

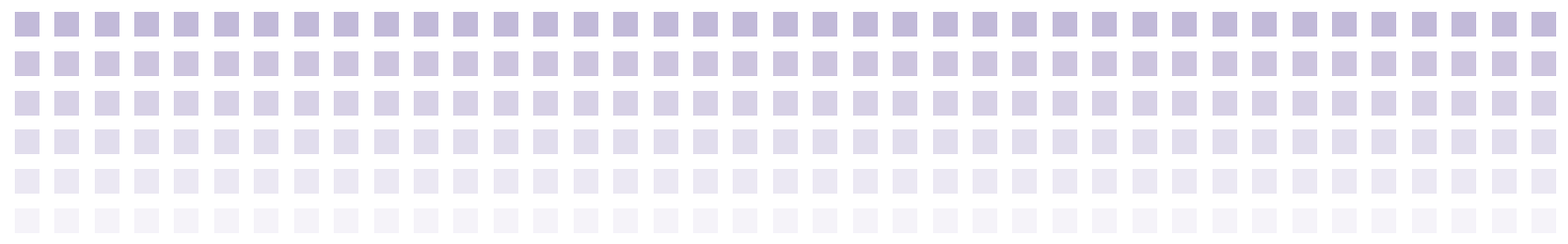
# Langcraigs Primary School

August 2006

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renfrewshire 







# Follow-through report to the HMle inspection of Langcraigs Primary School, Paisley

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

August 2006

### 1 The inspection

In May 2004, Her Majesty's Inspectorate of Education (HMle) published a report on standards and quality in Langcraigs Primary School following their inspection in February 2004. Working with the education authority the school prepared and made public an action plan in October 2005, indicating how it would address the main points for action identified in the original HMle inspection report. The local authority supported the school in addressing the points for action and monitoring the progress made. HMle asked the authority to provide a progress report for parents and carers on the progress identified. This report evaluates the progress made in relation to the action plan.

### 2 Continuous improvement

Since the inspection report was published in May 2004, the school has demonstrated its capacity to make further improvements in key aspects of its provision.

In the period since the publication of the report, there had been changes to the school's senior management team. A new deputy head teacher had been appointed and was subsequently replaced on a long-term temporary basis by an acting deputy head. The head teacher with the support of her senior managers demonstrated a high level of commitment to addressing the main points for action.

The head teacher had involved her staff in addressing the key points of action and all staff took an active role in evaluating the effectiveness of these key aspects. As a result, attainment levels in maths and English language had improved. Specifically, at P3, a group of pupils working at an accelerated pace in maths had achieved Level B earlier than in previous years. At P7 in maths, reading and writing a greater number of pupils had achieved Level D earlier than in previous sessions. Effective steps to monitor and evaluate learning and teaching had been further developed. There was a greater focus on particular groups of children with targets agreed and set to ensure more appropriate pace and challenge. Progress of work was further monitored by discussion of forward plans between staff and senior managers. Staff continued to be fully involved in implementing effective strategies to further improve learning and teaching and had the to attend staff development in Assessment is for Learning (AifL) and critical skills training. All staff made presentations to their colleagues on AifL strategies which

had been used successfully in their classroom. The head teacher had successfully demonstrated the importance of self-evaluation and the school was now working towards Chartermark accreditation.

### 3 Progress towards the main points for action

The initial inspection report published in May 2004 identified three main points for action. This section evaluates the progress made in addressing each of the action points and the resulting improvements for pupils and others associated with the school.

#### 3.1 The education authority should take account of the need to provide more healthy options in the dining hall.

Since the report was published the education authority had involved all Renfrewshire schools, including Langcraigs Primary School, in the Hungry for Success initiative. From December 2004 all primary and special schools in Renfrewshire provided menus which met the requirements of the Scottish Nutrient Standards for school lunches. As a consequence, the school had benefited from the improved healthy options now available.

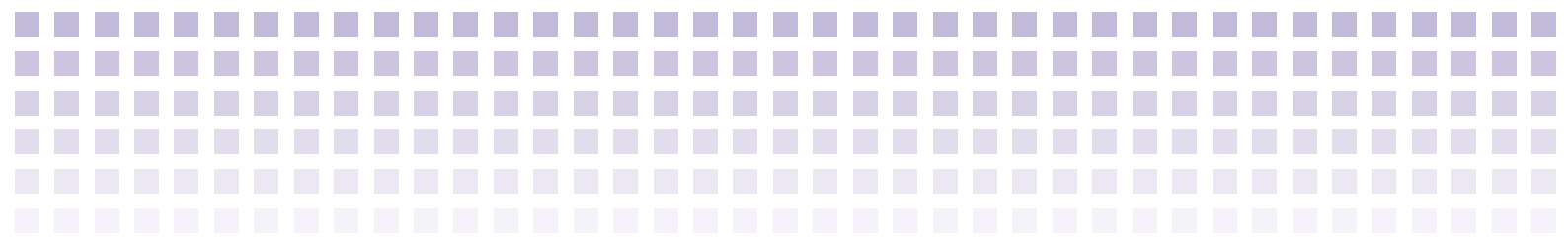
#### 3.2 The school should continue to build on sound arrangements for self-evaluation and monitoring learning and teaching.

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

Staff had participated in a series of meetings to discuss and identify suitable strategies to develop more effective arrangements for self-evaluation and monitoring learning and teaching. This included greater scrutiny of test results with particular regard to the length of time between tests. More rigorous targets were set as a result. Using information on national test results provided by the authority, the school had raised staff's expectations of pupils' achievements. The pace of work had been reviewed ensuring that it was more appropriate to the needs of the pupils.

The senior management team had improved their approaches to monitoring pupils' work and were now more skilled in evaluating evidence and identifying appropriate action. This had impacted positively on pupils' progress resulting in an increased pace and quality of work. This was evident, for example at P3, where pupils' work in maths had been noticeably improved.

Staff now used varied approaches to homework including the Renfrewshire 'Home Opportunities For Practical Science' (HOPS) programme which had been introduced across the school at all stages to encourage parental involvement. Pupils from P3 to P7 had been involved in research tasks for



homework, and, as a result, pupils and parents were now more actively involved in their child's education. Evidence from parent, staff and pupil questionnaires indicated a very positive response to these developments.

The annual programme of arrangements for the head teacher and depute head teacher to monitor and evaluate key areas of schoolwork had been further developed to provide focussed points of action. This included opportunities for senior staff to discuss the development of the work outlined in forward plans with staff. The progress of pupils and the targets set for them were discussed as well as targets being updated and goals set. This more rigorous approach ensured more accurate, appropriate targets were set.

The head teacher and depute head teacher had provided staff with useful feedback to improve pupils' learning experiences. Best practice and areas of improvement were highlighted and follow-up procedures were agreed to enhance teaching and learning. As a result of this work, the quality of teaching and learning had improved further.

Across the school there was evidence of a more rigorous and systematic approach to monitoring of learning and teaching being undertaken by the senior management team. For example, the SMT and staff had agreed an improved format for monitoring pupils' written work. This had resulted in revised procedures which outlined clear and concise expectations of standards in written work being introduced.

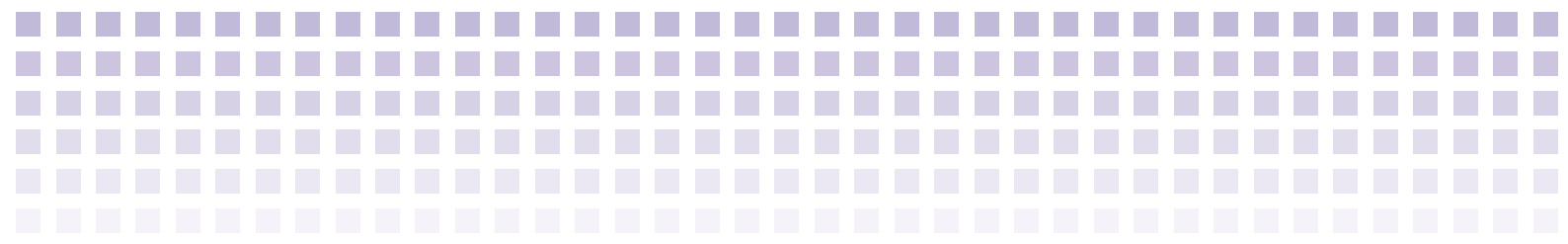
### **3.3 The school should continue to improve its arrangements for meeting pupils' needs in mathematics.**

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

The head teacher and depute head teacher had reviewed the progress of all pupils in mathematics. Following this review, a number of strategies were put in place to improve the pace and challenge of the work for all children.

At all stages, staff were issued with revised targets in mathematics. This resulted in an increased pace of work for pupils who were now progressing at rates more appropriate their needs. The head teacher and staff had identified various resources to support improvements in mental maths and ICT maths activities. These were extending and challenging pupils' learning throughout the school. The school had begun to use newly purchased resources to support and meet the needs of individual pupils. Individualised education programmes (IEPs) were reviewed to provide parents with greater opportunities to participate more fully in setting targets in maths for their child. As a result of this parental partnership, a programme of challenging activities was in place for more able pupils.

The head teacher and staff undertook a review of the structure and balance of the curriculum. This had resulted in an increased weekly allocation of time



for developing and implementing agreed areas of mathematics. Early evaluation of forward planners indicated that pupils were progressing through the core maths programmes at a quicker pace and, at all levels, greater numbers of pupils were achieving appropriate levels in maths.

The deployment of classroom assistants was reviewed. This had led to more effective targeting of support for pupils in middle maths groups allowing them to progress at a more appropriate pace.

Maths groups were restructured at Primary 4,5,6, and 7 to allow for an accelerated and more sustained pace of learning for pupils. This has contributed to increased numbers of pupils predicted to pass national assessments in mathematics in 2006. Predictions indicate that overall maths results in 2006 will be higher than in 2005 rising from 79% to 81%.

## 4 Conclusion

The head teacher and her staff had responded very positively to the main points for action contained in the original inspection report and in so doing had made considerable improvements to key areas of the school's work.

Improved performance in maths at P3 had already been made and across the school pupils were on track to improve upon previous levels of attainment in maths, reading and writing.

The quality of teamwork among staff contributed to the continued development of positive experiences for all pupils. The school had made very good progress and was well placed to enhance the learning experience of pupils and to improve standards even further.

Gordon Morton  
Senior Adviser (Performance Management)  
August 2006



## 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 John Rooney, Director of Education and Leisure Services at:

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

