

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Kaimes School in January 2007. Subsequently the school with support from the education authority produced an action 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

The new headteacher had taken up post in August 2008 and had made it a priority to ensure that consistent and effective measures were in place for

every pupil. All relevant staff and, where appropriate, the pupil now contributed to the individual support plans.

Staff meetings were used to assess the overall progress of pupils. Their performance was tracked closely using the new personal learning format. The senior management team (SMT) also regularly reviewed each pupil's progress and linked this to forward plans and classroom practice.

The number of pupils succeeding at certificated courses had increased. Courses covered a variety of subjects allowing pupils to achieve qualifications in literacy and numeracy and to improve their confidence and self esteem through participation in other subjects. Progression at higher levels of study was provided through close liaison with the local secondary school. A small number of pupils were benefiting directly from this provision.

The school was in a strong position to introduce current curriculum developments through building on well established approaches and developing skills for learning, skills for work and skills for life. Some subject choice was in place to support the senior curriculum using opportunities for integration provided through the local secondary school. The home learning policy would be formalised after consultation with parents.

Pupils had been timetabled at the start and end of each day for quiet activities during registration. Clear learning goals were identified for these periods and activities were both focused and educational. In this way, the requirement to extend the length of the school day was being addressed.

2.2 Meeting pupils' learning needs

Pupil plans were a focus for learning and teaching approaches in the classroom. Consequently, there had been improvements in identifying support strategies and catering for individual needs. Teaching staff and educational psychologists planned together and agreed specific autism strategies to be undertaken in class.

Pupils were engaged in their learning and were particularly motivated when using current computer software as a tool to research and present their work. Money had been raised to provide electronic equipment which enhanced the teaching process and assisted in meeting individual pupils' needs.

All secondary pupils had the opportunity to participate in an annual residential experience. These experiences were very effective in addressing the social interaction and personal development skills that were targeted within individual plans.

Some improvements had been made to the learning and teaching environment. Completion of the new kitchen and dining area had created additional storage space

in a central location and had alleviated the pressure point of pupils queuing for lunch.

2.3 Leadership and direction

The headteacher had taken a strong lead in raising staff awareness of a range of autism spectrum disorder (ASD) strategies, and in developing staff confidence in evaluating practice. Staff had responded positively to discussing and implementing a variety of new strategies and teaching approaches. These strategies were reviewed in a planned manner to evaluate progression and effectiveness. This systematic approach had led to making learning more effective and in meeting learning needs.

Staff had benefited from opportunities to share practice with the headteacher, with colleagues and with the primary and secondary schools in the cluster. The success of this initiative had yet to reach its full impact. However, clear direction had been provided by the headteacher and staff were working well together as a team to ensure that improvements continued.

3 CONCLUSION

With support from the education authority, Kaimes 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 steady 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 2007 HMIE report.

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KAIMES SCHOOL

Follow through report on the HMIE inspection

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