

MURRAYBURN PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Murrayburn Primary School in March 2010. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority 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 were motivated and enthusiastic learners. In almost all classes pupils worked well independently and in groups. Some pupils were involved in self and peer assessment. In most classes learning intentions were shared with, in the best practice, pupil understanding being checked against success criteria. Staff employed a range of strategies to involve children in their learning eg in some classes a ‘no hands up approach’ was employed when asking questions to groups children who were randomly selected, thus helping to keep children on task.

Significant development had taken place in literacy and English. This was impacting further through initiatives such as Big Read and Big Writing. Children were motivated in reading activities, they clearly understood the different ‘roles’ they undertook when using “Book Detectives”. The senior management team (SMT), teachers and learning assistants all contributed positively to the reading initiative which was showing signs of raising pupil attainment. Older pupils also effectively supported younger learners in reading. Big writing was providing a consistent structure for learners, children were involved as ‘thinking partners’ to evaluate and share successes in writing.

The school and staff were aware of the need to further develop mathematics and numeracy. A good start had been made to use a variety of approaches to develop learning in classes for example through the use of mini-whiteboards to involve all learners. P1 pupils were engaged in activities which reinforced core number bonds whilst develop information handling skills. Primary 7 pupils understood how to calculate the perimeter of shapes.

The impact of staff continuing professional development (CPD) in cooperative learning was evident in some classes. Pupils talked positively about this group work which had become a feature of the learning approach within their class. This approach was going to be further developed following sharing of staff expertise at the next in-service day.

In the nursery an early start had been made to developing planning involving learners. There had been a number of changes of staff in recent times in the nursery which had impacted on the rate of progress. There were opportunities to build on existing nursery and school staff expertise to further develop the early level curriculum and learning and teaching approaches.

The school was well placed to build on the very good developments in literacy and English to continue to this to mathematics and numeracy, along with other curriculum areas, in line with cluster and authority plans. There should be a continued focus on the sharing of success criteria with pupils and staff using these to evaluate learning. Pupils should be further encouraged to reflect on their learning, their skills developed and where the learning has application in other curriculum areas and real life contexts.

2.2 Meeting pupils' learning needs

Two hours of physical education was provided. This being achieved through a combination of specialist teachers, class teachers and where possible the use of the outdoor areas.

The award of external funding (Ronseal grant) had resulted in significant improvements in playground facilities through the acquisition of outdoor playground equipment, further provision had recently been provided by a bus which will provide a very good resource for outdoor education and science.

Effective systems and procedures were in place for the identification and support of individual learners requiring specific support. This took the form of individualised programmes, delivered by learning assistants and class teachers. Learning assistants informally feedback to support for learning teacher on progress of individual pupils. There was careful timetabling that ensured the work with the support for learning teacher complemented learning that was taking place in classrooms. In almost all classes there was a range of learning opportunities to meet learning needs. Learning assistants were deployed effectively and provided good support in classrooms for children.

Teaching staff analysed standardised test results and have adapted the Big Writing criteria to track writing progress.

A commendable feature of the school was the integration of language and communication classes as part of the school and the 'reverse integration' of children from mainstream classes who benefited from the expertise of staff working within the language classes. Children in the language classes displayed a high level of knowledge on their research into Romania with information communications technology (ICT) being used to support learners. The use of ICT should develop further across all classes and the future ICT refresh will provide a timely focus for this.

The school had effectively addressed the action point identified by HMIE with regards to leadership of the language and communication class. The headteacher had overall leadership responsibility with the day to day management provided by the principal teacher.

2.3 Leadership and direction

Staff spoke positively about the developments in literacy and English within the school which had benefited learners. A successful approach had been taken to developing evaluation of school practice. Staff were involved in identifying features of good practice in literacy and these provided a focus for teachers sharing classroom experience with each other. This was part

of the annual calendar of quality assurance. Part of this calendar were the opportunities for sharing the culmination of learning for parents and SMT at the end of topics.

Distributive leadership was a key feature of the work of the school. A faculties approach had been developed to ensure sustainability of initiatives in eco, enterprise, global citizenship and health. This was achieved through self-nomination and staff welcomed the leadership opportunities provided within the school. Expertise of school staff was shared across the authority and individual teachers were involved in project leadership development and attendance at co-operative learning academies.

3 Conclusion

Murrayburn Primary School provided a good standard of education for its pupils. The school had made very good progress since the inspection and had made improvements in light of the inspection findings. The leadership and teamwork in the school provided a good basis for continued improvement. The education authority will not publish further reports in connection with the March 2010 HMIE report.

Peter Gorrie
Quality Improvement Officer
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