

# PRESTON STREET PRIMARY SCHOOL

Follow through report on the HMIE inspection

NOVEMBER 2010

## 1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on Preston Street Primary School on the quality of education in January 2009.

Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

Education officers from the 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 for improvement, and produced a progress report for parents.

This report comments on the quality of education provided by the school since the original inspection. It also describes 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

Across the school pupils were making very good progress. Pupils' levels of attainment in reading, writing and

mathematics had been exceeded over the last year, with a significant increase in reading and writing. Standards in writing were now more consistent across the school and staff had high expectations of pupil presentation of work.

Wider achievement was well recognised, celebrated and promoted within the school. The school was tracking wider achievement of pupils. All pupils had more opportunities to exercise choice, show independence and take responsibility to be creative in English and mathematical activities.

Pupils were motivated, enthusiastic and actively involved in contributing to their learning. The use of Learning Walls in all classrooms gave the children opportunities to lead their own learning. Innovative approaches in Global Citizenship classes, Soft Start in P1 and flexible homework had encouraged independent and collaborative opportunities with pupils, parents and staff.

Pupils were very proud of their school and they had high expectations of themselves in both their learning and behaviour. They could talk confidently about their learning and ways in which to assist each other to improve.

A clear focus on new learning and teaching approaches through external and internal continuing professional

development had resulted in more systematic implementation of collaborative and active learning to develop higher order reading and thinking skills.

The school was committed to the principles of Curriculum for Excellence. Staff had made a very positive start on including these in their planning. The school had developed robust systems of internal self-evaluation which included pupils and parents, leading to significant improvement in active learning opportunities with support for all pupils, including those who were gifted and talented.

## **2.2 Meeting pupils' learning needs**

Relationships between staff and pupils were very good. Pupils were respected as individuals and pupils themselves respected the diversity of their school community. All staff had very effective approaches to involving pupils as fully as possible in their learning. Pupils enjoyed the opportunities they had to work as a class, in groups, in pairs and independently and were developing skills in reflecting on their own learning through dialogue with their teachers.

Most teachers shared the purposes of lessons with pupils and questioning was used to further involve pupils in what they were learning and to check understanding. Target setting was well established and contributed to pupils being more involved in and responsible for their learning. Pupils evaluated their own work and gave feedback

to their peers. They enthusiastically engaged in discussion.

The stronger focus on collaborative working among teaching staff, learning assistants, support for learning staff and the management team resulted in greater pace and challenge in all classes. This had provided pupils with more appropriate learning and teaching experiences, which were rigorously monitored and tracked by the management team.

Effective learning and teaching strategies included the use of information and communications technology (ICT) across the curriculum and use of prior learning to enhance the pupils' learning experiences.

## **2.3 Leadership and direction**

The headteacher had a clear strategic vision and direction for the school which focused appropriately on inclusion, pupils' achievement, attainment and meeting the needs of all learners. All staff worked very effectively as a team to motivate and engage pupils in their learning.

Staff and pupils welcomed and valued the diversity of the pupils. A shared understanding and commitment to enhancing pupils' learning experiences had strengthened partnerships between staff.

All staff had leadership remits and responsibilities, which were negotiated in a team environment. This approach had enhanced the learning experiences within the school.

The senior management team and staff used self-evaluation effectively to monitor and evaluate the work of the school. Good practice in learning and teaching was shared. This had improved staff practice and was also used to inform the school improvement plan.

Parental involvement in their child's learning had been further developed and enhanced through continued dialogue in the flexible homework approach, which had impacted very constructively on pupil progress in the new curriculum.

### **3 CONCLUSION**

With support from the education authority, Preston Street Primary School continues to provide a very good standard of education for its pupils. The school had progressed very well since the inspection and had made the improvements in light of the inspection findings. The current improvement plan had made a very positive impact on the work of the school. The very effective teamwork in the school provided a very strong basis for continued improvement. The education authority will not publish further reports in connection with the 2009 HMIE report.

Pam Mackay  
Quality Improvement Officer  
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