

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on Bonaly Primary School and Nursery Class on the quality of education in March 2008.

The school improvement plans for 2008–2009 and 2009–2010 took account of the findings of the inspection.

An education officer working with the school assessed the extent to which the school was continuing to develop the quality of its education including areas for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school since the original inspection. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

Since the original inspection Bonaly Primary School has moved to a new building and nursery to P7 pupils are accommodated on one site. The accommodation in the new building is excellent.

2 IMPROVEMENTS IN THE QUALITY OF EDUCATION PROVIDED

2.1 Learning and achievement

Across the school pupils were making very good progress. They had achieved very good levels of attainment in reading, writing and mathematics.

Pupils' high levels of attainment had been maintained over the last two years. Almost all pupils were attaining or exceeding expected national levels of attainment. Pupils in the nursery class continued to make very good progress.

Wider achievement was well recognised, celebrated and promoted within the school. Pupils confidently shared their successes from outwith the school.

Pupils were motivated, enthusiastic and actively involved in their learning. They had many opportunities to work cooperatively. Pupils contributed effectively to discussion and responded positively to challenges. Pupils were given opportunities to take responsibility and to lead their own learning. Thematic teaching in the context of *Mock Elections*, a *Travel Fair* and the P7 show were excellent examples where pupils effectively took responsibilities and were able to share the successful outcomes with a wider audience.

Pupils were very proud of their school and had very high expectations of themselves in both their learning and behaviour.

Staff were effectively building on the very good programmes of work to ensure the successful implementation of the new curriculum. Staff had made a very positive start on including the outcomes from the new curriculum in their planning. The school continued to deliver a broad and balanced curriculum. The focus throughout the school on more active learning had contributed positively to increasing pupils' confidence in explaining what and why they were learning.

Health and wellbeing and enterprise were embedded in the curriculum and the school had been identified as an example of best practice in these areas.

2.2 Meeting pupils' learning needs

Relationships between staff and pupils were very good. Pupils were respected as individuals. Teachers had very effective approaches to involve pupils as fully as possible in their learning. Pupils enjoyed the opportunities they had to work as a class, in groups, in pairs and independently and were developing skills in reflecting on their own learning.

Teachers shared the purposes of lessons with pupils and questioning was used to further involve pupils in what they were learning and to check understanding. Target setting was well established and contributed to pupils being more involved in and responsible for

their learning, particularly with what they needed to do next.

A more flexible organisation of ability groups, allowing for acceleration for a number of pupils and the stronger focus on meeting the needs of more able pupils had resulted in more challenging approaches to learning and teaching. Staff actively supported more able pupils; this included working with secondary school pupils who worked in the school as mentors. The school continued its very good practice of identifying and supporting pupils with additional needs.

The stronger focus on identifying and building on pupils' prior knowledge had contributed positively to meeting pupils' needs. There was a commitment to personalisation and choice, an example of this was in social subjects when a new topic was introduced, the initial discussion had a real influence on the direction of teaching and learning. Pupils were developing their personal, social and citizenship skills very well through the active and effective pupil council, buddying and the Eco group. Pupils were very confident that if they raised an issue it would be dealt with effectively.

Information, communication and technology (ICT) was fully embedded as part of the learning environment. Pupils used ICT confidently to support their learning and demonstrated highly developed skills in this area of the curriculum.

2.3 Leadership and direction

The leadership of the headteacher encouraged and inspired staff and pupils to develop skills in leadership at all levels. The school had clear values and a vision which focused on meeting the needs of all pupils. All staff worked very effectively as a team to motivate and engage pupils in their learning.

The senior management team and staff monitored and evaluated the work of the school. Good practice in learning and teaching was shared. Teaching staff had opportunities to watch each other teaching. This had improved their practice and was used to inform the school improvement plan.

Parental involvement in their child's learning had been further developed and enhanced through continued dialogue on the new curriculum, working groups, curricular information meetings, update letters and the work of the very active Parent Council. A sub group of the Parent Council, which included members of staff made a positive contribution to extend ways to more fully involve parents in their child's learning.

3 CONCLUSION

With support from the education authority, Bonaly Primary School provided a very good standard of education for its pupils. The school had progressed very well since

the inspection and had made the improvements in light of the inspection findings. The current improvement plan had made a very positive impact on the work of the school. The very effective teamwork in the school provided a very strong basis for continued improvement. The education authority will not publish further reports in connection with the 2008 HMIE report.

Maureen Brice
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BONALY PRIMARY SCHOOL

Follow through report on the HMIE inspection

JANUARY 2010