

Kirklandneuk Primary School

3 February 2005

building 
a learning 
renfrewshire







Follow-through report on HMle inspection of Kirklandneuk Primary School

A report by Renfrewshire Council: Education and Leisure Services

3 February 2005

1 The inspection

HMle published a report on standards and quality in Kirklandneuk Primary School following their inspection in December 2001. Working with the school, the education authority prepared and made public an Action Plan in August 2002, indicating how they would address the main points for action identified in the original HMle report.

The authority provided HMle with a progress report in January 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 for 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

Since the inspection report published in March 2002, the school had demonstrated its capacity to make improvements in key aspects of its provision.

In the period since the publication of the original report, the head teacher and her staff had demonstrated a high degree of professionalism and commitment in addressing the main points for action. They had succeeded in establishing a culture of continuous improvement in the school. The education authority had provided good support in assisting the school address the repair work concerning the fabric of the school.

With the effective support of the head teacher, all staff had taken on an increased role in taking forward new initiatives, which had resulted in the school improving its overall effectiveness. Whole school approaches had led to a common understanding of meeting children's needs, agreeing targets and planning. There was a commitment from staff to higher expectations of appropriate pace of learning for individuals and groups. Self-evaluation, planning and monitoring strategies had been reviewed effectively to ensure pupils were experiencing an appropriate curriculum. Staff had successfully promoted pupils' self discipline and understanding of their responsibilities as citizens.

Improvements in the quality of planning and self-evaluation, along with the commitment from staff ensured raised levels of attainment were carefully and regularly tracked. Consequently, the school had considerable capacity for further maintaining improvement.

3 Progress towards the main points for action

The initial inspection report published in March 2002 identified five 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 The school and the education authority should address the accommodation issues identified in the report and ensure that lunchtime arrangements do not cause pupils to lose time from classwork.

The school and the education authority had made good progress in addressing this main point of action.

The school roof had been repaired and was now completely watertight. The junior/senior wing and entrance area had been re-plastered and repainted. Most corridors had their floor-coverings replaced resulting in a significant improvement to the appearance of these areas. Other areas to be repaired and redecorated had been identified and included in a programme of work.

Overall, a significant improvement in lunchtime arrangements had been made with pupil class contact time no longer being affected. This had involved the installation of a third serving hatch and increased adult supervision during the lunch period.

The risks caused by cars turning outside the school had been reduced significantly. This had involved liaison between the school and a number of local authority departments including the roads department. A range of strategies had been effectively used to raise awareness of road safety for pupils and parents.

3.2 The school should develop further its arrangements for assessing and recording progress in English language and mathematics.

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

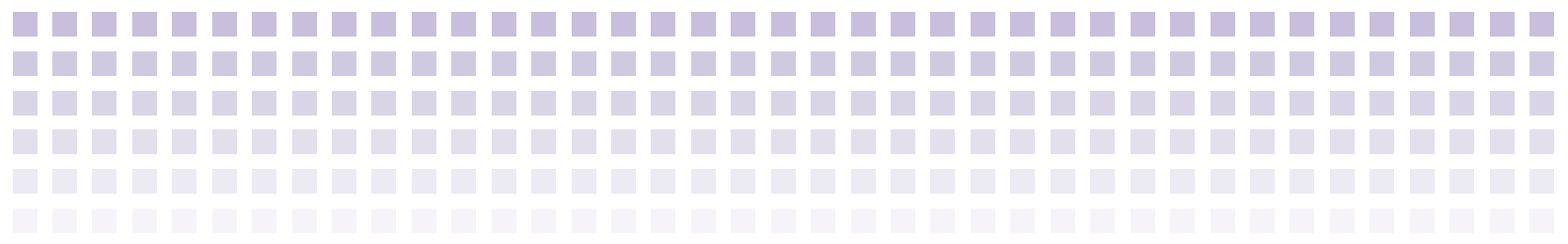
The school had further developed its arrangements for assessing and recording progress in English language through the implementation of new guidelines. Examples of good practice from other schools had been used in the development of these guidelines and staff consultation had been sought before the final document had been produced.

Some progress had been made in the development of guidelines for reading and writing and a schedule for implementation had been discussed and agreed with staff.

The deputy head teacher had devised and implemented a programme of monitoring writing lessons in P4, 5 and 7. The introduction of peer assessment in writing had resulted in increased self-confidence of the pupils. Effective support provided by the senior management team had resulted in an increase in the number of P2 pupils being presented in writing at Level A.

In mathematics, the policy and guidelines had been updated to reflect the good practice within the school. This had been taken forward by the deputy head teacher in consultation with staff.

Through regular meetings with the staff the head teacher had closely monitored pupils' attainment. Staff had been supported to ensure that assessment information was used more effectively and consistently to plan the next steps



in pupils' learning. Staff had used recording sheets to record pupils' progress. The head teacher and depute head teacher had supported staff in the use of national assessment in both language and mathematics which had resulted in more effective tracking of pupils. Consequently, more pupils were being presented at appropriate levels and more were attaining these levels earlier.

The *Assessment is for Learning* programme had recently been implemented with a number of effective strategies identified. A programme of staff development had been organised to support the initiative. The school will develop the programme further.

Within environmental studies, expressive arts and religious and moral education an electronic format for reporting pupils' progress had been agreed and implemented. The format of the report had been linked to each attainment outcome within the 5-14 guidelines and had resulted in clearer information being issued to parents. An evaluation sheet had been included in the report to allow parents the opportunity to comment on the format.

3.3 Teachers should ensure that tasks are matched closer to pupils' differing abilities.

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

In English language new resources and home reading initiatives had been introduced which had led to more appropriate opportunities for developing each of the areas of writing. Staff development opportunities on writing had been organised and delivered by the authority staff tutor. Both staff and pupils had benefited from the writing workshops.

Staff expertise in ICT had been effectively used to support a range of staff development. Computer hardware and equipment such as whiteboards and digital cameras had been increased. These developments had resulted in greater use of ICT in information handling and a wider range of experiences in problem solving and enquiry within mathematics. The head teacher should continue to ensure that the use of ICT is appropriately embedded within the curriculum through teachers' forward planning and evaluation.

Through regular formal planning meetings the head teacher and depute head teacher had ensured that tasks were matched more closely to pupils' differing abilities. This work had led to more appropriate and effective planning of pupils' learning. The head teacher and her management team had ensured that the staff had received a wide range of staff development focusing on self-evaluation. Staff self-evaluation of learning and teaching had improved as a result.

3.4 The school should continue to develop its programme to promote positive behaviour.

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

Through a programme of consultation involving all stakeholders a wide range of strategies to further promote positive behaviour had been identified. A number of these strategies had been adopted and subsequently implemented resulting in improvements to both policy and practice.

Parental involvement in promoting success within the programme had been encouraged through the use of homework diaries. The promoting positive behaviour

programme had been evaluated and monitored regularly by the deputy head teacher.

Training had been provided in behaviour management techniques and both staff and pupils had been encouraged to be more reflective about their reactions to situations. Additional playground supervision had resulted in better behaviour. A reward system had been introduced and had proved to be very successful. Positive behaviour had been given a higher profile within the whole school with every opportunity taken to celebrate its success.

Drum therapy for pupils with anger management difficulties had been introduced and supported by the head teacher and the deputy head teacher.

3.5 The head teacher should monitor and evaluate more systematically. She should track pupils' progress more rigorously and improve arrangements for monitoring and evaluating classwork.

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

The head teacher had attended a number of staff development courses focusing on leadership and evaluation of learning and teaching. She had made use of this training to further improve the management of monitoring and evaluation of learning and teaching within the school.

Collegiate time had been used to negotiate planning time. An annual calendar for the monitoring of forward planning had been issued to staff. A new set of arrangements had been established which focused on classroom organisation and lesson evaluation through self-evaluation. Staff had received feedback from the head teacher, the focus of which had been pace and challenge of pupils' learning. This had resulted in national test results being used more appropriately to plan next steps in learning.

The head teacher had supported her staff in early intervention and this had resulted in more pupils being presented for all areas of national assessment at level A in P2.

The head teacher, deputy head teacher and principal teacher had all received training in professional review and development. This training had been put to effective use during the staff review and development process within the school.

4 Conclusion

The school had made good overall progress in responding to the main points for action contained in the original report. Developments in assessment and recording, learning and teaching, promoting positive behaviour and monitoring and evaluating, including self evaluation, had helped to raise levels of pupil attainment and achievement. The school is well placed to build upon these key improvements and to continue to raise standards even further.

Gordon Morton
Senior Adviser (Performance Management)
3 February 2005



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:

Renfrewshire Council
Education and Leisure Services,
South Building,
Cotton Street,
Paisley PA11LE

