

ST MARK'S RC PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in St Mark's RC Primary School in June 2010. Further progress reports were published by HM Inspectors in August 2011 and September 2012. The school with support from the education authority amended the school improvement plan to take account of the findings of the inspections.

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 how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

Areas for improvement from original report:

1.1 Improvements in performance

The improvement plan had a focus on a range of appropriate priorities. The development of pupil writing skills was evidenced across a number of classes. Big Writing was providing a structure to support learners in improving the quality of their writing. Very good practice was observed where children were involved in sharing their writing with peers and developing self and peer assessment skills. There has been an increased emphasis on number and mental strategies. At the middle stages there is strong performance in standardised assessments in mathematics. There needs to be continued focus on this to ensure that pupils in the upper school have increased confidence and expertise in the use of mental strategies.

In the nursery parents and carers were able to further contribute to supporting their children's learning following "Stay and Play" sessions. These were positively evaluated by those who attended.

2.1 Learners' experiences

In almost all classes appropriate active approaches to learning were in evidence. Children were confident in carrying out group activities, they were ably supported by pupil learning assistants. Pupils talked positively about the school feeling that their views were taken on board and they had a role within the school eg in leading developments on Fairtrade and in improving the playground environment.

The school should look at increasing opportunities for learning from and through the range of Information Communication Technologies (ICT).

3. How well does the school support young people to develop and learn?

Areas for improvement from original report:

5.1 The Curriculum (using Updated Expectations August 2013)

Staff have been involved in developing the curriculum with a focus on challenge, enjoyment and relevance. This was an ongoing development. Pupils were provided opportunities across the four contexts of the curriculum with a recent success being the production of “HONK” which received positive feedback from parents.

The nursery experience provided a rich curriculum with extensive grounds and areas for outdoor learning. An effective link had been developed with the local Tesco to support improvements to the outdoor area. A range of opportunities were available for children to develop early literacy and numeracy skills.

5.3 Meeting learning needs

Children were well supported by adults with targeted support for individuals and groups. In the early stages a variety of learning activities were in place to provide children with opportunities to develop understanding of letter sounds and understanding of shape. Staff should continue to evaluate learning to ensure that the needs of learners are met, in particular the most able learners.

4. How well does the school improve the quality of its work?

Areas for improvement from original report:

5.9 Improvement through self-evaluation (using Updated Expectations August 2013)

Staff were motivated, enthusiastic and had a highly positive approach to improving the work of the school. Staff worked collegiately across the cluster to develop understanding of cooperative learning approaches. Within the school there was increasing opportunities for professional dialogue, this being well received by staff. Individual members of staff also had been opportunities to lead initiatives. This provides a strong foundation for continued school improvement.

3 Conclusion

With support from the education authority, St Mark’s RC Primary School provided a satisfactory standard of education for its young people. The school had progressed well 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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