively on their prior levels of achievement. A number of pupils at all stages were achieving appropriate national levels earlier than might normally be expected. This was due to the quality of teaching and learning provided by all staff involved.

Jotters had been monitored on a six weekly basis. They were selected randomly from classes and the focus, presentation, use of formative assessment etc varied with each selection. The management team had provided written feedback for each pupil.

A policy group had been established which comprised of members of staff representing P1 to P3 and P4 to P7. The purpose of the policy group had been to identify strategies to be developed under the guidance of the school's Literacy team. All staff had been involved in the staff development programme which had involved the Principal Teachers modeling writing lessons and teaching co-operatively. Strategies of formative assessment had been introduced with training provided through the New Learning Community (NLC). Resources had been reviewed and supplemented. Co-operative learning had been implemented by all staff with training being provided by the NLC.

As a result of these strategies pupils' thinking skills had improved and they were able to interact more confidently with teachers and be more actively involved in peer assessment. They were able to present their written work in powerpoint presentations and their self-esteem had been greatly enhanced. These thinking skills had had an overall positive impact on learning.

Further strategies to support the raising of attainment in reading had been implemented and had included involving parents in P1 and P2. The school had applied for and been successful in being awarded a grant of £800 to purchase story sacks

Main point for action 2

Further develop approaches to setting learning targets, and more consistently use the information from continuous assessment to meet the needs of all pupils.

The school had made very good progress in addressing this main point for action.

The school had identified that there was a need to implement formative assessment and ensure that it was well embedded in the continuous assessment programme. The headteacher had met with all the class teachers to discuss pupil progress and the need to make learning targets more specific. All teachers had been provided with resources which had enabled them to make learning outcomes more effective. Time had been taken at the end of lessons to engage in more effective and specific discussion of the success criteria and next steps with the pupils. Pupils now had specific information about how to improve their learning.

The pupils in the upper school had been successfully involved in peer assessment in

writing and drama. The school had made good use of the probationer teachers allowing them to share their experiences with other staff and to be involved in co-operative teaching. The tracking of attainment had been more rigorously addressed.

**Main point for
action 3**

Involve all staff more actively in identifying priorities for improvement.

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

There had been a full staff discussion about this main point for action and this had been followed up with discussions in smaller groups. All staff had been involved in the development planning process and their views had been sought in identifying key areas for inclusion in the School's Development Plan.

Policy groups had been established and all staff had been involved. Minutes for each meeting of these groups had been taken and circulated amongst the rest of the staff for their comments.

Priorities for improvement had been discussed at Professional Review and Development meetings and feedback had also been included in the forward planners.

**Main point for
action 4**

Introduce more rigorous approaches to evaluating and improving pupils' learning.

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

A policy for evaluating and improving pupils' learning had been implemented. Staff had ensured that all pupils had been aware of their expected learning outcomes through more effective targeting. The SMT had been involved in more rigorous monitoring through a change in the feedback for forward plans, which had allowed them to become more interactive in this process.

All staff reviewed the progress made in respect of the expected learning outcomes on a weekly basis and had been able to determine more accurate targets.

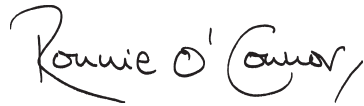
The staff had been trained in Bright Starts and Instrumental Enrichment. This programme had had a positive impact on pupils. Through the cognitive thinking strategies, pupils had been successfully taught to think rather than react to overcome negative stimuli in their environment. This had helped to raise self-esteem and had allowed pupils who were less academic to achieve success. Pupils had been involved in self-evaluation of their progress and their behaviour and had learned to be proactive rather than reactive.

The headteacher and staff had worked very well to address and implement the points

Conclusion and Next Steps

for action in the HMIE report. They had participated in a range of staff development activities and had enhanced their own expertise. New resources had been purchased to improve the curriculum and the guidance and support of the education authority had been well received and adopted by the staff.

The school had made very good progress in meeting the action points and had demonstrated their capacity for school improvement initiatives to take the school forward successfully in future years.



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