

EAST CRAIGS PRIMARY SCHOOL

Follow through report on the HMIE inspection

MARCH 2011

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in East Craigs Primary School in February 2009. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified 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.

2 IMPROVEMENTS IN THE QUALITY OF EDUCATION PROVIDED

2.1 Learning and achievement

There was a very positive ethos in the school across the whole school community. Staff made all children

and visitors feel very welcome. Positive behaviour strategies supported children well to share, to turn take and to listen at group time.

There was a range of opportunities for pupils to take responsibility within the school. Pupils talked positively about their involvement in the Pupil Council, Junior Road Safety Officers and the Eco group. The school had recently been awarded its third Green Flag. A range of extra curricular opportunities were available from pipes and drums to football.

Significant developments have taken place within the school and cluster particularly in numeracy/mathematics, literacy/English and information communication technology (ICT) to ensure progress in learning experiences for pupils. Staff have had significant involvement in this process and the evidence of active approaches to learn was seen in almost all classrooms.

Staff were planning using the Experience and Outcomes from *Curriculum for Excellence* across a range of curriculum areas. A very good start had been made to the development of interdisciplinary learning. Pupils were involved in planning and shaping the direction of this learning. Pupil choice was also given within curriculum areas, for example, in selecting how they

will present their findings from their investigations. This resulted in pupils having more ownership in their learning.

Two aspects of ICT, 'Learning in' and 'Learning through' were highlighted in the school improvement plan. An effective and progressive programme of study had been developed across the cluster which was successfully implemented by the teacher of ICT. The recently developed ICT policy provides useful and supportive guidance for staff. Professional development opportunities in using ICT were provided across the cluster and school. This was enhanced by the ongoing modelling by the teacher of ICT who encouraged pupils to produce evidence of high quality learning, eg the production of DVDs, presentations and interactive posters. Pupils and staff were positive about the improvement in the provision of ICT hardware and software. This had resulted in very good learning in and through ICT. Some staff were using whiteboards interactively as part of lessons.

2.2 Meeting pupils' learning needs

Planning for individual pupils was supported by the support for learning teacher and learning assistants. A programme of challenge activities had been built into classroom and homework tasks. Pupils had individual choice in the selection from an agreed range of activities. These activities had evolved from challenges, which were introduced to deepen and extend learning for the most able learners.

Learning intentions and success criteria were shared with pupils at the start of lessons. The progress to achieving these was discussed with the use of effective plenaries. Formative assessment strategies were evident in almost all classes with teachers using these to identify next steps. Pupil views were sought, and they were encouraged to reflect on how well they had understood the tasks which were set and how successfully the learning had been achieved. Commendably there was a great deal of consistency of experience across the school, from nursery to P7.

As a result of a school closure in the area a significant number of pupils enrolled in the school. They have been well supported through this process including transition events in advance of the closure. The pupils are well integrated into the school including representation on the pupil council, Eco committee and as Junior Road Safety Officers.

In the nursery, staff, parents and children were involved in identifying children's next steps in learning which are recorded in their personal learning planning folders. This resulted in more effective involvement of parents.

2.3 Leadership and direction

The acting headteacher has continued the positive ethos of achievement within the school for both staff and pupils. She was highly committed to the school. She was

ably supported by the acting deputy headteacher. Staff were also highly committed to the school and there was a very positive culture leading to school improvement. They were involved in leading initiatives within the school. Staff were willing to take on new ideas and to evaluate the effectiveness of these. The ethos of collective responsibility and distributed leadership has been maintained at a time of significant changes in staff at all levels within the school. Staff were involved in identifying the features of the school which would lead to consistently high quality experiences for pupils. These features were then used as part of the school self evaluation and monitoring process, eg focused classroom visits by staff and also as a focus for classroom visits by the senior management team.

3 CONCLUSION

With support from the education authority, East Craigs Primary School provided a very good standard of education for its pupils. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan had had a positive impact on the work of the school. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further

reports in connection with the 2009 HMIE report.

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Quality Improvement Officer
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