

Kilbarchan Primary School

29 October 2004

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Follow-through report on HMle inspection of Kilbarchan Primary School

A Report by Renfrewshire Council: Education and Leisure Services

29 October 2004

1 The inspection

Her Majesty's Inspectorate of Education (HMle) published a report on standards and quality in Kilbarchan Primary School in October 2001. Working with the school, the education authority prepared and made public an Action Plan in December 2001, indicating how they would address the main points for action identified in the original HMle inspection report.

The authority provided HMle with a progress report in October 2003 which assessed 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 of action in the initial report. HMle confirmed the authority's evaluation of the progress made, indicating that as a consequence of the authority's very positive report no follow-through visit would be made. HMle asked the authority to provide a progress report to parents and carers on the progress identified. This report has been prepared by the authority and reflects our evaluation of the progress made in relation to the action plan.

2 Continuous improvement

In the period since the publication of the original report, the head teacher and her staff had demonstrated a high degree of commitment and professionalism in addressing the main points for action. In reviewing procedures for monitoring and evaluating the work of the school; improving planning and assessment procedures and focusing on improvements in attainment in key areas they had succeeded in further developing a culture of continuous improvement in the school.

With very effective support from the authority and the senior management team, all staff had been involved in taking forward developments to ensure continuous improvement. As a result the school had improved its effectiveness and had shown that there was capacity for further improvement.

3 Progress towards the main points for action

The initial inspection report published in October 2001 identified four main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and others involved with the school.

3.1 Staff should continue to focus on improving attainment in English language and mathematics

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

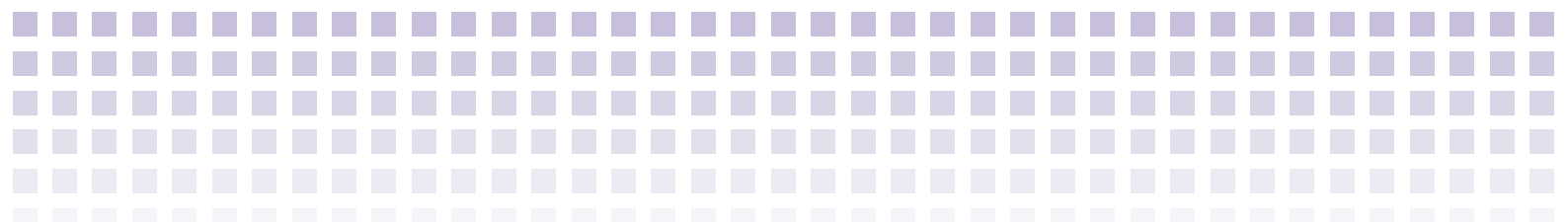
Building on good practice, the school had worked to continue to improve attainment in English language and mathematics. Systematic and regular analysis of pupil attainment had taken place over the year with discussions between the depute head teacher and class teachers concerning the progress of individual pupils. In addition, teachers at similar stages liaised well to plan future progress. Class setting and group structures were reviewed in light of these discussions. The pace and challenge of lessons had been further improved as a consequence of the review. A new reading scheme had been introduced which provided differentiated materials and promoted interactive teaching. Parents had been involved in the review of homework which had resulted in a range of approaches being further developed to support pupils with specific needs. The development of Personal Learning Plans is progressing well. A working group had revised the planning format for language.

3.2 Staff should improve the aspects of the programmes for English language, mathematics and drama.

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

Resources had been audited and categorised to further improve access and appropriateness of use. A progressive programme in talking and listening for the upper stages had been introduced. The programme for problem-solving and enquiry skills had been reviewed to ensure that pupils were able to select from a broader range of strategies to solve problems in a variety of contexts.

Staff development in the use of ICT in mathematics and a review of software had further extended pupils' range of skills in information handling. Teaching approaches to problem-solving and enquiry had been further developed in the upper stages to encourage more independent learning. A drama policy had been developed



and implemented. Staff development on the 5-14 guidelines had involved each class teacher and pupils working with a drama specialist. P6 pupils and their parents were involved in a special production involving a professional theatre company.

3.3 Staff should improve planning and assessment procedures

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

A yearly language planner had been developed by a working group and was now being implemented in planned and phased stages. An appropriate staff development programme had also been developed. The planning format in Expressive Arts had been enhanced with pupils' learning outcomes in art and design, music and physical education more clearly defined.

There had been further development in approaches to assessment including the use of early intervention; diagnostic assessment involving the network teacher; further development of formal assessment; and the improved use of assessment information using the SEEMIS system. In partnership with the associated cluster primaries the school was taking part in the Performance Indicators for Primary Schools (PIPS) standardised testing pilot project.

3.4 The acting head teacher should work with staff to develop more systematic approaches to monitoring and evaluating the work of the school

During the inspection the head teacher was seconded to work with the authority. She returned to school in August 2002.

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

The development plan reflects the school's aims, strategies for improvement and priorities for action. In consultation with staff, and building upon existing good practice, a calendar had been successfully developed which details monitoring activities for senior management and staff throughout the year.

Further staff development in the use of How Good is Our School (2)? had ensured that skills were further enhanced in self-evaluation. The school had produced a Standards and Quality report. These developments were closely linked to the work on raising pupils' attainment. Good progress had been made in gathering the views of parents and pupils concerning the quality of service provided by the school.



4 Conclusion

The school had made very good progress in responding to the main points for action contained in the original report and is well placed to build upon these key improvements and continue to raise standards even further.

Gordon Morton
Senior Adviser (Performance Management)
29 October 2004



How can you contact us?

Copies of this report have been sent to the head teacher and school staff, the school board, the Director of Education and Leisure Services, and local councillors. Subject to availability, further copies may be obtained free of charge from the address below or by telephoning **0141 842 5882**. Copies are also available on our web site: www.renfrewshire.gov.uk.

Should you wish to comment on or make a complaint about any aspect of this report, you should write in the first instance to Shelagh Rae, Director of Education and Leisure Services at:

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