

St Catherine's Primary School

November 2007

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Follow-through report to the HMIe inspection of St Catherine's Primary School, Paisley.

A Report by Renfrewshire Council: Education and Leisure Services
November 2007

1 The inspection

In October 2006, Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in St Catherine's Primary School following its earlier inspection in June 2006. Working with the education authority, the school prepared and made public an action plan in November 2006, indicating how it would address the main point for action identified in the original HMIE inspection report. The education authority supported the school in addressing the point 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 October 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 point 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 participated in the professional development opportunity of sharing good practice in teaching with colleagues in the school. Further opportunities had been made available to staff through planned collegiate time, discussion and joint in-service with staff from the schools in the Trinity High School cluster. 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 October 2006 identified one main point for action. This section evaluates the progress made in addressing the action point and the resulting improvements for pupils and others associated with the school.

3.1 The school and the education authority should take account of the need to improve the consistency of quality of learning experience through a more focused approach to self-evaluation at all levels within the school.

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

The head teacher and the (SMT) had continued to support staff in developing pupils' independent learning skills. The positive impact of this had been an improvement in the appropriate use of assignment charts and better use of learning targets. Continuing professional development (CPD) had been provided to enable early years staff to identify the skills required to embed the critical skills approach to support progression throughout the school. CPD opportunities had also allowed staff to identify skills required for talking and listening.

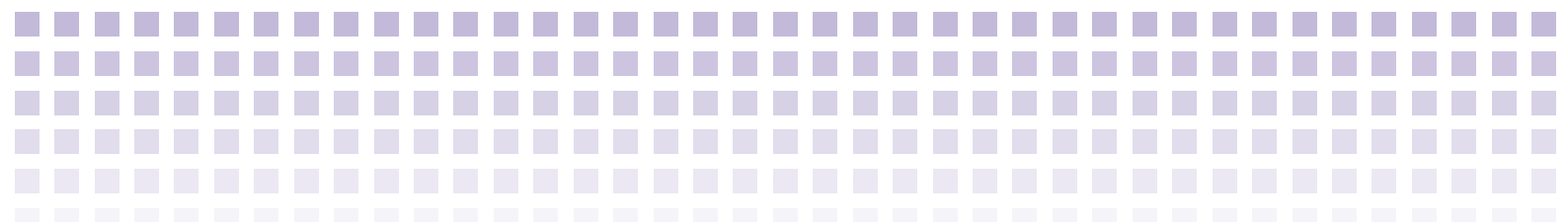
Staff had valued and appreciated the provision which had been made to allow them to meet and discuss good practice in critical skills with staff from other schools.

Staff were more confident of being able to develop these skills in their pupils.

The principal teacher had undertaken an audit of the provision of the critical skills approach. Staff had been provided with feedback from the audit. They welcomed the emphasis on the very good practice already embedded within the critical skills approach within social subjects.

To embed the critical skills approach further, two social subjects topics had been re-written. This had allowed progression in the critical skills to be more coherent.

All of this had led to a more consistent approach to the quality of learning. The pupils had benefited because their critical skills had been developed more effectively thus allowing their independent skills to be developed further. The pupils had been provided with the opportunity to become Junior Road Safety Officers (JRSO). The remit of the JRSO had allowed the pupils to develop their



independent skills and to take responsibility for their own learning through involvement in communication with parents about safety in the school car park via the school website, enterprise activities and with the local non-denominational school.

In order to encourage the pupils to take responsibility for and be active in their own learning, the format of school assemblies had been reviewed. Opportunities had been provided for the pupils to deliver presentations about their work, such as personal research and feedback from committees, for example, the eco school committee, the finance committee and the pupil council. The impact of this had been that the pupils' confidence and motivation had been improved and the skills required to enable them to be effective contributors had been developed further.

The further development of personal learning planning involving dialogue between the teacher and individual pupils about their target setting had been very successful. The pupils were more confident about using the targets to improve their learning.

The head teacher and the SMT had used a variety of methods for monitoring and evaluating the learning of thinking skills strategies. They had identified areas for development which had been brought to the attention of the staff through a starter paper issued by the head teacher. After discussions with the staff, the aim of class observation had been refocused to include spelling and reading along with mental arithmetic and the quality of feedback to pupils on writing tasks.

The educational psychology service (EPS) had approached the school with a view to it being involved in research programmes on spelling and the demotivated reader. The school had agreed to be involved. The research will inform the self-evaluation process within the school.

Self-evaluation approaches had a greater focus on the consistency of quality of pupils' learning experiences. The staff had continued the use of the monitoring and self-evaluation sheets in forward planning. These were discussed at planning meetings with the head teacher. Pace and challenge had been regularly monitored by the head teacher and the SMT. As a result, the quality of learning experience had improved in consistency.



4 Conclusion

The school had made very good progress in responding to the main point for action contained in the original HMIE inspection. The head teacher and her staff had responded positively to the main point for action contained in this inspection report and, in so doing, had further improved the quality of the educational experiences for pupils. The school was well placed to build upon these improvements and to continue to raise standards even further.

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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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