

# Follow-through Inspection Report

## Provanhall Primary School

September 2005

### **The Inspection**

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Provanhall Primary School in February 2004 following their inspection of the school in November 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.

### **Continuous Improvement**

The Head Teacher and staff have established a comprehensive action plan to address the main points for action from the HMIE inspection report. The school was supported by the Education Improvement Service (EdIS) to produce a plan which identified tasks and timescales as well as the criteria for monitoring and evaluating progress.

Since 2003 there has been an overall rise in pupils' attainment in Reading while scores in Writing and Mathematics have remained constant.

The school has worked hard to improve levels of attendance through a number of motivational pupil activities but levels of attendance have yet to show improvement.

Pupils are now taught French from P4 to P7.

The school has developed an ECO committee involving pupils and staff. The group has successfully involved pupils in decision-making within the life of the school.

Good progress has been made in promoting a healthy life style and the school is now seeking health promoting school status.

The pupil council is fully involved in the decision-making processes of the school. For example, the pupils have helped to develop healthier choices in the school tuck shop. The school currently has two pupils, representing the views of young people, serving on the city-wide Primary Pupil Council.

The introduction of whole school and class enterprise projects has been successful in raising funds for the school and these are helping to improve pupils' enterprise skills.

Parents and neighbours support the school very well. Fund raising activities raise almost £2,000 in a school year.

## **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**

#### **Have higher expectations for pupils' attainment**

*The school has made very good progress towards meeting this main point for action.*

The system for the monitoring of English and Mathematics has been reviewed and significantly updated enabling a much clearer picture of individual pupil and whole school performance. Through regular discussions with teachers regarding planning for learning, the Head Teacher has ensured that all staff set challenging and ambitious targets for pupils' attainment. These new arrangements enable teachers to predict improvements in pupils' attainment and review their progress regularly in meetings with the Head Teacher.

More rigorous individual pupil tracking procedures, including tighter and more challenging annual targets, have been established. These are regularly reviewed by the Head Teacher and her staff through timetabled discussion times.

A programme of staff development has supported changes to the evaluation component of forward plans. Good practice has been established through good use of collegiate time.

The new education authority maths planners are currently being trialled and there are indications that these will improve the pace of pupils' learning in the school.

### **Main point for action 2**

#### **Raise the level of challenge to raise attainment.**

*The school has made good progress towards meeting this main point for action.*

The school has worked hard to improve the evaluation component in teachers' forward plans so that they demonstrate the next steps in learning across the curriculum. Although this work is still in progress, there is again evidence to show that pace of learning is more challenging throughout the school.

Although there is still further work to be done, the school has continued to improve its approaches to learning and teaching. Lessons are providing greater challenge to pupils, especially when teachers share learning intentions and discuss individual targets with pupils. All staff have improved their knowledge through extensive professional reading. The Head Teacher and Principal Teachers have undertaken In-Service training which enabled them to disseminate this to staff via school based training.

### **Main point for action 3**

### **3.3 Provide more opportunities for pupils to work independently and take responsibility for their learning**

*The school has made good progress towards meeting this main point for action.*

The school has developed a range of teaching strategies which are helping pupils become more actively involved in their own learning. Pupils are given more regular opportunities to work together and teachers are planning personal research tasks, investigative work and problem-solving activities. These activities also help pupils to develop skills in working independently. Teachers meet regularly with pupils to set personal learning targets and these are helping some pupils become more aware of what they need to do to improve their work.

Through school-based In-service training the local authority problem-solving pack has been introduced to good effect. The school will continue to implement this.

A full audit of school library facilities has been completed. The library has been significantly updated to include full cataloguing of the Dewey System and training has been provided for classroom assistants. The school is now providing lessons for pupils in its use as an aid to encouraging independent study habits.

The school has also developed the use of peripheral ICT equipment following the purchase of digital cameras. These have been used effectively to support learning throughout the school community. The use of the ICT suite will improve as Broadband becomes available.

### **Main point for action 4**

### **Improve the management of the nursery class and involve the staff in the school's arrangements for quality assurance.**

*The school has made adequate progress towards meeting this main point for action.*

With the support of the education authority, the Head Teacher has extended her knowledge and awareness of policy and practice at the early stages. The school has introduced new arrangements for planning and the Head Teacher has been fully involved in this development process.


The nursery is better integrated into the life of the school life through a number of interesting school based initiatives. The Head Teacher and recently appointed nursery class teacher meet regularly to agree policy and discuss developments in the nursery.

The Head Teacher should now work closely with nursery staff to ensure that there is a more rigorous approach to self-evaluation and quality assurance. For example, reviews of teacher's planning and the introduction of regular playroom observation by the Head Teacher.

## **Conclusion and Next Steps**

The Head Teacher and staff have worked very hard to implement the action points in the HMIE Report and have implemented a number of new initiatives and programmes. Some of these will need time to become firmly embedded into the school, but there is already much evidence of how these are better meeting the needs of the children and allowing them to better reach their potential.

The support and guidance of colleagues in the New Learning Community and the Education Improvement Service has been well received and adopted by the school.

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

Ronnie O'Connor  
Executive Director (Education, Training & Young People)  
Glasgow City Council