

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in St Ninian's RC Primary School in January 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

Children in the nursery experienced a broad range of tasks and activities. Staff planned for learning effectively

and responded well to children's interests. A programme for children on full time placement had been developed and provided a focus on choice and active learning. Improvements had been made to the outdoor play area and it was used on a regular basis throughout the school session. Staff had developed learning opportunities in the planting and orchard area and children greatly enjoyed using wheeled toys and other large play equipment outdoors.

Across the school pupils were making good progress in their learning. They had achieved well in reading, writing and mathematics. Overall pupils' performance had improved in the last two years, particularly in writing and mathematics.

The calm, purposeful atmosphere in the school enabled children to engage fully in their learning and almost all pupils were highly motivated and eager. Positive steps had been taken to increase the opportunities for pupils at all stages to be actively involved in their own learning and their skills as learners had been developed. Tasks and activities in classes were well planned and involved pupils as effective contributors, working independently and cooperatively in solving problems. As a result pupils' skills in listening and talking had improved.

The school was successfully developing the new national curriculum, notably in social studies and in new approaches to learning and teaching. Information and communication technology (ICT) was used effectively to enhance teaching and to support and motivate learning. Two hours of physical education (PE) was now provided for all pupils and they were encouraged to adopt healthy lifestyles. School focus weeks on Africa, anti-bullying, anti-racism, health promotion and road safety had helped children gain a sense of responsibility and citizenship.

Staff provided pupils with an extensive range of opportunities to achieve more widely, for example, through clubs, sports, performances, outings, visiting performers and residential experiences. Very good attention was paid to ensure everyone was included in these opportunities. Efforts to develop pupils' confidence and self-esteem were making a positive difference.

2.2 Meeting pupils' learning needs

Children's learning needs were met very well in the nursery. Staff had created a very caring and supportive ethos where children and parents were welcome. Staff observed children playing and used the information to extend and meet individual needs.

Across the school the pupils were highly motivated and enjoyed being in school. They answered questions confidently and worked well with others in group activities. Teachers

had become more skilled in involving pupils in discussion about what they needed to do to improve. Pupils were being encouraged to think about how well they were learning and were setting themselves clear targets for the future. Very good progress had been made with the introduction of personal learning planning over the last two years. The school had supported parents very well in understanding and taking an active part in discussions about their child's progress and ways of working together on their next steps in learning.

In almost all lessons the pace of learning was brisk and provided sufficient and appropriate challenge for pupils.

Effective procedures were in place to identify pupils who required additional support. Learning targets were shared with pupils and their parents and supported the progress being made by the individual pupils. Learning assistants worked well within classes and provided well-targeted help to individuals and groups of pupils throughout the school.

There was a very strong sense of equality and fairness throughout the school curriculum and across all aspects of its work. All pupils were fully included in the life of the school.

2.3 Leadership and direction

The headteacher provided strong leadership and was very well respected by staff, parents and pupils. She had shared a clear strategic vision for the school which focused

appropriately on pupils' achievement and on developing a community of faith. The deputy headteacher and principal teacher continued to provide very effective support to the headteacher.

The senior management team was working effectively with staff to improve pupils' learning experiences. Senior managers had also established a very strong collegiate approach to school development and involved all staff in the decision-making process. As a result all staff were fully committed to improving the school and they had taken leadership responsibilities for developing new initiatives which brought about positive changes in the pupils' learning experiences.

Pupils across the school were benefiting positively from the many opportunities to accept responsibility offered to them. In particular pupils from the upper stages supported younger pupils very well and successfully led a number of school groups like the green team and school houses.

3 CONCLUSION

With support from the education authority, St Ninian's RC Primary School now 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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ST NINIAN'S RC PRIMARY SCHOOL

Follow through report on the HMIE inspection

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