

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

**Our Lady of Peace Primary School**

**May 2009**

# **Follow-through report to the HMIE Inspection of Our Lady of Peace 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 Our Lady of Peace 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 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.

Staff had taken advantage of opportunities for continuing professional development to raise their awareness of the values, purposes, principles and learning outcomes of a Curriculum for Excellence (CfE) and, had reflected on and reviewed their own practice in relation to promoting the four capacities. All staff had participated in the 'Joining the Learning' integrated topic approach which had enhanced independent and collaborative working.

Staff had agreed medium and long term target setting measures, for pupils, in national assessments across the school. Together with systematic monitoring of pupils' progress, this had resulted in marked improvements in attainment levels, with pupils achieving national attainment levels at an earlier stage.

The introduction of a wide range of Assessment is for Learning (AiFL) strategies had resulted in improved pupil confidence in the use of self and peer assessment.

Parental involvement in the school had been further improved with the establishment of an active Parent Council.

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

The initial inspection report published in October 2007 identified three main points for action, an additional point for action had been added by the school. 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 ensure that the pace of learning and level of challenge is appropriate to all pupils.**

The head teacher and staff had made good progress in addressing this main point for action. The school had introduced systematic, termly analysis of pupil attainment across the school.

A programme of formal discussions between senior managers and individual class teachers, to discuss the progress of individuals and teaching groups and to set targets, had been implemented. The outcomes of these discussions were recorded to ensure that this target setting exercise resulted in an accurate picture of individual pupil progress.

The school had continued to embed AiFL strategies across all stages, with a particular emphasis on questioning of, and feedback to pupils. Pupils had been introduced to a range of strategies including peer assessment, self assessment and the learning partners approach. Staff had been encouraged to evaluate their planning and teaching approaches and had been supported by opportunities to work-shadow colleagues and observe good practice.

Programmes of work within language and mathematics had been reviewed and revised to ensure a more appropriate pace of learning in all coursework for individual pupils.

These developments had contributed to most pupils achieving appropriate national assessment levels at an earlier stage.

### **3.2 The school should further develop aspects of the curriculum, including the programme for French.**

The school had made good progress in addressing this point for action. Staff development opportunities had been made available for the Modern Languages in Primary Schools (MLPS) teacher to work-shadow colleagues, focusing on learning and teaching methodologies and the use of AiFL strategies. Working collaboratively with the principal teacher, further ICT resources had been introduced to allow pupils access to websites offering improved learning opportunities in the French language.

These and other measures had resulted in a greater range of learning and teaching opportunities being introduced into the modern languages curriculum. Pupils had displayed greater engagement within the modern languages curriculum and had enjoyed the range interactive approaches to learning which had been made available.

The school had undertaken a comprehensive review of the teaching programme in health education. New resources had been introduced and staff development had been provided by the community dietician. Staff had been given time to familiarise themselves with the new policy and new resources, which now formed the core of the school's Health and Well-Being programme.

The School Nutritional Action Group had promoted healthy eating advice by publishing and disseminating newsletters and by giving presentations at school assemblies.

A number of improved outcomes had been observed and recorded as a result of these initiatives. These included greater awareness of the importance of a healthy lifestyle, healthier eating patterns both at snack and lunch times, and an increased number of children taking school lunches. The development and publication of a school travel plan had led to a greater number of children walking to and from school.

The school had reviewed the programme for music and, following research with other establishments had adopted the music resources 'Sounds of Music'. Following whole school staff development, the revised programme had been successfully piloted at the early stages and a phased development undertaken.

A significant number of pupils had participated in the 'Go for Bronze' training programme for young musicians and the young people had gained confidence in performing for their peers at whole school assemblies.

These initiatives had enhanced the music curriculum and had a positive impact on the engagement of pupils. The opportunities for performing had increased both the confidence of the pupils and enhanced their self-esteem.

The school had established a working group on English language, to audit practice in relation to talking and listening across the school. Teaching staff had identified further opportunities for pupils to engage in dialogue about their learning. These opportunities were incorporated within teachers' forward plans and monitored by the senior management team.

### **3.3 The school should continue to develop approaches to self-evaluation in order to improve pupils' performance/attainments.**

The school staff had made very good progress in addressing this main action point. Staff had been encouraged to reflect on their own practice using focussed quality indicators from HGIOS. This had resulted in a revision of procedures for monitoring both forward planning, and learning and teaching, within the context of developments in the CfE.

Opportunities for staff to participate in work-shadowing and peer observation of learning and teaching had been developed.

Staff had been encouraged to reflect on their own strengths and development needs in learning and teaching, through participating in a whole school audit. The outcomes from this audit had been used to plan and provide appropriate staff development opportunities. Staff evaluations of forward plans were undertaken and comments on the effectiveness of learning and teaching in each curricular area had been submitted as part of a planned discussion with the head teacher.

This had greatly enhanced self-evaluation and critical reflection. Staff had become more open and receptive in accepting the advice and direction of colleagues and as a consequence collegiality amongst the staff had been further improved.

These measures had impacted positively on the learning and teaching within the school, with positive effects on pupil motivation and attainment across the school.

#### **Additional point for action:**

### **3.4 The school should continue to develop approaches for the review of Individual Education Programmes (IEPs) to involve pupils in the review process.**

The school had made good progress in relation to this additional point for action. The pupil support co-ordinator had initiated discussion with all teaching staff in relation to the involvement of pupils in the review process and a new policy framework had been agreed.

Pupils had been involved in reviewing their individual targets with the class teacher as part of the IEP process. Progress had been evaluated and next steps in learning and new targets agreed. The review of the IEP had then been shared with the parents/carers of the pupils and the new targets discussed.

## **4 Conclusion**

The school had made good progress in responding to the main points 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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