

# St Charles' Primary School

10 December 2004

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## Follow-through report on HMIE inspection of St Charles' Primary School and Nursery Class, Paisley

A Report by Renfrewshire Council: Education and Leisure Services

10 December 2004

### 1 The inspection

HMIE published a report on standards and quality in St. Charles' Primary School following their inspection in February 2002. Working with the school, the education authority prepared and made public an Action Plan in September 2002, indicating how they would address the main points for action identified in the original HMIE inspection report.

The authority provided HMIE with a progress report in December 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. HMIE 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. HMIE 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 May 2002, the school had demonstrated its capacity to make continued improvements in key aspects of its provision.

In the period since the publication of the original report, the headteacher and his staff had demonstrated a high degree of professionalism and commitment in addressing the main points for action. In reviewing their own remits and taking on enhanced responsibilities for monitoring and evaluating the work of the school, senior management team members had succeeded in further developing a culture of continuous improvement in the school.

With the effective support of the authority and senior management team, all staff had taken on responsibility for taking forward new initiatives. As a result, the school had taken appropriate steps to improve its overall effectiveness. Whole school approaches had led to a common understanding of meeting children's needs, agreeing targets and clarifying tracking procedures. There was commitment from all staff to higher expectations of the appropriate pace of learning for individuals and groups. Planning and monitoring strategies had been reviewed effectively to ensure pupils were experiencing an appropriate curriculum.

Ongoing improvements in the quality of planning and self-evaluation, combined with the commitment from all staff to ensuring raised levels of attainment were systematically tracked, meant that the school had considerable capacity for further maintaining improvement.

### 3 Progress towards the main points for action

The initial inspection report published in May 2002 identified six 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 should review, as planned, arrangements for reporting primary pupils' progress to parents.**

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

Following consultation with staff, it was agreed that one annual parent-teacher meeting would be offered and one annual report would be issued. Parents were invited to comment on suitable timings for each. Subsequently it was arranged that the annual meeting would be offered in November and a progress report issued in the final term of each session.

Parents were invited to comment on these arrangements as part of a wider consultation on school practice. Comments were generally positive.

#### **3.2 The school should improve the programmes of work in the nursery class and in English language and mathematics.**

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

Nursery class staff worked together to plan and develop opportunities for children to have extended experiences of problem solving in science and of physical play.

The team had agreed consistent standards for displaying the work of the children.

Development work focused on raising teachers' awareness of and whole school approaches to meeting children's needs, identifying class, group and individual targets while clarifying tracking procedures. New assessment records were trialled and wide staff discussion centred on the relevance of recorded comments and responsive planning.

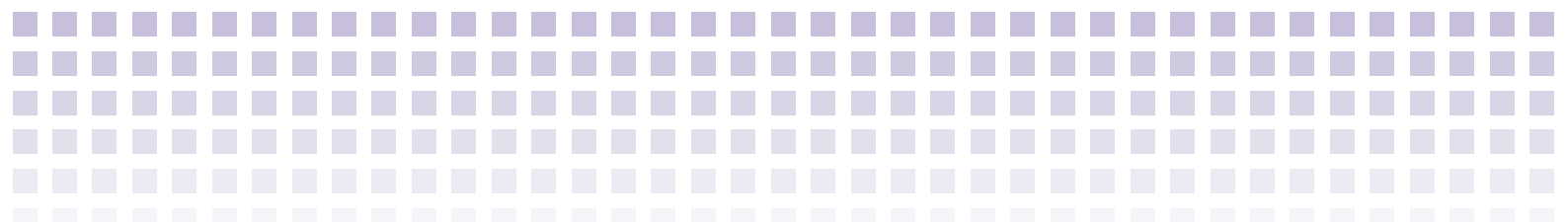
All teachers were involved in a variety of activities to support them in providing challenge and variety in writing tasks and strategies to provide insight into the writer's craft.

External consultants provided staff development on problem-solving and enquiry. This enabled staff to provide a structured programme of problem-solving approaches. Evidence of developed problem-solving and enquiry approaches were apparent within planning formats.

#### **3.3 Teachers should continue with efforts to raise pupils' attainment in English language and mathematics across the school.**

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

The developments undertaken to improve the programmes of work in English language and mathematics had contributed to staff's understanding of their roles in raising



pupils' attainment. They had been involved in activities in which they had explored their attitudes to learning and teaching, including meeting the needs of the child, assessing progress and pace, identifying and agreeing targets.

Setting in language and mathematics was discontinued as a result of a comprehensive review of the structure of support for learning. Subsequently, members of the senior management team were involved in supporting learning and teaching across all ability levels and in providing relevant guidance, resources and practical support as identified in meetings between themselves and class teachers.

Regular discussions between each teacher and the senior management team had been introduced to review group and individual targets. In light of raised awareness of expectations of pace and progress the school policy on advice for testing had been reviewed. The new assessment records were monitored by senior management team members as part of the regular monitoring of planning and teachers' subsequent evaluation of their plans. Senior staff also monitored pupils' attainment during their involvement in classes, working directly with children.

All staff worked together to come to a common understanding of the importance of meeting children's needs, raising their own and the children's expectations of their attainment and being involved in rigorous, systematic tracking of progress. This heightened awareness has ensured that all staff have had the opportunity to contribute to the monitoring process.

### **3.4 From P1 to P7, teachers should identify more carefully those pupils who are capable of attaining higher standards, and provide for them work of greater challenge and pace.**

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

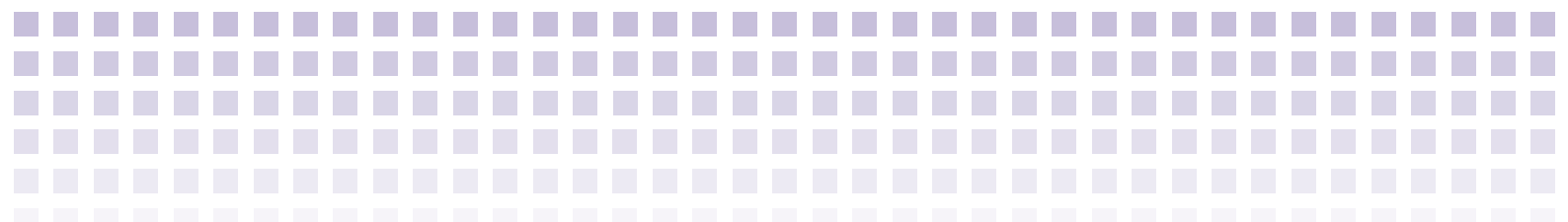
Staff development provided teachers with a greater understanding of how to meet the needs of individual children. This enabled them to provide an appropriate curriculum for pupils identified through assessment and monitoring and tracking procedures as being capable of attaining higher standards.

The effective deployment of staff contributed to the development and monitoring of programmes. The network teacher and senior management team members were responsible for ensuring the needs of very able children were being met. In the school plan strategic deployment of support staff has been identified as an additional positive action. St Charles' support staff were acknowledged as being well trained, committed and enthusiastic, and important members of the whole school team.

By the end of the session a number of individual children had achieved challenging targets.

### **3.5 The school should improve aspects of teachers' planning and assessment, and of school development planning.**

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



Planning and assessment formats had been reviewed extensively to ensure they were integrated and clearly identified next steps in learning.

Development planning procedures had been reviewed in consultation with staff. These ensured that staff were further involved in the development planning process and had an understanding of the links between national, local authority and school priorities.

### **3.6 The headteacher should proceed with his plans to consider further, with his promoted colleagues, the most effective ways of carrying out their range of responsibilities in supporting, monitoring and evaluating the work of the school.**

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

The head teacher and senior staff have made very good progress in reviewing their approaches to and responsibilities for supporting, monitoring and evaluating the work of the school. Senior management team remits were reviewed as part of the annual process and amendments were made to these in consultation with senior staff and taking into account feedback from other staff.

A review of support for learning had taken place. It was agreed that a main focus of the responsibilities of senior management team members was to be actively involved in supporting effective learning and teaching and, as a result, taking direct action to monitor and evaluate the work of the class, stage and school.

Staff had become involved in a number of ways with their designated senior management team member. One-to-one meetings had allowed discussion of the results of monitoring. Teachers had also been able to provide feedback on the level of support provided through the revised structures. Teachers had identified that regular meetings provided the opportunity for self evaluation. Where relevant they were able to identify development needs. This has contributed to an effective review of the Professional Review and Development process. Records of meetings have been agreed and signed by both teachers and senior management.

## **4 Conclusion**

The school had successfully made a range of key improvements in response to the main points for action contained within the original inspection report. Successful developments in reporting to parents, programmes of work, teachers' planning and assessment had impacted positively upon pupils' learning experience. The school had made good progress and is well placed to build upon these key improvements and to continue to raise 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:

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

