

LORNE PRIMARY SCHOOL
FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Lorne Primary School in August 2010. Subsequently the school and 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 of learning and a strong sense of community, teamwork and shared values within Lorne Primary School. The pupils were well-behaved, motivated and enthusiastic learners. They worked well independently and in groups.

Attainment in numeracy and mathematics has been strengthened through the development of a new mathematics programme, a focus on effective learning, teaching and assessment and increased staff awareness of active learning approaches. Pupils were being given real and relevant opportunities to apply their numeracy skills across learning. There was a whole school progressive focus week on financial education and Primary 7 pupils were working well collaboratively using a range of numeracy strategies to plan and cost the school's residential trip to York.

The school is now very well placed to further develop a similar whole school approach to active literacy and English.

Within the nursery, children were making very good progress developing literacy and numeracy skills in a wide range of play experiences indoors and outdoors.

The focus on health promotion and a sustained approach to food and healthy diet across the school was having a positive impact and resulted in the school recently achieving Healthy Schools Stage 3 Accreditation. Parents, staff and pupils spoke positively about the health improvement agenda at Lorne Primary School. Pupils particularly enjoyed cooking in the newly developed kitchen facility and working on a project called 'Grow your own Lunch'. The school have also recently received an Eco Schools green flag for their work on sustainable education.

In discussion with pupils it was evident that some pupils are very involved in planning their own learning through creating success criteria, and reflecting on their learning using learning logs and send it home books. This practice now needs to be further developed across the school. Best practice within the school where pupils are encouraged to have ownership of their learning, receive quality feedback and are clear about what is to be learned and what success looks like should be shared.

Pupils have a wide range of opportunities to take on leadership roles and contribute to school improvement, the pupil and Eco councils have enjoyed planning how to improve the school playground and organise events for the school community.

2.2 *Meeting pupils' learning needs*

The school successfully welcomed and celebrated its rich diversity. The school was very active in trying to engage all parents in their child's learning and the life of the school including a parent open learning event in mathematics and numeracy led by pupils.

Within the nursery, pupils' progress and development across the curriculum was tracked effectively through their 'All About Me' books. Nursery planning demonstrated clear evidence of challenge for more able children and staff interacted very well to support children's learning and next steps. Staff worked well with a wide range of partnership services to support children with additional support needs. Daily circle time sessions were used well to help children identify and discuss their feelings and emotions.

In the school, teachers were working with increasing confidence using the *Curriculum for Excellence* experiences and outcomes and a range of assessment strategies including good use of the National Assessment Resource. Within some classes the range of tasks and activities clearly matched the intended learning and provided appropriate challenge for groups and individuals. The new mathematics resource was helping provide core, support and challenge tasks and activities for all pupils.

Partnership working was a key strength at Lorne Primary School and the school made very good use of a wide range of partner services to support children and families including effective working with the Community Learning and Development worker.

The additional support for learning teacher and learning assistants remits had been reviewed to ensure they targeted effective support to meet the needs of learners throughout the school. Staff and partner agencies worked hard to take positive steps to identify and effectively address any barriers to learning.

2.3 *Leadership and direction*

The headteacher was committed to the development of leadership at all levels and his continued strong and effective leadership had ensured that learning and teaching is a central focus of the school improvement plan.

Across the school, the depute headteacher and staff were very involved in all aspects of school improvement and self-evaluation and had successfully led working groups, projects and curricular initiatives. Teachers spoke very positively about the professional dialogue and moderation activities including classroom visits they had undertaken and demonstrated that these were having a positive impact on their practice.

Views of staff, parents and pupils were regularly sought and there was a strong commitment to act on the results of these to help inform school developments.

3 Conclusion

With support from the education authority, Lorne Primary School provided a good education for its pupils. The school has made very good progress since the inspection and had made the necessary improvements in light of the inspection findings.

The education authority will not publish further reports in connection with the 2010 HMIE report.

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June 2012