

## **1 THE INSPECTION**

HM Inspectors of Education (HMIE) published a report on standards and quality in Flora Stevenson Primary School in October 2005. 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. Education authority officers assessed the extent to which the school was continuing to improve the quality of its work in June 2007.

## **2 CONTINUOUS IMPROVEMENT**

Since the inspection report was published, the school had maintained its overall effectiveness by continuing to implement strategies to raise attainment in reading, writing and mathematics.

The school had, in a very good partnership with other schools in the cluster, developed approaches to improve assessment of what pupils had learned. This had had a positive impact on pupils' learning.

Support for pupils had been very well planned, resulting in effective programmes for individuals and groups of pupils and particularly important for the large and growing proportion of new children and those with additional needs.

In the upper primary some children had reached higher levels of attainment in mathematics and reading than in any previous year.

Communication and partnerships with parents had been further strengthened, most notably in the nursery.

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

The initial inspection report published in October 2005 identified three main points for action. This section evaluates the progress made with each of the action points in the year following the report and the resulting improvements for pupils and other stakeholders.

### **3.1 Continue to improve attainment in English language.**

Good progress had been made with this recommendation.

An increased range of newly-purchased reading materials had supported new teaching approaches and improved the quality of pupils' learning. The new approaches were fully implemented during session 2006/2007 and have resulted in improvements in pupils' reading skills.

Staff had increased their skills in the teaching of reading and pupils had benefited from these improved

approaches as well as the wider reading opportunities.

The new language resources had positively impacted on strategies to improve learning and teaching. New computer resources using the interactive whiteboard had encouraged pupils to become more actively involved in reading and writing across the curriculum areas.

Staff had increased their ability to assess writing more accurately and as a result pupils had a more progressive and structured approach to developing their writing. Pupils had become more involved in evaluating their own writing.

The school had a very good tracking system which identified pupils' progress and this had contributed to identifying approaches to raising attainment.

### **3.2 Improve pupils' access to information and communications technology (ICT).**

Good progress had been made with this recommendation.

The majority of classrooms had had interactive white boards installed and plans were in place to ensure that almost all classrooms have this technology in place for the start of session 2007/2008.

After carefully considering the needs of the pupils an appropriate range of educational software had been purchased for use with the interactive white boards.

Teachers and pupils had made good use of the new hardware and software for language and mathematics in particular.

A very good moving image/audio visual project had been developed in partnership with Scottish Screen which had provided pupils with the skills to develop excellent promotional materials about aspects of their experiences at school.

### **3.2 Use monitoring more effectively to plan improvements and share best practice across the school.**

Adequate progress had been made with this recommendation.

During session 2005/2006 the headteacher had implemented some systematic approaches to monitoring the quality of pupils' work and attainment in school. This had included a schedule of classroom visits by the senior management team (SMT) followed by professional discussion with the teachers.

Teachers had positively benefited from the opportunity to share classroom visits and examples of good practice had been effectively shared amongst staff.

Teaching staff had formed two effective working groups to audit aspects of learning and teaching and the outcomes had been reported to staff. This process had helped to involve staff in evaluating and sharing good classroom practice.

Pupils were benefiting from being increasingly involved in assessing progress in their own learning.

Staff in the nursery had made very good progress in improving their approaches to planning and self-evaluation.

The support for learning team had had considerable impact on the progress of pupils with additional support needs through systematically identifying, assessing and meeting their needs.

#### **4 CONCLUSION**

With support from the education authority Flora Stevenson Primary School had continued to provide a very good standard of education for all its pupils. The school had responded well to the recommendations in the original HMIE inspection report and had also continued to improve other aspects of provision. Improvement plans for 2007/2008 have a clear focus on new educational developments. The intention to use their well established links with schools in Europe as a context for new developments is already generating ideas for innovative and creative learning and teaching approaches. The strong sense of teamwork and collegiate approach had continued to develop within the school providing a very firm basis for continued improvement.





# FLORA STEVENSON PRIMARY SCHOOL

Follow through report on the HMle inspection

AUGUST 2007