

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

St Fillan's Primary School

February 2009

Follow-through report to the HMIE Inspection of St Fillan's Primary School, Houston,

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 St Fillan's Primary School, following its earlier inspection in May 2007. Working with the education authority, the school prepared and made public an action plan in August 2007, indicating how it would address the main point for action identified in the original HMIE report. The education authority supported the school in addressing the one point 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. The head teacher and her staff had demonstrated a high degree of professionalism and commitment in addressing the one main point for action. In addition to this, they had succeeded in further developing a culture of continuous improvement in the school.

Staff had provided more opportunities for pupils to work collaboratively in small groups, as well as independently. These opportunities had been successfully supported through the introduction of number of integrated curricular topics as part of the Curriculum for Excellence (CfE). Additionally, there had been further development of critical skills techniques, opportunities for collaborative learning and inter-disciplinary activities. This focus on ensuring the relevance of the curriculum to the needs of all learners, has had a positive impact on the motivation and participation of pupils at all stages

All staff had been given opportunities to access a variety of professional development activities, focused on learning and teaching methodologies. These activities had provided a very effective way of encouraging staff to discuss more effective approaches to meeting the needs of all learners.

Staff had worked together on Assessment is for Learning (AifL) strategies, contexts and approaches, allowing pupils to increase engagement in group discussions. These approaches included extending the use of self and peer assessment and the effective use of questioning. Together, with an updated whole school policy on assessment, these developments had given pupils increased responsibility for their own learning, and allowed teachers to further develop their professional skills.

A whole school approach to assertive discipline, aimed at improving relationships and promoting positive behaviour, had been introduced. The school had participated in the Motivated School programme to improve pupil self-esteem, motivation, attainment and achievement. This had a positive impact, as pupils took greater responsibility for their own behaviour. These initiatives had enhanced the learning and teaching environment for the whole school.

The school had continued to develop and monitor the impact of effective procedures for supporting children with additional support needs. The Extended Support Team (EST) framework was now firmly established and the school had recently developed its policy on supporting the needs of looked after and accommodated children, in line with national and local authority guidance.

3. Progress towards the main point for action

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

3.1 Continue to ensure that all tasks are suitably challenging and consistently meet the needs of all pupils.

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

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. Children were making very good progress in their learning and development. They were actively involved in their own learning and were encouraged to be independent. Staff regularly observed and assessed the children and used the information to determine next steps in learning. Staff intervention and questioning was used effectively to challenge children in their tasks.

Planning had become more responsive to meet the needs of all learners, and to ensure tasks were suitably challenging and took account of children's learning styles.

Aspects of the curriculum, including maths and language, were now presented to pupils through contextualised learning situations, to improve pace and challenge. This had allowed pupils to make informed choices regarding their own learning. An area of the school had been set up for role-play activities to promote this approach, and all staff had received training in active learning approaches.

Staff who had been trained in co-operative learning approaches had provided staff development sessions for colleagues. This facilitated the development of active learning challenges within environmental studies at the upper stages.

Pupils at all stages of the school had been presented with learning opportunities which allowed them to assume responsibility, contribute effectively and demonstrate their own knowledge and learning. A key feature of this had been collaborative working, with peers, on tasks which had been designed to ensure progression.

Teaching methodology in writing, with an increased emphasis placed on collaborative, group and paired activities, had been developed to more effectively meet the needs of all learners. A wider range of genre for writing had been developed at all stages. Staff development activities, including cross-marking opportunities, had allowed staff to be more confident in marking and attributing national assessment levels to support teachers' professional judgements.

All pupils had been involved in the process of personal learning planning by setting personal goals and targets. This had resulted in increased pupil motivation and engagement, as children had assumed more responsibility for their own learning. Clear learning goals and successes continued to be shared with parents and carers.

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

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:

**Renfrewshire Council
Education and Leisure Services,
Renfrewshire House,
Cotton Street,
Paisley PA1 1LE**