

ECHLINE PRIMARY SCHOOL

Follow through report on the HMIE inspection

OCTOBER 2010

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Echline Primary School in September 2008. 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

Pupils contributed actively to the life of the school. They were involved in contributing displays to the Living Links development, a high quality

stimulating learning resource area. The staff had been involved in planning using Curriculum for Excellence experiences and outcomes. Staff had been involved in developing tasks which actively involve learners, for example, working cooperatively in solving challenges including business partnership activity with Hopetoun House. Commendably parent representatives from each class had the opportunity to review aspects of teacher plans to highlight opportunities for wider achievement by identifying possible expertise within the community. Pupils welcomed the opportunity for the team challenges and their increased role in assemblies. There was a good structured programme of activities for the development of learning in financial education.

In the nursery, staff had made some good progress in developing new planning approaches and formats. They had identified the need to involve children more in the process and intend to start to use a talking thinking floor book approach.

2.2 Meeting pupils' learning needs

In the nursery, staff plan differentiated activities in the morning and afternoon to meet the needs of the children's age and stage of development. Children

had opportunities to write and make marks through play contexts and a drawing and writing table. Children were able to weigh dough and play counting games. Pupils in P6 were reading buddies for children in the nursery, sharing story sacks. The pupil council welcomed opportunities to contribute to the life of the school.

In the primary stages the recent move to weekly planning with a focus on literacy/ language and mathematics was allowing for more flexible and responsive teaching. Pupil engagement in lessons had been enhanced by the use of interactive whiteboards and visualisers. For example pupils were able to demonstrate understanding of lines of symmetry on 2D shapes.

Almost all pupils were enjoying their learning. In the upper school pupils were engaged whilst working in groups to decide on what should go in a time capsule to represent 2010. In the early stages children worked effectively in a group to produce a display on what they had learned about an author.

Learning assistants liaised with the support for learning teacher to ensure differentiated support for children. A range of agencies were involved as appropriate with the school and in supporting individual pupils. Targets and next steps were agreed across agencies.

There was a systematic system for monitoring and predicting pupil attainment. The school were considering how this can be developed to reflect Curriculum for Excellence. A very good start had been made

to involving pupils in setting their own targets with regular, built in opportunities for them to reflect on and review their progress.

2.3 Leadership and direction

The headteacher evaluated the work of the school and had a clear programme of monitoring which is shared with staff. Good individual feedback was provided across a range of aspects of learning and teaching. The headteacher and staff were committed to improving the work of the school. The school was well placed to continue to develop improvement through self-evaluation with the involvement of all stakeholders. Staff were consulted in setting priorities for the school and spoke positively about the changes to forward planning and their involvement in this process.

The new nursery teacher had a clear vision for the nursery and is supporting staff well through these changes and in implementing the principles of Curriculum for Excellence. Nursery staff benefited from the weekly meetings with the depute headteacher.

The depute headteacher had led recent developments in financial education, business engagement and the use of the school grounds as a learning resource.

3 CONCLUSION

With support from the education authority, Echline Primary School provided a 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 good basis for continued improvement. The education authority will not publish further reports in connection with the 2008 HMIE report.

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