

**Follow-Through Inspection
of St Michael's Primary School,
Port Glasgow**

Inverclyde Council**Education Services****Follow-Through Report on St. Michael's Primary School,
Port Glasgow**

St. Michael's Primary School was inspected by Her Majesty's Inspectorate of Education (HMIE) in June 2007 and the resulting report was published in October 2007. This follow-through report has been produced following visits to the school by members of the Quality Improvement Team to look at evidence of progress on the main point for action. This was supported by the school's own self evaluation processes. One of the main aims of it is to report to parents on the progress the school has made.

Capacity for Improvement

The school has demonstrated that it has the capacity to improve. In addition to the recommended action point, the school has improved opportunities for pupils' learning in the following ways:

- Improving the procedures for pupils moving from nursery to primary 1, including having additional parents meetings and having nursery children join primary 1 for some lessons;
- Increasing understanding of environmental issues through giving pupils opportunities to be involved in activities such as recycling and conservation;
- Introducing a new music scheme for pupils to promote health and wellbeing;
- Inviting parents into classes to share in the work their children have been doing;
- Introducing a 'money week' to develop pupils' understanding of financial matters;
- Working towards the Dyslexia Friendly School Award, with training for staff in diagnosing dyslexia-type problems.

Main Point for Action

HMIE recommended that the school and the education authority should 'continue to improve approaches to monitoring and tracking pupils' progress to help raise attainment further'.

The school and the education authority have made very good progress with this action point.

Staff have received appropriate additional training on tracking and monitoring pupils' progress. There is now far greater use of data that shows changes in pupil attainment over time. Regular meetings take place between senior staff and class teachers to discuss the progress of individual pupils. Teachers are better able to identify pupils whose progress is less than expected, and extra support is given to pupils who need it. Extra challenge is also provided for pupils who need to be stretched. As a result, attainment in reading, writing and mathematics has risen in the period since the inspection.

New assessments have been introduced in primary 1 and primary 5 to help identify pupils who are not doing as well as they should or who are showing particular strengths. It has also helped teachers identify pupils who would benefit from help such as speech therapy. The education authority has helped prepare school staff for using the information from these tests.

Further progress has been brought about through joint working with school partners such as home-link staff and early years (nursery) establishment staff. This joint working provides information on whether or not pupils are attaining as well as they should be. It helps school staff build on what nursery staff have achieved with pupils.

Conclusion

The school and the education authority have made very good progress towards meeting this main point for action. The education authority will continue to monitor the work of the school as part of its ongoing quality improvement work.

Albert Henderson

Acting Director of Education

Inverclyde Council

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