
**West Dunbartonshire Council
Educational Services
Follow-through Inspection of
Kilpatrick School**



1. The Inspection

- 1.1 In August 2009 HMIE published reports of their inspections of Kilpatrick School and of Kilpatrick Early Years Service. In November 2009, in collaboration with the school, West Dunbartonshire Council prepared and published an action plan for each report, indicating how they would address the points for actions within a two year period.
- 1.2 West Dunbartonshire Council Quality Improvement Service has evaluated the progress made by the school in responding to the main points for action since the publication of the report.
- 1.3 In the summer of 2010, the headteacher of Kilpatrick School accepted responsibility for the management of Kilpatrick Early Years Service, so for the purposes of this report it was considered appropriate that the follow-through visit included both the School and the Early Years Service.

2. Continuous Improvement

- 2.1 Under the leadership of the new headteacher the school has taken steps to improve the quality of children's learning experiences and opportunities to achieve. Across the school there is more evidence of learners being actively engaged in their learning. The staff have successfully developed and implemented different active learning approaches within the classroom. Almost all staff spoke of developing collaborative learning strategies. The use of Information and Communication Technology across almost all curricular areas has improved. A recent parental questionnaire showed that over 80% of the parents who responded agreed or strongly agreed that the school was improving. The learners' involvement in enterprise and environment activities continues to be a valued part of the curriculum.
- 2.2 The school has the capacity to consolidate the progress already made and to continue to develop the areas for improvement.

3. Progress towards the main points for actions

- 3.1 The initial inspection identifies four points for action over the School and Early Years Services. This section evaluates progress made against each point and the resulting improvements for learners and the wider school community.

The actions points agreed for improvement within the school and education authority are as follows:

- I. Improve the attainment of all children and young people by providing them with access to appropriate qualifications.*
- II. Improve courses and programmes for young people in understanding and relating to the environment, mathematics and communication and language.*
- III. Use the information obtained from evaluating the quality of lessons to improve teaching and learning.*
- IV. Early Years service only: identify and plan for specific priorities for improvement.*

Progress on action point i

The school has made satisfactory progress towards meeting this point for action. In terms of overall attainment, there has been a small increase in the level of attainment with almost all learners achieving free standing units or full course awards at Access 1 and 2 levels and a smaller number achieving awards at level 3. In the past two years the number of unit presentations at Access level has increased from 198 to 529. Most learners achieve their targets in their individualised learning programmes. All reviewed learning programmes were linked to the relevant Experiences and Outcomes of the curriculum. The role of target setting within individual planning documents to track and monitor learner's progress has been reviewed. The headteacher and school staff should continue embedding the authority's assessment and reporting policies into their reporting framework

The authority and headteacher working in partnership will provide more opportunities for full course awards at Access 3 level and for a number of free standing units at Intermediate 1 level including the various *Skills for Work* courses.

Progress on action point ii

The school has made good progress towards meeting this point for action. The specialist autism resource areas were well resourced with individual work stations and a range of ICT facilities. The early years service specialist ICT allows the children to interact with the curriculum. The Olympics theme is being used to deliver a number of E&Os including those for literacy and numeracy across a range of curricular areas. The importance of skill development is evident in almost all classrooms and in the lunch hall. Learners were confident in the use of ICT and parents commented positively on the impact of increased ICT skills within the home. Active maths approaches were being used in both primary and secondary lessons to improve learners' motivation and level of engagement. The Oxford Reading Tree programme has been further delineated to allow more learners to access the resource. A few staff were successfully using a book study as theme for the delivery of a range of E&Os. The learners are able to participate in a range of programmes including; Firewatch; Shine (music); Sustainability; and Enterprise. Staff have agreed revised arrangements for collegiate working and all staff are members of the school's

working groups. A wide range of partner agencies provided effective support and guidance to staff and young people. These include educational psychologists, and health and social work staff.

The authority and headteacher working in partnership will continue to develop curriculum planning in the core areas of literacy and numeracy.

Progress on action point iii and iv

The school has made very good progress towards meeting these two points for action. In most lessons young people were motivated, attentive and on task. They responded well to teacher questions. They had many opportunities to cooperate in pair and group tasks and worked together well showing increased levels of motivation. They responded well when giving demonstrations to their class using the interactive whiteboard. A learners' questionnaire had been used to gather information on the quality of the learning experience and to identify improvements. Effective use of lesson starters was viewed in some lessons. The sharing of learning intentions was evident in all lessons viewed. Questioning was used to assess learning and to provide feedback. Staff use praise very effectively to let children and young people know when they are doing well and to move them on to the next activity. The school has developed a systematic and wide range of approaches to self-evaluation which is impacting on the environment within the classroom. The staff have completed an extensive audit into their own skills and aptitudes, and the findings are being used to share good practice. Teamwork within the school is improving and staff are more confident about working in teams. The school and the wider community, including parents, have developed positive partnerships. A working group has been formed to improve how the school communicates with parents. A recent parental audit on a wide range of questions relating to how the school was performing showed an improvement on the results from the inspection in 2009. The Parent Council is well attended and is active within the school.

4. Capacity for improvement

The school has made progress across the points for actions as outlined in this report. The staff are working well together on whole school improvements and are becoming more confident in sharing their own practice. Self-evaluation is being embedded into the improvement cycle. The wider school community and its partners show a strong commitment to the school. The high quality of the learning experience evident in almost all lessons demonstrates the commitment of the staff to improving their own learning and teaching.

5. Conclusion

With effective support from West Dunbartonshire Council, Kilpatrick School has responded well to the recommendations of the inspection report.