

# St Peter's Primary School

23 March 2006

building   
a learning   
renfrewshire







**Follow-through report on HMIE inspection of St Peter's Primary School, Paisley**  
**A Report by Renfrewshire Council: Education and Leisure Services**  
**23 March 2006**

## **1 The inspection**

HM Inspectorate of Education (HMIE) published a report on standards and quality in St Peter's Primary School in December, 2003. The school and education authority worked together to draw up an action plan, indicating how the points for action contained in the report would be addressed.

## **2 Continuous improvement**

In the period since the publication of the report, the head teacher and her staff had demonstrated a high degree of commitment and professionalism in addressing the main points for action. In making more use of information and communication technology (ICT) to support pupils' learning; developing opportunities for P1– P3 pupils to learn through play; reviewing arrangements for assessing and recording pupils' progress in listening and talking; supporting pupils' needs in mathematics and developing further the school's approaches to monitoring and evaluating its work, they had succeeded in further embedding a culture of continuous improvement in the school.

As a result, the school had taken significant steps to improve its overall effectiveness. Attainment, in particular, continues to be consistently above authority averages in reading, writing and mathematics.

### 3 Progress towards the main points for action

The initial inspection report published in December, 2003 identified two main points for action. This section evaluates the progress made in addressing these action points and the resulting improvements for pupils and other stakeholders.

#### 3.1 The school should make more use of information and communication technology (ICT) to support pupils' learning.

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

The authority's ICT support package for mathematics had been fully implemented at all stages within the school. All staff had worked to identify specific activities for each stage and had incorporated these into school planning formats. Pupil checklists had been produced to track individual progress and attainment. Staff development on the use of the authority's Internet support package had been provided for all staff and these activities had been incorporated into classroom tasks. Both the school ICT coordinator and the authority staff tutor had been involved in supporting these developments.

All staff had accessed the New Opportunities Funded (NOF) training for teachers in ICT. Moreover, staff had continued to update their skills in ICT supported by on-going access to courses provided by the educational development service and in-school support from the ICT coordinator. The head teacher and ICT coordinator had used a nationally produced toolkit, 'Monitoring the Impact of ICT in Children's Education' (MIICE), to monitor the impact of ICT across the curriculum. A monitoring format had been introduced which enabled the head teacher to track the use of ICT across the curriculum at each stage. Software had been purchased which facilitated access to ICT for pupils with additional support needs. Staff development to support the use of this software had been provided.

In addition, the school had developed a very informative website which had been used as an exemplar of good practice for other schools within the authority. This had been set up by the school's ICT coordinator. Pupils from every stage of the school had contributed to its content, which was refreshed on a monthly basis. Prospective parents had praised the website indicating that it had enabled them to access information and up-to-date news about the school.

Termly meetings with staff included discussions on progress with ICT. The senior management team routinely monitored progress through classroom visits to observe children working on ICT activities. As a result of these developments, there had been an improvement in both the skills of staff and their confidence in using ICT to support pupils' learning. This, in turn, had resulted in enhanced learning experiences for pupils.

### 3.2. The school should develop further its approaches to monitoring and evaluating the work of the school

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

Staff had worked with the head teacher in using the quality indicators contained in the quality framework '*How Good is Our School?*' to implement a programme to monitor and evaluate all aspects of the work of the school. Specific areas of focus for evaluation had been the development of language, mathematics, environmental studies, expressive arts and, at P1 to P3, learning through play.

Staff working groups led by the depute head teacher had audited current provision in listening and talking within the language curriculum. This had included close scrutiny of the implementation of the school policy and, how successfully, available resources were being used to accurately assess pupils' progress. An enhanced programme had been produced and further guidance had been issued to staff. This had resulted in more accurate assessment and facilitated closer tracking of pupil progress. This development had been monitored closely by the head teacher through individual discussions with staff on a termly basis.

To support the learning and teaching of mathematics, the depute head teacher had worked with teaching staff and the support teacher from the authority to identify pupils requiring additional support. Ability groups had been re-organised to ensure that pupils received appropriate support and challenge. These developments had been closely monitored by the head teacher through individual target-setting and close tracking of pupil working groups. The arrangements for recording pupils' progress in mathematics had been adapted to facilitate rigorous tracking by the head teacher. Pupil progress was discussed termly with all staff. Pupil attainment in mathematics continues to be well above the average for the authority.

A school evaluation of environmental studies provision had been undertaken. As a result, existing good practice had been enhanced through the introduction of more opportunity for pupil choice within topics. Revised assessment procedures within social subjects enabled closer monitoring of pupils' skills, knowledge and understanding.

Within expressive arts, music had been identified as an area for further development. A new programme of study was presently being piloted at two stages, and, when finalised, will enhance the learning experiences for pupils.

The senior management team had worked with staff at P1 to P3 to undertake an audit of the curriculum. This had identified where learning through play was taking place. Activities had been matched to a checklist of types of multi-sensory play. Gaps had been identified in activities being offered. A comprehensive programme at each stage, which included activities in all types of play had been developed. This programme had been fully resourced by the Parent Teacher Association (PTA).



## 4 Conclusion

The school had made very good progress in responding to the main points for action contained within the original HMle report. The head teacher and staff had worked well together to improve further the quality of education for pupils. These developments had helped to further improve pupils' learning experiences and achievement and placed the school in a very strong position to continue to improve standards.

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23 March 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:

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