

# ST JOHN'S RC PRIMARY SCHOOL

Follow through report on the HMIE inspection

NOVEMBER 2010

## 1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in St John's RC Primary School in December 2008. Subsequently the school with support from 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

Across the school most pupils had made good progress. Pupils' performance had increased

significantly in reading, writing and mathematics but had decreased during the previous session. New pupils to the school had their learning needs effectively identified. Where appropriate additional support from the support for learning teacher and visiting services was contributing to improved outcomes for pupils. Some pupils had made very good progress from their prior levels of attainment.

The school was developing more varied reading approaches at the early stages with some pupils and this was beginning to increase pupils' skills and success in their learning.

Children in the nursery experienced a broad range of tasks and activities; they were purposefully involved in learning and achieved well across all areas.

Opportunities for pupils' achievements had been well developed through the Eco committee and pupil council. Pupils had taken responsibility for a range of recycling initiatives in the school and playground. Parents and the community were involved and had made contributions to the recycling projects. The travel plan had helped to promote safer journeys to school and pupils had been actively involved in surveys which helped to raise awareness of road safety issues. The pupil council actively contributed to improvements in school and had recently organised a very successful talent show as part

of a fundraising initiative. Pupils were proud of their achievements and they enjoyed contributing and taking responsibility for developments.

Staff were beginning to successfully develop Curriculum for Excellence, notably through the new religious education materials produced for denominational schools which provided very good opportunities for pupils to be involved in a range of active learning opportunities and develop their skills. The new planning formats had been well linked to learner's experiences and outcomes and provided progressive learning through a broad curriculum.

Parents had been involved in class curriculum visits and this had led to enhanced understanding of learning. Parental consultations had involved them and their child in learning discussions with teaching staff and this approach had been very positively evaluated. Planning for pupils' personalised learning continues to be developed.

The school did not yet provide the two hours of quality physical education for pupils in all classes.

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

Most staff set high expectations for pupils' learning. Some staff increased the pace of learning through timed activities and through increased challenge in lessons and most pupils were responsive and worked hard to meet the targets set for them. A few higher achieving pupils could have been challenged more in their work.

Staff shared the purpose of lessons with pupils and involved them in shared expectations for success in learning. Tasks to encourage active learning were set but some pupils would benefit from more differentiated tasks to match their learning needs and abilities more closely. Pupils enjoyed the range of opportunities and participated actively in their learning.

Children's learning needs were well met in the nursery. Staff were skilled in their observations and used this information effectively to extend and meet individual needs.

There was regular review of learners' needs and staff worked closely with parents and in partnership with others to support pupils learning through a range of quality experiences. Staff engaged and supported pupils well in their learning and they had good relationships with pupils. There was an inclusive and positive ethos in school.

Almost all pupils were engaged in their learning and contributed enthusiastically to their work. Upper school pupils were making good use of GLOW. Pupils had improved access to information and communications technology (ICT) facilities in classes and had benefited from interactive learning opportunities which supported their mathematical abilities and confidence using ICT skills.

Early years staff had developed and improved opportunities for children to continue to learn through play and activities were organised to encourage pupils to develop and enhance the skills they had learned. Pupils were developing literacy and

numeracy skills confidently and were motivated in the play situations.

Learning assistants were effectively deployed. They had positive relationships with children and provided very good support for individuals and groups of children.

### **2.3 Leadership and direction**

The headteacher had taken forward phased plans very effectively to positively improve the school building and the environment and the local authority and school had provided additional funding for improvements. The reception area and main corridors had been resurfaced and were bright and enhanced by attractive displays of pupils' art work.

The phased building improvements included refurbishment in boys and girls toilets which now provided an improved environment and facilities for pupils. Extensive external building repairs along with nursery and classroom upgrades had helped pupils and staff to be more motivated in their learning and positive about work.

The senior management team regularly met pupil groups to discuss and evaluate their learning and progress with them; they did this systematically and provided feedback to pupils and staff. These discussions helped pupils to be involved in their learning and they were motivated by the conversations.

There were opportunities for staff to take leadership within school and responsibilities had been developed through the cluster and staff working groups in literacy and active learning. Staff shared good practice with each other, they were committed and planned collaboratively, and there were regular opportunities to develop team teaching situations. Staff and pupils benefited from shared and consistent planning at each stage.

The headteacher took good account of the views of parents when planning how to take the school forward. The parent council worked closely with the school and supported it well.

### **3 CONCLUSION**

With support from the education authority, St John's RC Primary School provided a very good standard of education for its pupils. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan had had a positive impact on the work of the school. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2008 HMIE report.

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