

Follow-through Inspection Report

Lorne Street Primary School

May 2009

The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Lorne Street Primary School in May 2007 following an inspection of the school in January 2007. 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.

After consultation with HMIE, it was agreed that this follow-through report would be the responsibility of the education authority. A member of the Education Improvement Service visited the school in March 2009 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

The school continued to be committed to continuous improvement. Staff had received a variety of training and advice from the authority's Education Improvement Service to support the implementation of the action plan. All teachers had demonstrated their commitment to the action plan with each being involved in a number of working parties linked to driving the action plan forward.

Lorne Street Primary School had continued to provide a positive and welcoming environment. The headteacher had demonstrated a clear commitment to the school, and considerable enthusiasm for moving the school forward in partnership with staff. Her vision for the school placed effective learning and teaching at the core of school activities. Since the inspection, a new depute headteacher had been appointed. She brought valuable experience in the use of teaching for effective learning strategies, and had shared her knowledge with other staff members through, for example, Mindmapping as a planning tool for writing.

Over the last three sessions overall attendance figures had been variable. The school had continued to operate systems to encourage improved attendance, and there had been a reduction in the number of unauthorised absences.

The school had continued to place a strong emphasis on children's achievements, and had won a number of important awards. The most recent of these was gaining Health Promoting School status. The school had achieved a Silver Eco School award during the session, and had achieved the education authority's Diamond Award for Enterprise for the last three years. The school had also received awards for citizenship from the Trades House of Glasgow, the education authority's Certificate of Achievement in International Education, and over the last three years, achieved first or second prize in the education authority's Diwali competition. The school had continued to provide a variety of opportunities for children to participate in educational visits within the wider community.

Importantly, the school had continued to ensure that children have an active voice in the life of the school through the Pupil Council, Eco Committee, School Travel Plan Committee, and Junior Road Safety Officers. An important future development would be to provide children with the opportunity to input into the School Improvement Plan process. The school had also involved the children in the initial stages of creating a school website, and it hoped to extend this next session.

Progress Towards the Main Points for Action

The initial inspection report identified five main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for children and other stakeholders.

Main point for action 1

Improve attainment in English language and mathematics

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

Overall attainment levels in both reading and writing had shown an upward trend over the last three years.

A variety of initiatives had been put in place to support improved attainment in English language. This included implementation of a new approach to support reading, improved arrangements for reading for pleasure, and a focus on writer's craft. Importantly, a significant number of P6 and P7 children were attaining appropriate national levels in reading earlier than might normally be expected, and a significant number in P3 last session. Last session increasing numbers of children at other stages were attaining appropriate national levels in writing earlier than might be expected.

Overall attainment levels in mathematics had shown a slight downward trend over the last three years. When compared to attainment levels in similar schools, mathematics attainment remained in the lower to bottom half of results.

Whilst the school had implemented various actions to improve mathematics attainment, the headteacher recognised that work still needed to be done. New planning formats for mathematics had been implemented to support a focus on learning outcomes for children and the use of interactive approaches. Teachers had received additional training. The school had plans to develop a number, and reading initiative involving partners within the wider community.

The headteacher had regularly monitored progress towards meeting attainment results. Targets had been agreed with individual class teachers at the start of each session. Each term, discussions with each class teacher had taken place to evaluate progress made. The headteacher and staff continued to be committed to raising children's attainment.

Main point for action 2

Continue with planned improvements to the curriculum and assessment

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

The school had worked well to progress a number of key initiatives to improve the curriculum provided for the children.

The school had worked well to develop key areas of English language, and had implemented a number of actions designed to develop the children's writing skills. The deputy headteacher had modelled strategies for other teachers, and the P7 class teacher had attended a course on marking children's writing. The children had engaged in various author visits, and during the current session some of the children had succeeded in winning an award from the Royal Mail Book Awards. Importantly, children's overall attainment in writing had shown improvement over the last three years.

Children had experienced enhanced opportunities for reading for pleasure due to the increased prominence given to this across the school. Time was scheduled for reading for pleasure in every class on a weekly basis. The Pupil Council had helped to select new books for central libraries, and across the school there were timetabled visits to the local library. The school had continued with the storytelling after school club for infants. Overall, children's attainment in reading had shown improvement over the last three years.

The school had implemented new approaches to developing children's skills and to monitoring their progress in talking and listening. Children had responded positively to the range of opportunities made available, including making presentations to a variety of audiences. The headteacher planned to carry out an evaluation at the end of the session.

The school had introduced Promoting Alternative Thinking Strategies (PATHS) across P2-P7. This structured and progressive approach had supported children to learn about different feelings, and to think about the consequences of their actions. Children spoke confidently about the PATHS programme and how they felt it had helped them.

Teachers used a range of approaches to support children in assessing their own progress and to set targets for improvement. The school should consider developing consistent approaches to improve the continuity of children's learning experiences.

The school had started to develop approaches to implement Curriculum for Excellence through introducing more active approaches and linking children's learning. The school should continue to develop approaches to embed the principles of Curriculum for Excellence across the school.

Main point for action 3

Improve the arrangements to support pupils' learning needs

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

A variety of useful procedures had been put in place to identify children with additional needs, for example, the use of standardised tests, regular discussions with class teachers, children with EAL identified in terms of their language acquisition. At the end of each session, class teachers had met to exchange relevant information regarding the children in their class.

The deputy headteacher and principal teacher had provided direct support to pupils requiring additional help. The EAL teacher and the network cluster support teacher had continued to provide direct support to pupils. The EAL teacher focused on developing children's reading and writing ability. The focus was on the P3-P7 stages, although support had been provided across the school. Pupils Support Assistants' timetables were matched to children's learning needs. Overall attainment levels in both reading and writing had shown improvement over the last three years.

Importantly, all teachers had received training in additional support for learning. The school had improved its approaches to planning to meet children's learning needs, including making use of additional support plans to support teachers' planning. The school had worked collaboratively with parents and other agencies. However, the school did not yet clearly record and track children's progress and the views of parents and children.

The school had taken helpful steps towards creating and using personal learning plans with the children. Parents were not yet involved in this, but it was hoped to develop this next session.

Main point for action 4

Develop further the school's processes for self-evaluation

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

The remits of both the deputy headteacher and principal teacher had been reviewed, and importantly, both now had responsibilities in relation to the school's annual monitoring programme including monitoring the quality of jotter work. They also provided support to probationer and student teachers.

The headteacher had developed a formal programme of twice yearly class visits. She had provided helpful written feedback on these visits, including some comments on the

effectiveness of teacher questioning. Teachers had had some opportunities to watch each other teaching, but opportunities should be further developed to share overall findings from class visits to help improve whole school practice.

The headteacher had continued to track children's attainment through each session, and importantly staff had continued to be actively involved in this. She had monitored teacher forward plans on a termly basis, and had provided written and verbal feedback to the teacher to support improvements.

Teachers had been given opportunities to be involved in self-evaluation using nationally produced quality indicators. Importantly, all had been involved in various working parties taking forward the initiatives in the school's action plan. Teachers were not yet fully involved in evaluating the quality of provision in the school. The headteacher had recognised that they should increasingly have involvement in the use of quality indicators to reflect on, and to improve practice both individually and across the school.

The school had sought the views of key stakeholders regarding the service provided by the school, and implemented a large scale audit every three years. P4-7 parents and children had been recently asked for their views, and feedback was to be used to influence future priorities for the school.

Main point for action 5

Address Accommodation issues identified in this report

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

A major improvement to the school's accommodation was that all children's toilets had been fully refurbished. An assessment of staff toilets was undertaken after the HMIE inspection, and concluded that there was adequate provision for staff numbers. The school had arranged planters round the foyer to enhance the appearance of the entrance. The ground floor remained the only floor accessible by all users. Parts of the roof still required to be repaired.

Conclusion and Next Steps

Overall the school had made good progress in addressing the recommendations of the HMIE report of May 2007. The headteacher had a high profile in the school. Under her leadership the action plan priorities had been moved forward, and a number of new initiatives had been taken forward. Importantly, teachers had shown commitment to the school's improvement agenda through their membership of various working parties. However, further work was needed in terms of improving the level of staff involvement in the self-evaluation process, and in encouraging greater input from key stakeholders to inform the future direction of the school. With continued support from the Authority, the headteacher and staff team had demonstrated the capacity to improve and to take the school forward to the benefit of the children at the school.

Margaret Doran
Executive Director of Children and Families
Glasgow City Council

Glasgow City Council
Education Services. Wheatley House, 25 Cochrane Street, Glasgow G1 1HL

0141 287 2000
www.glasgow.gov.uk