

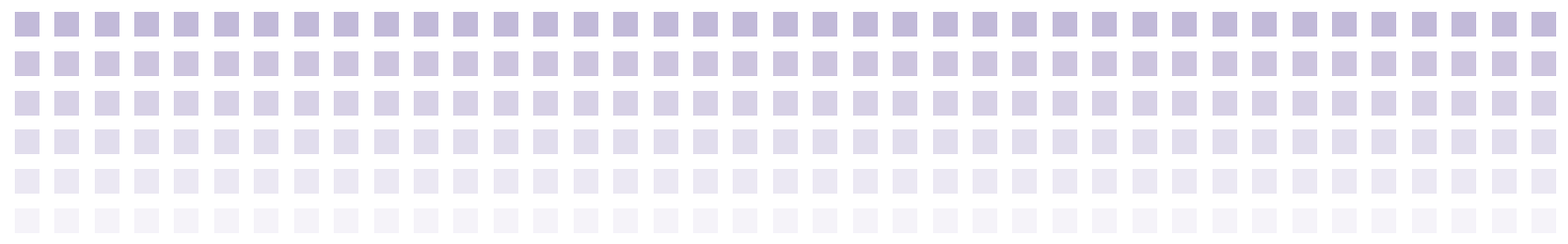
Lochwinnoch Primary School

August 2006

building 
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renfrewshire







Follow-through report to the HMle inspection of Lochwinnoch Primary School

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 Lochwinnoch Primary School following their earlier inspection in February 2004. Working with the education authority, the school prepared, and made public an action plan in September 2004, 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 in monitoring the progress made. HMle asked the authority to provide a progress report for parents and carers on the progress identified. This report, prepared by the authority, reflects the evaluation of the progress made in relation to the action plan.

2 Continuous improvement

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

In the period since the publication of the original report, there had been changes in the senior management team with the appointment of a new head teacher. The senior management team and staff in conjunction with the education authority had demonstrated a high degree of professionalism and commitment in addressing the main points for action. The head teacher and her staff had worked hard to make improvements in the areas of information and communication technology (ICT), in mathematics, and in developing language skills throughout the curriculum. They had also successfully identified and deployed common strategies to ensure that the quality of learning and teaching was of a consistently high standard in all classes. The head teacher, in conjunction with the department of planning and transport and the community police had carried out a risk assessment in relation to road safety for pupils. This had resulted in a satisfactory outcome. In addition, the issues concerning accommodation identified in the original HMle report had also been successfully addressed. The head teacher and her staff had succeeded in establishing a culture of continuous improvement in the school.

3 Progress towards the main points for action

The initial inspection report published in May 2004 identified two 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.

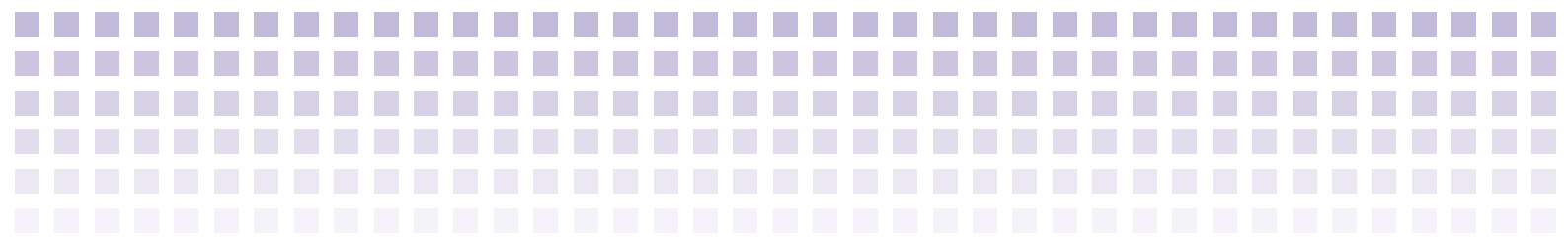
3.1 To build on existing good practice to ensure that the quality of learning and teaching is of a consistently very good standard in all classes.

The school has made very good progress with this recommendation.

A working group, led by the deputy head teacher, had been established to develop procedures to enable staff to evaluate the effectiveness of teaching and learning in each area of the curriculum. To support staff in this process, key criteria had been established. These criteria are: the sharing of the aims and objectives of lessons with pupils; the need to summarise what had been learned during the class lesson with pupils; and, the need to use questioning effectively to enhance pupil learning. To further support teachers, the working group had produced a set of teacher evaluation guidance notes to assist them in evaluating their own lessons. Teachers had started to record comments on the effectiveness of their lessons in each area of the curriculum. These evaluations were shared at stage meetings and submitted, together with their forward plans, to the senior management team (SMT) in line with agreed monitoring procedures.

The SMT had begun a formal agreed programme of classroom observation. This observation focused on specific aspects of learning, for example, number work, which had been agreed with the class teacher prior to the visit to the class. The SMT provided both written and verbal feedback to teachers. The written feedback provided a positive summary of what had been observed and also included suggestions of appropriate follow-up activities and next steps. This programme had impacted positively on classroom practice and had been well received by teachers with many commenting favourably on its impact on improving learning and teaching.

The school had produced guidelines for teachers to target key improvement outcomes in the teaching of writing. These guidelines had been implemented at all stages of the school. Guidance for pupils had also been developed. A pupil guidance writing format had also been successfully created. This format had been developed following discussions with all pupils and was displayed prominently in all classrooms. Pupils had responded very positively to this guidance which had resulted in consistent higher standards of writing. Pupils were now encouraged to evaluate their own work and the work of their peers and to use the format to help them set personal targets in writing.



The SMT were monitoring progress in this initiative and were closely tracking pupil performance in terms of national assessment. Nevertheless, although the initiative was in its early stages, there was some evidence to demonstrate that the pace of learning had been increased and that pupils were making more rapid progress through course work.

The school had organised its resources to give more focus to team-teaching. This had been achieved by deploying a teacher to work with colleagues in timetabled team-teaching sessions. This had worked well and had led to an increase in pupil progress through course work and had ensured that the needs of all children were met. This initiative had been further supported by the good use of classroom assistants who reinforced learning effectively and identified appropriate resources to meet pupils' needs. The assessment policy had been reviewed and revised in the light of these developments.

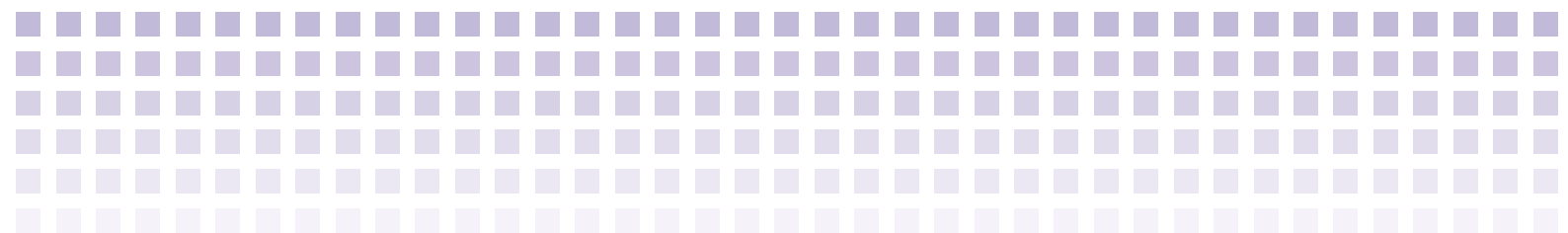
The school had continued to develop its use of information and communication technology (ICT) to support and enhance pupils' learning. A new ICT suite had been installed and all classes were now timetabled on a weekly basis. The school had undertaken an audit of teachers' use of ICT to determine areas of strength and development needs. Following this audit, a school working party had been set up to establish a programme of study for teachers in the use of ICT in the classroom. This study programme had been successful and had resulted in improved integration of ICT into each area of the curriculum. The working party had also developed a planning sheet for staff to record their intended use of ICT in each area of the curriculum. Displays of pupils' work provided clear evidence that ICT was being used effectively and appropriately throughout the curriculum.

The school was developing language and maths skills across the curriculum. Staff at each stage had been provided with guidance on a range of opportunities which could be used to further develop mathematical skills across the curriculum. A grid had been developed which allowed teachers to cross check that language and number work were being reinforced in other curricular areas. For example, the use of spreadsheets had been reinforced in areas such as environmental science, health education and sports. The Grid Club also reinforced maths skills through innovative and entertaining maths games and puzzles.

3.2 To address the accommodation issues outlined in the report and undertake a risk assessment in relation to road safety for pupils outside the school.

The school has made very good progress with this recommendation.

The dining area had been repainted and locks had been fitted to the girls' toilets. The re-surfacing of the playground had been completed and now provided an improved surface for pupils. The playground had also been re-lined to facilitate various games. Additional equipment for outside play had been purchased.



A risk assessment had been undertaken by the department of planning and transport in December 2004 on road safety issues at the beginning and end of the school day. The outcome of this investigation indicated that there were no road safety issues to give any concern. Road safety education had been carried out within the health education curriculum at each stage using the 'Streetwise' packs. Primary 6 pupils had been elected as Road Safety Officers and work had started on a school travel plan. In addition, the school had participated in a number of successful 'walk to school weeks'. A significant number of pupils had been awarded the 'Golden Trainer' award certificate for taking part. The school council had organised a walk to school day every Wednesday.

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. The school had made very good progress and was well placed to further improve pupils' learning experiences and was in a strong position 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.

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:

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