

St Anne's Primary School

18 May 2006

building 
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renfrewshire





Follow-through report to the HMIE inspection of St Anne's Primary School, Erskine

A Report by Renfrewshire Council: Education and Leisure Services

18 May 2006

1 The inspection

In February 2004 Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in St Anne's Primary School following its inspection in November 2003. Working with the school, the education authority prepared and made public an action plan in March 2004, indicating how it would address the main points for action identified in the original HMIE inspection report. The local authority 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 its evaluation of the progress made in relation to the action plan.

2 Continuous improvement

Since the inspection report published in November 2003, the school has demonstrated its capacity to make improvements in key aspects of its provision.

The education authority had provided good support in assisting the school address the issue of pupil safety from vehicles in and around the car park.

Both the layout of learning areas and the management of classroom activities had been reviewed and noise levels within parts of the school had been significantly reduced.

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.

With the very effective support of the senior management team, all staff had taken on responsibility for developing new initiatives. As a result, the school had improved its overall effectiveness. Whole school approaches had led to a common understanding of meeting children's needs and agreeing targets for achievement and attainment. Teachers' planning and recording approaches had been reviewed, effectively, to support pupils' learning experiences. Further improvements in the quality of planning had ensured that the levels of attainment had remained high. The school had built upon its capacity for improvement. Overall the targets set for reading, writing and mathematics had been met or exceeded over the period from 2002-05.

3 Progress towards the main points for action

The initial inspection report published in November 2003 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 The education authority should pursue its intention to review pupil safety from vehicles in the playground and around the car park.

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

Through liaison with the education authority, the school and a number of partners, including the department of planning and transport, a range of strategies had been used to raise awareness of road safety. The strategies included 'walk to school weeks' and cycling proficiency. A gate had been fitted between the car park and the walkway to the school. This work had resulted in improved pupil safety.

A school travel plan had been produced by the head teacher in conjunction with the School Board. A consultation process had been established prior to implementation.

The education authority should continue to review pupil safety in and around the car park.

3.2 The head teacher and staff should continue to review the layout of learning areas and the management of classroom activities to reduce the noise levels within the school.

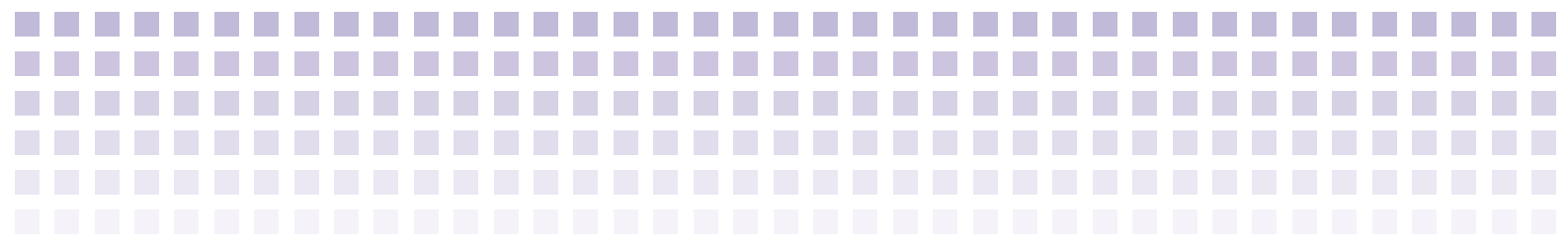
The head teacher and staff had made very good progress in this main point for action.

The head teacher, in consultation with her staff, had revised class timetables for the use of the resource room, the library and the audio-visual room. A wall had been built between the gym and the teaching areas. These arrangements had resulted in a significant reduction in the noise level within the school. This was borne out by the findings of staff and pupil surveys, which had been carried out after the building work had been completed.

3.3 The head teacher and staff should continue to develop the planning and recording approaches for English language.

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

The head teacher and staff had further developed their arrangements for planning and recording of learning and teaching approaches through their



English language planners. New language planners had been implemented for P1-P7. The head teacher and the depute head teachers monitored the use of the planners regularly.

An audit of the curriculum had been carried out. This had focussed on the identification of cross-curricular approaches to language. The outcome of the audit had resulted in an improved programme of work which more effectively supported children with individual needs and which challenged more able pupils. The percentage of pupils achieving level C in reading and writing at P5 had increased significantly.

The senior management team, working with staff, had developed procedures for the transfer of information between stages. This had been implemented effectively, following staff consultation. As a consequence, the transfer of information between stages was more consistent and further supported pupils' learning by continuing to build upon prior knowledge and skills.

3.4 The head teacher should establish more systematic approaches to develop, support and evaluate pupils' learning experiences. She should review the remits of senior staff to support these developments.

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

The head teacher, in consultation with her staff, had reviewed the learning and teaching policy. Following this review, a revised policy had been produced and was now being implemented. The policy was being monitored on a regular basis. The staff had received further training in the use of the quality indicators in 'How Good is Our School?'. Strategies and techniques drawn from the 'Assessment is for Learning' (AifL) programme had been identified and integrated throughout the curriculum. This had resulted in more effective evaluation of the work of the school, for both staff and pupils, through increased use of peer and self-evaluation.

The remits of promoted staff had been reviewed and revised. As a result, a programme had been established and implemented which monitored and evaluated the work of the school. This had a positive impact on the school and had allowed the head teacher and her staff to develop more systematic procedures to support and evaluate pupils' learning experiences. Pupils' learning experiences had improved.



4 Conclusion

The school had made overall very good progress in responding to the main points for action contained in the original report. Developments in planning and recording as well as establishing more systematic procedures to develop, support and evaluate the work of the school had led to pupils' learning experiences being further improved. Attainment in reading, writing and mathematics had improved from 2004-2005.

The school was well placed to build upon these improvements and to continue to raise standards even further.

Gordon Morton
Senior Adviser (Performance Management)
18 May 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:

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

