

## **1 THE INSPECTION**

HM Inspectors of Education (HMIE) published a report on standards and quality in Dalry Primary School in February 2006. Subsequently the education authority in collaboration with the school prepared and published an action plan indicating how they would address the main points for action in the HMIE report.

An education authority team of two officers assessed the extent to which the school was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

## **2 CONTINUOUS IMPROVEMENT**

The headteacher and depute headteacher had continued to provide very good leadership to the school and had managed the introduction of a number of initiatives which had had a positive impact on pupils' learning.

The school had continued to develop new approaches and strategies to improve learning and teaching. The school had effective citizenship and enterprise programmes with pupils involved in a range of activities including the pupil council, fund-raising for victims of the Bangladesh flood and organising their own assemblies. Pupils were encouraged to adopt a healthy lifestyle.

The school had continued to value and celebrate diversity and had welcomed 48 new pupils in session 2006–2007 36 of whom had English as an additional language. All staff had continued to work hard to support the learning of each individual pupil.

## **3 PROGRESS TOWARDS THE MAIN POINTS FOR ACTION**

The initial inspection report published in February 2006 identified four 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 Improve experiences for pupils in information and communication technology (ICT).**

The school had made very good progress with this recommendation.

The use of ICT had been successfully developed as part of the curriculum.

Resources had been increased and the introduction of interactive smart boards to every classroom had had a positive impact on teaching and learning in all areas of the curriculum. In addition the school had resourced every classroom with a digital camera and web camera to further enhance pupils' experiences in ICT.

P1 and P2/1 children had responded positively to the variety of materials

presented through the use of interactive white boards. The children observed demonstrated their developing skills and confidence in the use of this technology. Children in P1 and P2/1 practised number skills through a range of interactive activities using the white board. P6 and P7 pupils used the internet to research work for projects and stored their work on memory sticks.

Learning assistants had demonstrated confidence in the use of the new technology and had offered focused support to the children.

Staff had researched and selected a wide range of interesting and stimulating programmes to meet the needs of pupils and enhance learning and teaching.

The computer suite had been used to enable children to use ICT for research and to support their ongoing learning and had been used effectively by class groups and individual pupils.

The placing of a plasma screen in the central hallway had enabled children and parents to share in the work of classes and had provided opportunities for children to discuss the images displayed.

### **3.2 Continue to improve attainment in English language and mathematics.**

The school had made very good progress with this recommendation.

The headteacher and depute headteacher had led staff in developing a comprehensive, effective monitoring programme.

The effective tracking system had been further developed allowing future attainment to be predicted and actual progress monitored.

Following a detailed analysis an excellent overview of current attainment had been produced for staff and parents allowing specific needs of all pupils to be identified. Clear strategies had been put in place for pupils who required additional support to progress in their learning.

Personal programmes of learning and additional support plans had been put in place for many children with both English as an additional language and curriculum needs ensuring appropriate support for all pupils.

Additional high quality resources had been introduced to support learning in English language and mathematics across the school.

The development of a well-planned active learning approach to P1 and P2/1 had enabled children to participate more fully in their learning and was a feature of both the language and mathematics programmes.

A Polish learning assistant in P1 had successfully supported children with English as an additional language and the English as an Additional Language Service had a high profile in the school.

The use of ICT in lessons had enabled all children to participate actively in learning at different stages of language development.

Teachers had welcomed the opportunity to undertake visits to other classes to share good practice in learning and teaching, develop their own skills and enhance the learning experience for pupils.

The school is confident that these measures make an improvement in attainment in due course.

### **3.3 Improve tracking of pupils' progress in listening and talking.**

The school had made very good progress with this recommendation.

A comprehensive programme to develop pupils' talking and listening skills and assessment resources had been produced. The assessment record was clear and enabled teachers to accurately identify pupils' current progress and support the planning of their next steps.

All staff had been introduced to the programme through inservice training and had begun to undertake systematic, formal assessment of pupils' progress in 5-14 levels listening and talking.

Pupils are making good progress in listening and talking and were more

aware of their next steps in learning in this area.

The increased ICT resources and opportunities for pupils had supported and contributed to the listening and talking programme.

### **3.4 Improve aspects of accommodation mentioned in the report.**

A fire escape allowing access from the top floor to street level had been installed and there was now disabled access to the ground floor.

## **4 CONCLUSION**

With support from the education authority, Dalry Primary School had continued to provide a very good standard of education for all its pupils. The school had responded well to the recommendations of HMIE and improved other aspects of provision. The current improvement plan had strong support from staff, pupils and parents. The strong and sustained teamwork and collegiate approach in the school continued to provide a very good basis for continued improvement. Accordingly, the education authority will not publish further reports in relation to the 2006 HMIE report.





# DALRY PRIMARY SCHOOL

Follow through report on the HMIe inspection

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