

# Mossvale Primary School

10 December 2004

building   
a learning   
renfrewshire





# Follow-through report on HMIE inspection of Mossvale Primary School, Paisley

## A Report by Renfrewshire Council: Education and Leisure Services

10 December 2004

### 1 The inspection

In August 2002 Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Mossvale Primary School, Paisley following their earlier inspection in May 2002. Working with the school, the education authority prepared and made public an Action Plan in November 2002, indicating how they would address the main points for action identified in the original HMIE inspection report. The local authority had supported the school in addressing the points for action and in monitoring the progress made. HMIE asked the authority to provide a progress report for parents and carers on the progress identified. This report, prepared by the authority, reflects our evaluation of the progress made in relation to the action plan.

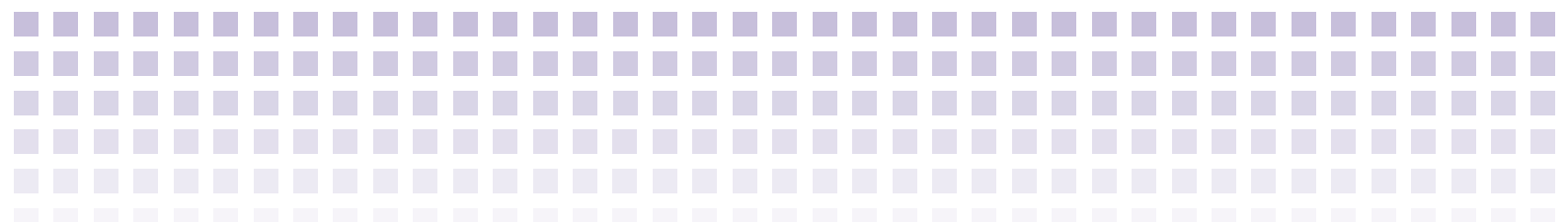
### 2 Continuous improvement

Since the inspection report published in August 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 headteacher and her staff had demonstrated a high degree of professionalism and commitment in addressing the main points for action. The headteacher and her staff had succeeded in establishing a culture of continuous improvement in the school.

With the very effective support of the senior management team, the staff had worked cooperatively to develop and improve programmes of study which supported pupils' learning. As a result, the school had taken significant steps to improve its overall effectiveness. Whole school approaches had led to a common understanding of meeting children's needs, agreeing targets and improving the consistency of teachers' planning. All staff had been involved in the Charter Mark external quality award which demonstrated their commitment to self-evaluation and continuous improvement.

Pupil achievement had been recognised both individually and collectively through Renfrewshire Council's 'Young Achievers' award.



Considerable improvements in the quality and consistency of planning, combined with the commitment from all staff to ensure raised levels of attainment, has meant that the school had considerable capacity for maintaining and increasing improvement.

### 3 Progress towards the main points for action

The initial inspection report published in August 2002 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 In taking further steps to improve attainment, the school should continue to develop programmes of study and assessment as indicated in the report.**

The school had made very good progress in addressing this point for action. Building on existing good practice, the headteacher and staff had worked cooperatively and continued the development of effective programmes of study with a focus on Religious and Moral Education (RME) to include some additional world religions.

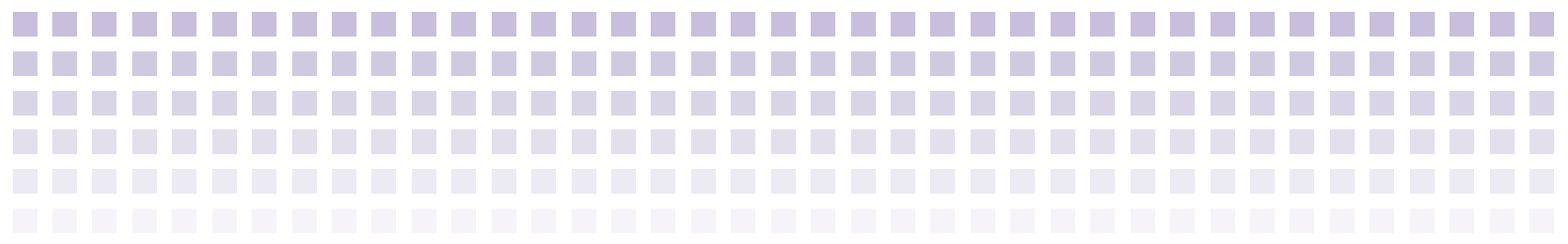
The RME programme had a clear set of aims and learning objectives resulting in a consistent approach to planning, teaching and assessment across the school. The assessment based on skills knowledge and understanding had enhanced the RME programme. In the mathematics programme of study, problem solving had been revised to encourage pupils to become more independent problem solvers.

The cooperative working by the staff had ensured that teachers had become more effective in using assessment evidence to plan next steps in learning for individual pupils.

#### **3.2 Teachers should provide more opportunities for pupils to work collaboratively and to develop independence in learning.**

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

Building upon existing good practice the staff, working effectively as a team, had developed a wide range of opportunities for pupils to work collaboratively across the curriculum. In reviewing good practice there had been a particular focus on environmental studies.



Agreed changes to classroom practice had been regularly monitored by senior staff through direct classroom observation and review of forward plans. As a result, teachers were becoming more effective in using collaborative approaches within their programmes to enhance pupils' learning experiences.

The introduction of 'Thinking Skills' programmes at the early and upper stages of the school had increased the opportunities for pupils to work collaboratively and, had raised awareness of the whole staff to the benefits of collaborative working.

The impact of collaborative working had been evidenced through improved pupil motivation and increased confidence in independent learning.

### **3.3 The school should build on its good practice to improve the consistency of teachers' planning and homework.**

The school had made very good progress in addressing this point for action. Developing further existing good practice, the headteacher and her staff had worked collectively, through a variety of means, to ensure that teachers' forward plans were of a consistently high standard.

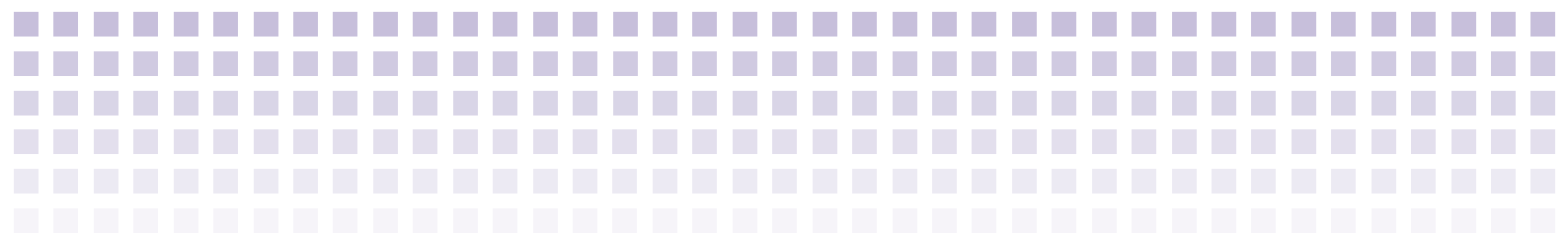
Senior staff regularly monitored and evaluated teachers' forward plans to ensure consistency in meeting the objectives of the school development plan.

Homework activities had been successfully reviewed by whole-school working groups resulting in guidance being issued ensuring consistent practice across all stages. Parent workshops had been set up and information leaflets produced to encourage parents to become more actively involved in supporting their children's learning at home.

### **3.4 The school should continue to develop the use of information and communication technology (ICT) to support pupils' learning.**

The school had made good progress in addressing this point for action. All staff had been involved in the review of practice in ICT resulting in the production of a revised ICT policy.

Additional whole school resources had been purchased with staff given the opportunity to select additional stage appropriate materials. Staff had participated in extensive ICT training activities provided both by the authority and the school's ICT coordinator. The ICT coordinator had worked hard to ensure that ICT was appropriately integrated into the curriculum. Consequently, the



curriculum had become significantly enhanced with pupils at all stages becoming increasingly skilled in their use of ICT. The ICT programme is regularly monitored through direct class observation by senior staff and through scrutiny of teacher's forward plans.

As teachers have become more effective in integrating ICT into the curriculum, the resulting improvements have contributed to raising the overall level of pupil achievement.

## 4 Conclusion

The school had made very good progress in responding to the main points for action contained in the original report. The school had improved programmes of study, approaches to teachers' planning, learning and teaching and assessment. These developments had helped to further improve pupils' learning experiences and placed the school in a strong position to improve standards even further.

Gordon Morton  
Senior Adviser (Performance Management)  
10 December 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](http://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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