

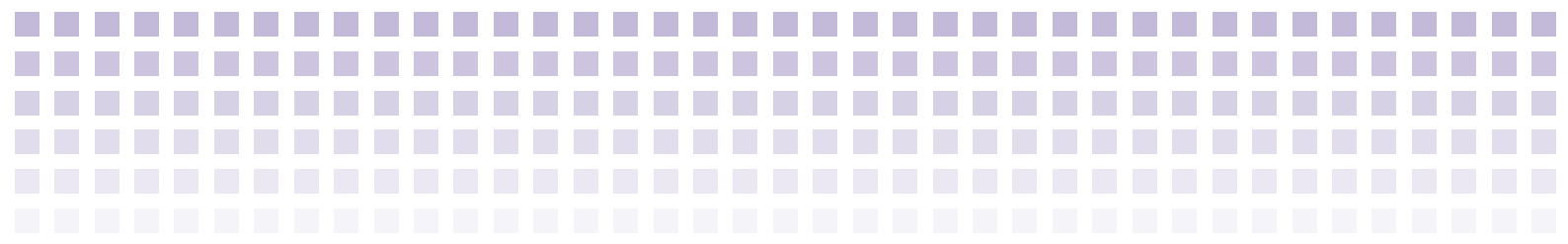
# Todholm Primary School

October 2007

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renfrewshire 







## Follow-through report on HMIE inspection of Todholm Primary School

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

19 October 2007

#### 1 The inspection

In June 2006 Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Todholm Primary School following their earlier inspection in February 2006. Working with the education authority, the school prepared, and made public an action plan in June 2006. This plan indicated how it would address the main points for action identified in the original HMIE inspection report. The local authority supported the school in addressing the points for action and in monitoring the progress made. HMIE asked the authority to provide a progress report for parents and carers on the progress identified. This report, prepared by the authority, reflects our evaluation of the progress made in relation to the action plan.

#### 2 Continuous improvement

Since the inspection report was published in June 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.

Staff had participated in the professional development opportunity of identifying good practice in the use of ICT across the curriculum by making visits to other schools in Renfrewshire. This had been supported successfully by the provision of additional resources and training. Staff had become more confident in the use of ICT and pupils had more opportunities to use computers to support their learning.

The head teacher and her staff had succeeded in further developing a culture of continuous improvement in the school. As a result, the school had taken significant steps to improve overall effectiveness.

## 3 Progress towards the main points for action

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

The initial inspection report published in June 2006 identified two 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 Increase the opportunities for pupils to engage in group discussions and take more responsibility for their own learning

The school had made very good progress in addressing this point for action.

Staff had consulted together on strategies, contexts and approaches for pupils to increase engagement in group discussions including extending the use of self and peer assessment and effective use of questioning. This resulted in pupils taking more responsibility for their own learning. Teachers' forward planners clearly indicated opportunities for group discussion. As a result, pupils had more opportunities to develop their skills in listening and talking in small groups. Staff had been given the opportunity to observe each other in class when talking and listening activities and group work were planned. This peer review led to the sharing of good practice. Through peer observation staff had become more aware and acted upon opportunities for group listening and talking activities. Collaborative working across stages had led to more continuity in the teaching and assessment of group listening and talking. The senior management team (SMT) monitored and evaluated these activities by classroom visits and the review of teachers' forward plans.

#### 3.2 Continue to improve the quality of teaching and learning experiences through building on examples of good practice

The school had made very good progress in addressing this point for action.

The head teacher had provided staff with the opportunity to visit other primary schools in Renfrewshire. The focus of these visits was to support the delivery of information and communication technology (ICT) in an integrated way across the curriculum at Todholm Primary School. As a result, new hardware had been purchased and staff training organised to support the introduction of two interactive white boards. Staff were more confident in the use of ICT across all curricular areas.

3.3 The head teacher and staff identified additional points for action from within the report. While these were not identified by HMIE as main points for action, the head teacher and staff of Todholm Primary School have taken steps to address these.

### **3.4 Additional point for action - Improve pupil confidence in the use of ICT in mathematics, and in the use of problem solving strategies**

Very good progress had been made in addressing the additional point for action in the HMIe report regarding the use of ICT in the teaching of mathematics. Staff had taken part in reciprocal visits with other primaries in Renfrewshire and had incorporated elements of best practice into their own teaching. Regular discussion had taken place at stage meetings on approaches to ICT and its application to mathematics teaching and permeation across the curriculum. All pupils had been involved in BBC Jam. Software had been purchased, following advice from the local authority staff tutor.

This had provided a consistent approach to the teaching of spreadsheets, graphs and databases. Monitoring and evaluation of this input had been rigorous through observation of pupils at work over four school terms. Staff development time had been allocated for each member of staff to discuss mathematics planners at their particular stage with the SMT. As a result, pupils had many more opportunities to use computers to support their learning in aspects of mathematics.

Whole school approaches to problem solving strategies in mathematics had been reviewed. This had led to a more systematic approach to problem solving across all stages and, as a result, pupils were able to solve problems effectively and identify the strategies they had used.

### **3.5 Additional point for action – Continue to monitor absence of certain pupils rigorously**

Very good progress had been made towards this additional point for action. Time had been allocated at the Extended Support Team (EST) meetings to establish a prioritised list of pupils. Regular printouts from Click and Go and notes of visits had been monitored closely. The home link service now run weekly support groups for children to explore attendance issues. The home link service had also run workshops exploring similar issues with parents.

### **3.6 Additional point for action – Continue to monitor the approach to behaviour management**

Very good progress had been made towards this additional point for action. The school's behaviour policy had continued to be reviewed, monitored and updated in consultation with all staff, parents and pupils.



## 4 Conclusion

The school had made very good progress in responding to the main points for action contained in the original HMle 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.

Peter Hempsey  
Acting Education Manager (Planning & Performance)  
12 March 2008



## How can you contact us?

Copies of this report have been sent to the head teacher and school staff, the school board, 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](http://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:

**Renfrewshire Council**  
**Education and Leisure Services,**  
**3rd Floor,**  
**Renfrewshire House,**  
**Cotton Street,**  
**Paisley PA11LE**

