

JUNIPER GREEN PRIMARY SCHOOL

Follow through report on the HMle inspection

JULY 2008

1 THE INSPECTION

HM Inspection of Education (HMIE) published a report on standards and quality in Juniper Green Primary School in August 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 officer from the Children and Families department 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 inspection report.

2 CONTINUOUS IMPROVEMENT

The headteacher and staff over the last two years have demonstrated a strong commitment to the improvement agenda. Under the strong leadership of the headteacher, leadership had continued to be developed at all levels with staff leading specific improvement priorities. Pupils had continued to be involved in projects and through development groups including global awareness and information, communication and technology (ICT).

Performance in reading had remained high and performance in writing had increased significantly over the last two years. Performance in mathematics had also increased. Attainment in

English language and mathematics was now very good.

The school had continued to celebrate diversity and develop strong and innovative links with the wider community. In 2007, Juniper Green had celebrated its 300th anniversary and pupils had been actively involved in the many events organised for this celebration.

The pupils were motivated and enthusiastic about developing increasingly healthy life styles. The school had achieved stage 1 of the Health Promoting School project.

The school had achieved the Eco School Scotland Bronze Award and pupils had been enthusiastic and motivated to develop eco projects with Isago School, their link school in South Africa.

3 PROGRESS TOWARDS THE MAIN POINTS FOR ACTION

The initial inspection report published in August 2006 identified three 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 Ensure consistency of good practice in learning and teaching.

The school had made very good progress towards this recommendation.

Pupils were increasingly engaged in their learning through a consistent approach across the school to open questioning and quality feedback. Pupils were aware of their learning targets and could confidently describe what next steps they needed to take to improve.

Pupils reflected on their own learning and that of others and could link this to the next steps in their learning. This had enabled pupils to take further responsibility for their own learning.

High quality approaches to learning and teaching were used consistently. The headteacher and staff were involved in a range of effective quality assurance processes. Good practice and next steps in the development of learning and teaching were systematically identified and shared.

Learning through structured play and using problem-solving approaches in the early years had increased confidence, raised self-esteem and further developed numeracy and literacy skills.

Pupils' skills in using ICT had continued to be developed and extended. Pupils could confidently use appropriate packages to support learning including researching information on the Scottish Parliament, podcasting for a victim support competition and using the interactive whiteboards.

3.2 Further raise pupils' attainment in writing and provide pupils with more opportunities to develop practical measurement skills.

The school had made very good progress towards this recommendation.

Attainment in writing at all stages had shown a significant improvement over the last three years.

Pupils knew their next steps in learning in writing and were working towards meeting their writing targets through a variety of contexts and curricular areas. They confidently demonstrated and applied the skills acquired in writing through a wide range of meaningful and creative contexts.

ICT was increasingly being used within the class and during timetabled ICT lessons to support in the development of practical measurement skills. Pupils had demonstrated increased skills and confidence in using practical measurement in mathematics and during science activities. Opportunities to work together to develop skills in these areas had been enhanced through the mathematics and technology focus day.

3.3 Review aspects of accommodation raised in this report.

This recommendation has been overtaken due to the temporary relocation of Juniper Green Primary School to another school building whilst the new school is under construction.

4 CONCLUSION

With support from the education authority, Juniper Green 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.

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July 2008

