

Inchinnan Primary School

October 2007

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Follow-through report to the HMIE inspection of Inchinnan Primary School.

A Report by Renfrewshire Council: Education and Leisure Services

October 2007

1 The inspection

In February 2006, Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Inchinnan Primary School following their earlier inspection in November 2005. Working with the education authority, the school prepared and made public an action plan in March 2006, indicating how it would address the main points for action identified in the original HMIE inspection report. The education authority supported the school in addressing the main points for action and in monitoring the progress made. HMIE asked the education authority to provide a progress report for parents and carers on the progress identified. 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 February 2006, 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. They had succeeded in further developing a culture of continuous improvement in the school.

With the very effective support of the senior management team (SMT), all staff had taken responsibility for implementing new initiatives. As a result, the school had improved its overall effectiveness. Forward plans and assessment records provided evidence of how teachers had improved practice in listening and talking. All staff had shown a commitment to implementing the strategies recommended within the Assessment is for Learning (AifL) initiative. The approaches to monitoring and evaluating the quality of pupils' learning experiences had been developed further. These improvements contributed to the school's capacity for continuous improvement.

3 Progress towards the main points for action

The initial inspection report published in February 2006 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 school should develop systematic approaches to assessing and recording pupils' progress in listening and talking to identify their learning needs more effectively.

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

Staff had introduced improved programmes for talking and listening across the curriculum. The programme had been incorporated into the planning process. Assessment sheets had been produced and implemented after consultation with staff. The SMT had monitored the use of the programme and the assessment sheets through the forward plan meetings. It was evident from the monitoring that the procedures which had been introduced had allowed staff to be more systematic and consistent in assessing and recording pupils' progress. This in turn had enabled them to be more aware of pupils progressing through levels and had resulted in the pupils' learning needs being identified more effectively.

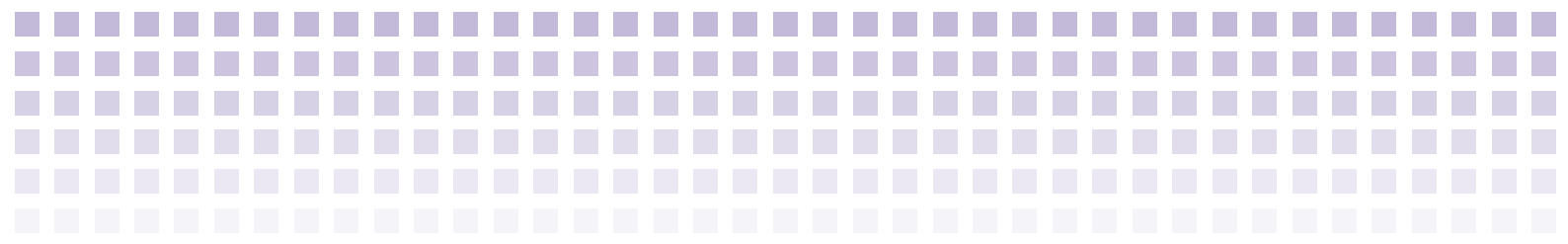
3.2 The school should extend opportunities for pupils to take more responsibility for their own learning.

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

Staff had established common strategies for AifL which were appropriate to the needs of pupils at each stage. A policy for AifL had been produced and implemented after consultation. This had led to a consistent approach to AifL throughout the school. A variety of strategies had been used to encourage pupils to take responsibility for their own learning and to develop their skills to become independent learners. The strategies included self and peer assessment and self-evaluation in various curricular areas.

The use of task boards, sharing learning intentions and displaying learning criteria had been effective in keeping pupils on task and engaged in learning. As a result, learning intentions and success criteria were shared more effectively with pupils.

A pilot project on personal learning planning in P4 and P6 using a learning log approach had been evaluated as very worthwhile and useful by staff, pupils and parents. As a result, the use of learning logs had been extended to include pupils from P3 to P7. Learning logs had led to improvements



in communications with parents and had increased parental involvement in children's learning.

The use of learning logs had impacted positively on pupils' motivation by allowing them to become more involved in setting their own targets, achieving these and reflecting on how to improve their work by learning from their mistakes.

A policy for personal learning planning had been developed and implemented.

The confidence of staff in identifying and using new methodologies had been improved and pupils had benefited from the consistent approach to matching children's needs with appropriate tasks.

The deputy head teacher and a class teacher had successfully introduced a programme of active play in the early years. Close liaison with staff from the community nursery had taken place on a regular basis and good practice had been shared within the Pre-5 clusters in Erskine and Renfrew. Further developments to allow experience of active play throughout the early years had been planned. The very good practice in the area of active play had been recognised by the authority and the school had accepted an invitation to become involved in a local authority-wide project. The aim of the project was to progress further active play, focusing on outdoor activities across the curriculum.

3.3 The school should further develop approaches to monitoring and evaluating the quality of pupils' learning experiences.

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

A systematic programme for monitoring and evaluating pupils' experiences through class visits had been established. A monitoring chart had been put in place which informed staff on a monthly basis of the areas to be monitored. The head teacher and the SMT provided both verbal and written feedback which staff valued. Staff were appreciative of the very positive environment which had been created to support the monitoring of progress. Forward plan review meetings were also used to monitor and evaluate pupils' learning experiences and involved discussion about pace and challenge for all pupils. The head teacher and the SMT regularly sampled pupils' jotters. There was an open approach to the selection of jotters which provided staff with a sense of ownership and inclusion in the monitoring process.

Pupils had been involved in evaluating their learning experiences through discussion with the head teacher as well as through a range of other approaches. These included assemblies which focused on pupils' achievements in class, learning logs and problem solving strategies. Pupils' confidence and motivation had improved which had had a very positive impact on their learning experiences.



4 Conclusion

The school had made very good progress in addressing the main points for action contained in the original HMIE inspection. The head teacher and her staff had responded positively to the main points for action contained in this inspection report and, in so doing, had made considerable improvements to key areas of the school's work. The school was well placed to further improve pupils' learning experiences and to raise standards even further.

Peter Hempsey
Acting Senior Adviser (Performance Management)
December 2007



How can you contact us?

Copies of this report have been sent to the head teacher and school staff, the parent 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 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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