

PIRNIEHALL PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Pirniehall Primary School in August 2011. 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

There was a calm, purposeful ethos for learning throughout the school. Pupils were well behaved and took a great pride in their school.

Across the nursery and school most pupils were making good progress. Pupils were well motivated and actively engaged in their learning and teachers had high expectations of what children could achieve. The introduction of a wide range of assessment strategies (including standardised assessments) were helping staff to have a clearer understanding of children's strengths and areas for development.

In the nursery, staff had undergone training in talking and thinking floorbooks and this was helping them fully involve pupils in the planning and learning process.

Almost all staff have been trained in Cooperative Learning and in almost all classes learning intentions and steps to success were discussed and revisited with pupils. This process was helping pupils focus on what they were learning and what they needed to do to improve. Pupils were clearly developing their strategies of using peer and self assessment.

In literacy and English, focused initiatives including a new whole school approach to writing and spelling, a new reading intervention strategy for reluctant readers (Fresh Start), further development of roles and progression in Book Detectives and individual reading records of achievement were helping develop a more consistent and progressive approach across the school. This was contributing to increased confidence in staff and greater ownership of learning for pupils.

In mathematics the introduction of Number Counts and a more consistent and active mathematics approach across the school was helping staff and pupils see the application of mathematics in real life contexts.

The revised health and wellbeing programme was helping children become aware of their emotional, social and mental health and wellbeing and the whole school was building on from the schools Stage 3 Healthy Schools Accreditation.

2.2 Meeting pupils' learning needs

In the school, most tasks, activities and resources were well matched to the pupils' needs and enabled most learners to maximise their progress. Staff were using Blooms Taxonomy to develop their questioning skills and were using this to deepen and enhance pupil learning. Staff should now continue to ensure that they focus on the learning taking place, rather than the activity and build this into the plenary of the lessons.

The additional support for learning teacher, learning assistants and partner agencies continued to provide valuable support to staff and individual learners. All staff were fully committed to the 'Getting it Right For' agenda and the school had developed a new tracking system to ensure positive steps were taken to identify and address effectively any factors that hindered learning.

The school was aware of the need to continue to use a wide range of formative and summative assessment information, including teachers' professional judgement, to evaluate and reflect on learning and teaching and ensure appropriate pace and challenge for all.

2.3 Leadership and direction

The headteacher, depute headteacher and staff now have a clear vision of what's working well in school and what needs to improve. The senior management team (SMT) have established a clear monitoring and self-evaluation plan to improve the work of the school. Pupil discussion groups were informing the SMT of pupils' views on their learning.

The focused self-evaluation approach, together with continuous professional development sessions and departmental meetings supported opportunities for professional dialogue. This has led to increased staff confidence and clarity about the strategic direction for the school.

Nursery staff had introduced their own focused learning and teaching self-evaluations. These are helping them identify strengths, areas for development and next steps. The SMT should continue with their plans to involve the nursery in whole school monitoring and evaluation.

In line with Curriculum for Excellence and authority guidance the school's main focus has been on literacy, numeracy and health and wellbeing. This whole school approach to developing skill progression work will help structure and inform the implementation of other areas of the curriculum.

Pupils spoke very positively about the development of their personal learning plans and their learning logs. Pupils were fully involved in reflecting on their learning and this was helping them understand their strengths and progress. In line with the school's priorities, the school should continue to involve pupils in setting targets for their next steps in learning.

Recent parental responses show that an increased number of parents feel that their views are taken into account and their child is working to the best of their ability.

The staff were fully committed to the principles and actions of the Total Craigroyston approach. Staff were working hard with cluster colleagues and partners to raise attainment, and to create the right environment at school for effective learning and teaching to take place.

3. Conclusion

With support from the education authority, Pirniehall Primary School provided a good standard of education for its pupils. The school had made good progress since the inspection and had made improvements in light of the inspection findings. The leadership and teamwork in the school provided a very good basis for continued improvement. The education authority will continue to work with the school to ensure that the new programmes and courses are now having an impact on attainment.

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