

TOLLCROSS PRIMARY SCHOOL/BUNSGOIL CROIS NA CISE

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Tollcross Primary School/Bunsgoil Crois Na Cise in August 2010. Subsequently the school with support from the education authority ensured the school improvement plan took 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*

In the nursery children were well settled and played cooperatively. The nursery provided a good range of learning experiences in a stimulating environment with good opportunities to develop skills in literacy and numeracy. For example children were developing number awareness through an outdoor skittles game.

Pupils were given a very good range of group and individual opportunities and responsibilities to allow them to contribute to the life of the school. They were enthusiastic about their involvement and confidently discussed the improvements made through the pupil council, eco and health groups. In line with national advice pupils received two hours of physical education.

Teachers were planning using Curriculum for Excellence (CfE) experiences and outcomes. A school and cluster focus had been health and wellbeing with informative booklets being produced for parents.

Staff have gained confidence through continuing professional development (CPD) in writing. Pupils spoke enthusiastically about the new writing programme and were able to explain how this had improved their writing skills. The school had undertaken early development work in talking and listening, this was continuing.

A very good start had been made to the updating of learning and teaching in mathematics in line with CfE. The school had used the local authority progression pathways to produce supportive planning material. Attainment information indicated that most pupils have a good understanding of key mathematical concepts in number, for example the link between multiplication and division. Attainment is very good in literacy and numeracy.

The range and variety of home learning had been improved, pupils and parents spoke positively about the interesting challenges set as part of home learning. They also were excited about the learning opportunities that the recently purchased iPads will provide.

The school recognised the need to continue to develop more active approaches to learning and teaching, improve the use of information communications technology (ICT) and identify more opportunities for interdisciplinary learning. Plans were in place to improve the website and further develop the use of the iPads.

2.2 *Meeting pupils' learning needs*

A good start had been made developing personal learning planning. Pupils contributed to setting targets and these were shared with parents. Pupils spoke positively about one to one personal learning planning (PLP) meetings with their teacher. There was good evidence of school evaluation of PLPs with the collation of views on key themes of impact on the learning and teaching process and time.

The atmosphere around the school was calm and purposeful. Pupils were confident, polite and talked positively and enthusiastically about their experiences at school. The school exemplified an inclusive approach and identified and delivered appropriate support for pupils with additional needs. Staff had enhanced their understanding through CPD about the requirements in the Additional Support for Learning legislation. Very good direction from the Support for Learning teacher allowed learning assistants to support individuals and groups of pupils.

In some classes there was still scope for raising expectations and in particular challenging some more able pupils. Continuing to develop and increase the range of differentiation in learning activities will help to improve pace of lessons and provide more appropriately for all ability levels.

Some staff had undertaken training in co-operative learning. As a result a few pupils were able to describe the different roles that they undertook within group learning situations. The headteacher identified the need to further extend this training to take place in this area and was modelling techniques at staff CPD sessions.

There was a wide range of opportunities for pupils to undertake a range of activities, this included the Junior Award Scheme Scotland (JASS) programme. Tollcross Primary School was an early adopter of JASS and have shared their enthusiasm and expertise at local authority level. This was being integrated as part of the wider pupil experience including such activities as sailing at Port Edgar and participation on the National and local Mods. Children were able to talk confidently about how this programme had helped them in learning about compromising, self-reflection and in taking on new challenges. The active schools coordinator played a significant role in offering a range of opportunities for pupils.

2.3 *Leadership and direction*

The headteacher and acting depute headteachers worked together as an effective team and were highly committed to continuing to improve the school and nursery.

There had been good shared leadership throughout school. A range of working groups had led curriculum development. There had been opportunities to share standards in school and in the cluster as part of moderation.

The headteacher had provided strategic leadership for curriculum development and she had introduced systematic approaches to evaluating the life and work of the school. A calendar of monitoring activities was well organised and helped to evaluate the work of the school. Learning walks were undertaken by the senior management team. The need to extend this approach through learning rounds was recognised by staff.

The school was effectively developing leadership opportunities for pupils. They were provided with opportunities to display responsibility for example they had helped improvements in the playground facilities and environment. They also had a significant role in planning and producing the centenary celebrations.

The headteacher had adopted a very open consultative approach with parents / carers. Parents welcomed the development of the meet the teacher evening, the school open day and the attractive and informative newsletter. She had worked closely and effectively with the education authority and school community during the development of the new Gaelic School.

3 Conclusion

With support from the education authority, Tollcross Primary School/Bunsgoil Crois Na Cise 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 teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2010 HMIE report.

Peter Gorrie
Quality Improvement Officer
September 2012