

**St Pius RC Primary School  
Dundee City Council  
24 January 2006**

## **Contents**

	<b>Page</b>
<b>1. The inspection</b>	<b>1</b>
<b>2. Continuous improvement</b>	<b>1</b>
<b>3. Progress towards meeting the main points for action</b>	<b>1</b>
<b>4. Conclusion</b>	<b>3</b>
<b>How can you contact us?</b>	<b>4</b>

## **1. The inspection**

HM Inspectorate of Education (HMIE) published a report on the inspection of St Pius RC Primary School in May 2004. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

An inspection team revisited the school in October 2005 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report.

## **2. Continuous improvement**

Following the initial inspection, the headteacher had worked with the deputy headteacher and all staff to bring about improvement in a range of aspects of the school's work. Much effort had been spent on improving the ways in which staff, pupils and parents were involved in decision-making, and there had been clear progress in this regard. High standards in attainment were being maintained, and areas in need of improvement were being targeted systematically. Child protection was now being addressed more effectively. The education authority had provided helpful general advice for all staff and useful focused training for the school's child protection officer. Quality assurance procedures were being improved, and, overall, the school was successfully increasing its capacity for further improvement.

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

The initial inspection report published in May 2004 identified four main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

### **3.1 Ensure improvement in the school's procedures for dealing with child protection issues.**

The school had made good progress towards meeting this main point for action.

Child protection procedures were now much improved. All staff had undertaken training and had received further advice on child protection. Senior promoted staff had improved the school's procedures for record-keeping. A comprehensive range of useful reports on individual pupils, including information from other agencies, was kept in an accessible and helpful form, and was used effectively. Staff had a good awareness of pupils' needs and referred any concerns to the deputy headteacher, who was the school's child protection officer. The deputy headteacher responded appropriately to referrals and gave feedback to staff as necessary. Further training for certain members of staff, including the headteacher, was planned.

### **3.2 Improve the deployment and effectiveness of promoted staff in monitoring and supporting teachers to share best practice and improve further the quality of teaching and learning.**

The school was making good progress on this main point for action.

The headteacher and depute headteacher met teachers regularly to discuss their teaching plans. The depute headteacher took these plans into account along with the school's priorities for development, and carried out a programme of visits in which she worked alongside class teachers to support them in various curriculum areas. In addition to English language and mathematics, support was provided in technology and health education, and in cross-curricular projects such as musical shows. Teachers had discussed with their colleagues their good practice and were working to implement in their own classes a range of approaches for improving the quality of lessons.

### **3.3 Improve the school's arrangements for consulting and communicating with staff, parents, pupils and the wider community.**

Good progress was being made towards meeting this main point for action.

The headteacher and depute headteacher organised regular meetings of teaching and support staff and promptly issued records of these meetings. Staff now felt that they were consulted effectively. Parents' views were to be gathered in the current session as part of an education authority survey, and a programme of meetings for all parents on aspects of the curriculum was planned. Parents of pupils with individualised educational programmes had opportunities to discuss the programmes with their child's teacher. Pupils were positive about their opportunities to be consulted through the pupil council and felt that their concerns were treated seriously. Staff were implementing a systematic plan for all classes to be involved in receiving visitors and undertaking visits to the wider community.

### **3.4 Improve the curriculum to ensure that pupils' experiences are consistently broad and balanced.**

The school was making good progress on this main point for action.

Teachers had been involved in discussion and had reached agreement about the required balance of the curriculum, including how flexibility time was to be used. Senior promoted staff monitored the balance of the curriculum in each class through regular meetings with teachers. Support visits were also used to monitor the way in which teaching time was allocated to all curriculum areas. Some aspects, for example technology and health education, were being improved systematically. Overall, breadth and balance in the curriculum had been improved.

## **4. Conclusion**

With effective support from the education authority, the senior management team were working with staff to bring about improvements in the curriculum and in the quality of learning and teaching. Much had been achieved since the initial inspection. Key aspects of the school's work, including child protection procedures, support for teachers, involvement of staff, pupils and parents, and links with the community, were improving. As a result of the good progress, HM Inspectors will make no further visit to the school in connection with the May 2004 report.

Douglas Cairns HMI  
District Inspector

24 January 2006

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Director of Education, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Wellgate House (Level 5), The Wellgate, Dundee DD1 2DB or by telephoning 01382 224155. Copies are also available on our website: [www.hmie.gov.uk](http://www.hmie.gov.uk).

### **If you wish to comment about follow-through inspections**

Should you wish to comment on any aspect of follow-through inspections, you should write in the first instance to Annette Bruton HMCI, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

### **Our complaints procedure**

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk).

Crown Copyright 2006

HM Inspectorate of Education

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.