

**Renfrewshire Council Follow-through Report to the  
HMIE Inspection of**

**East Fulton Primary School**

**May 2009**

# **Follow-through report to the HMIE Inspection of East Fulton Primary School, Linwood**

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

### **1 The Inspection**

In October 2007, Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in East Fulton Primary School following its earlier inspection in June 2007. Working with the education authority, the school prepared and made public an action plan in October 2007, indicating how it would address the main points for action identified in the original HMIE report. The education authority supported the school in addressing the points for action and in monitoring the progress made. This report, prepared by the education authority, evaluates the progress made in relation to the action plan.

### **2 Continuous Improvement**

Since the inspection report was published in October 2007, 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, the head teacher and her staff had demonstrated a high degree of professionalism and commitment in addressing the main points for action. In addition to this, they had succeeded in further developing a culture of continuous improvement in the school.

A number of initiatives had been progressed in relation to the development and implementation of a Curriculum for Excellence (CfE). All staff had gained greater awareness of the values, purposes and principles of a Curriculum for Excellence through staff development activities at local authority seminars, in-house in-service and collaborative working with neighbouring primary schools. The school had developed a whole school planning format to further develop partnership working across the curriculum.

All school and nursery staff had been involved in working groups to develop active learning; integrated topics; a revised homework policy in conjunction with parents and pupils; a new school presentation code for writing and a programme for religious observance. The revised programme for religious observance had successfully involved parents, pupils and representatives of the local community, including church and youth workers. In partnership with local pre-five establishments a new transition programme had been developed and successfully implemented

Parental involvement had been further encouraged through consultation and participation in areas such as health and well-being, homework, improvement planning and enterprise activities. In the area of enterprise, strong links had been established with Reid Kerr College, and the pupils had been introduced to the world of further education and work through curricular inserts and visits to the college. A successful enterprise shop, based on business principles, had been established by the pupils and supported by the Parent Council.

The school had continued to develop its approaches in the use of Information and Communication Technologies (ICT) in learning and teaching, through the use of designated staff as in-house trainers for GLOW. All pupils in the upper primary stages now had on-line accounts and were confident in accessing learning opportunities. The school had also further invested in interactive whiteboards, digital cameras and a video camera to facilitate video conferencing.

The ALICE electronic lending system had been purchased and installed in the school library. With the support of the Parent Council, staff and a pupil helper from the associated secondary school, this resource had become very popular with both the nursery and school children. Peer reading, provided by pupils from primary 7, had been introduced to support early reading skills in children from the nursery.

### **3 Progress towards the main points for action**

The initial inspection report published in October 2007, identified two main points for action. This section evaluates the progress made in addressing these action points and the resulting improvements for pupils and others associated with the school.

#### **3.1 The school should implement plans to ensure that self evaluation has a positive impact on improving aspects of teaching and learning and pupils' attainment.**

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

A review of the pupil assessment and recording procedures, by the senior management team, had resulted in the introduction of a revised systematic pupil monitoring and tracking system. Agreed targets were set for pupil attainment in reading, mathematics and writing at all stages, and the monitoring arrangements for tracking pupil progress had resulted in focused professional discussion between senior management and teaching staff.

A schedule of meetings had been established to allow class teachers and the head teacher to discuss and review teachers' forward plans and track pupil progress.

Staff had visited a number of establishments to observe good practice in active learning and the integrated topic approach. As part of the development of CfE, active learning had been introduced at the early stages, to meet the needs of individual pupils with differing learning styles. An active learning working group had been established to plan and coordinate its introduction, and it was now used throughout the early stages and within social subjects. These innovations had impacted positively on pupil motivation, with children taking greater responsibility for their own learning and engaging in collaborative learning with their peers.

The school's improved attainment targets in maths, reading and writing had been achieved and demonstrated very good progress from prior years.

#### **3.2 The school should ensure that tasks and activities provide sufficient challenge to meet the needs of all learners.**

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

The head teacher and staff had worked together to streamline the maths programme to ensure the appropriateness of the pace of learning and challenge for all children. The planners for maths, for levels A to E, had been reviewed, revised and new approaches embedded in school practice. Staff had ensured that tasks and activities were appropriately challenging for all learners.

Active learning in maths had increased significantly with the installation of interactive whiteboards and the introduction of active learning approaches. A significant number of teaching staff had attended staff development activities on maths planning linked to CfE outcomes. As a result of these developments, pupils now had increased opportunities to work collaboratively and independently.

These approaches had impacted positively on pupil engagement and motivation and on pupil attainment in maths.

The school had reviewed its policy on language and had implemented a revised policy, with a particular focus on writing and the presentation of work. The introduction of a common correction code had ensured consistency, and there had been a marked improvement in the quality of writing and its presentation throughout the school. To further develop aspects of writing, the school was working collaboratively with another primary school.

#### **4 Conclusion**

The school had made very good progress in responding to the main point for action contained in the original HMIE report. The head teacher and her staff had worked very well together to improve further the quality of the educational experience for pupils. The school was well placed to build upon these improvements and in a strong position to continue to raise standards even further.

#### **5. How can you contact us?**

Copies of this report have been sent to the head teacher and school staff, the school council, 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 website: [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 to in the first instance to John Rooney, Director of Education and Leisure Services at:

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