

## 1 THE INSPECTION

HM Inspectors (HMIE) published a report on standards and quality in Davidson's Mains Primary School in March 2006. Subsequently the education authority in collaboration with the school prepared and published an action plan indicating how they would address the main point for action in the HMIE report within a two year period.

In February 2008 two education authority 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 point for action in the original report.

## 2 CONTINUOUS IMPROVEMENT

Since the publication of the inspection report, the headteacher and depute headteacher had continued to provide very effective leadership to the school.

The improved ethos of the school was evident, especially amongst staff. There was a more open climate, allowing for greater reflective professional discussions, resulting in improved learning and teaching.

The headteacher had improved and implemented more rigorous procedures for monitoring and tracking of pupils' attainment ensuring pupils were being appropriately challenged. The progress of individual pupils and

strategies for improvement for pupils was discussed between class teachers and the headteacher three times in the year and measurable, achievable realistic targets were set.

There was a strong focus on building the capacities of pupils as learners within the school with an emphasis on pupils becoming resilient learners. This developed pupils' perseverance, and their ability to manage distractions, by becoming absorbed in their learning. Pupils had a sense and purpose and were able to recognise and manage their feelings with regards learning.

Pupils were given more leadership opportunities, for example in developing policies on race equality, anti-bullying and playground supervision. Peer supporters had been trained to support pupils in conflict management and in challenging injustice and inappropriate behaviour in the playground. A school web committee had been established and was active in developing a new website to enhance communication with all stakeholders in the community.

The school has continued to maintain consistently high levels of attainment in reading, writing and mathematics across all stages in the school.

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

The initial inspection report published in June 2006 identified three 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 Aspects of the accommodation.**

Satisfactory progress had been made with this recommendation.

The authority, and the school had carried out internal painting and some refurbishment of the pupils' toilets within the main building including providing new tiling and replacing some sinks. Some of the toilets were now more pleasant for pupil use.

The pupil council had undertaken an audit resulting in the identification of further work to be done for example repairs to cubicles and toilet seats.

A number of improvements in the temporary teaching units had been completed, including new toilets, painting and upgrading of flooring.

#### **3.2 The consistency of how learning assistants are deployed in classes.**

Very good progress had been made with this recommendation.

The headteacher had met individually with all learning assistants to discuss issues

and to establish the strengths of individuals and development needs. This knowledge ensured that learning assistants were deployed appropriately to support identified pupils which had led to improved support in learning and in pupils' progress.

A wide range of opportunities for continuing professional development (CPD) for learning assistants had been delivered. This included behaviour management, first aid and safe moving and handling. Learning assistants had valued these opportunities and were now more skilled in supporting pupils. Learning assistants had led a number of effective high quality CPD for all staff on information communication technology (ICT). Some learning assistants were used in classes about their World War II experiences. This valuable resource had improved the learning experiences for pupils.

The improved communication between senior managers, teaching staff and the learning assistants had resulted in more effective working with pupils which had contributed to an improved school ethos. There were regular weekly meetings for teachers and learning assistants to support effective communication which had ensured coordinated learning experiences for the pupils.

The planned programme for 2008/2009 staff development and review meetings for learning assistants included a standard item on deployment to ensure that learning assistants were used effectively to support effective learning and teaching.

### **3.3 The clarity and communication of remits of the senior management team.**

Very good progress had been made with this recommendation.

More defined remits for all promoted staff had been shared with all staff. The remits were clear and concise and realistically reflected the roles of all promoted members of staff. The remits were included in the annual review process.

The remits were available to all staff on the school server and staff were clear about who to approach for particular support.

## **4 CONCLUSION**

With support from the education authority, Davidson's Mains Primary School had continued to provide a very good standard of education for all its pupils. The school had responded very well to the recommendation of HMIE and had also improved other aspects of provision. The current school improvement plan had been well structured and took very good account of the views of staff, pupils and parents. The effective teamwork in the school provided a very good basis for continued improvement. Accordingly, the education authority will not publish further reports in relation to the 2006 HMIE report.

**Maria Lloyd – May 2008**





# DAVIDSON'S MAINS PRIMARY SCHOOL

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