

REDHALL SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Redhall School in September 2010. Subsequently the school with support from the education authority made changes to the 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

Overall children were confident and the school were innovative in making sure children could take on responsibilities. Across the school children were making good progress towards targets set in individualised educational programmes (IEPs). A systematic and reflective tracking system to monitor progress has been consistently implemented resulting in more challenging targets being set and staff having higher expectations about children's achievements.

Teaching staff were confidently using the *Curriculum for Excellence* experiences and outcomes to plan and review learning. The agreed planning format was consistently being used and had contributed to more focused planning, improvements in the evaluation of learning and clearer next steps for individual children. The headteacher and depute headteacher provided supporting and challenging feedback on planning and this was valued by teaching staff and had led to improved learning and teaching. The school recognised that further work was required to track progress across the curriculum and wider achievement.

The school had worked in collaboration with a range of partners to develop an innovative skills for life programme which was implemented across the curriculum focusing on literacy, numeracy and health and wellbeing. The strong emphasis on independence underpinned the programme and children were benefiting from a range of activities.

Children were becoming increasingly involved in taking responsibility for their own learning through a number of approaches including how they felt about their achievement of the learning outcomes. The school recognised the need to continue to further develop children's more active involvement in planning and assessing learning including improved sharing with children what they were going to learn rather the tasks they were going to do.

Children had a range of opportunities to contribute to the life of the school, these including the very active pupil council, ECO, Fairtrade, Road Safety, Enterprise and Rights Respecting groups. All children had the right to contribute to their annual progress review.

Children were enthusiastic about the opportunities they had to learn different skills and were particularly motivated through activities in cooking, information communications technology (ICT), mathematics and the Junior Award Scotland Scheme (JASS).

The school have sought ways to celebrate wider achievement including sharing successes at assemblies; certificates and sharing time in classes.

2.2 *Meeting pupils' learning needs*

There were positive relationships throughout the school. Senior pupils were developing skills in supporting younger children to take part in activities. There had been a commitment to implementing signing to improve communication. The headteacher and deputy headteacher recognised the need to improve the consistency of using a total communication approach across the school.

Children were motivated to learn and staff ensured that learning activities were stimulating and focused on skills progression. The development of frameworks to support curriculum delivery was contributing to improved learning and teaching. Working groups had unpacked experiences and outcomes for literacy, numeracy, health and wellbeing and religious and moral education. This resulted in increasing breadth and depth of curriculum delivery. The school recognised that there was a need to revisit coherence to further enhance meeting learning needs.

Staff had very positively evaluated continuing professional development (CPD) opportunities, an example of this was a programme identifying behavioural needs and increasing the range of approaches in meeting behavioural needs. This work had resulted in the development of the school's positive behaviour framework. The impact of implementing the framework has led to a more consistent approach to managing behaviour, increased staff confidence and provided an excellent stimulus for continued professional dialogue. Staff were becoming more skilled in recognising the triggers and redirected children back to the learning activity. IEPs were of a high standard and the commitment to independence was evident. The school recognised the need that, in some cases there was a need to ensure language was more child friendly and focused on learning rather than activities and tasks.

All pupils experienced personal learning planning. Primary 7 profiles were being completed in line with national and local guidelines.

The holistic approach to health and wellbeing had enabled the school to achieve Healthy Schools Level 2 in 2011. The school is working towards accreditation at Level 3. Almost all staff had completed CPD within the confident staff/confident kids programme which had led to increased understanding of the needs of the children and contributed positively in supporting children to become more engaged in learning. The school recognised the need to improve the use of ICT to meeting learning needs and technologies has been identified as a priority for 2012-2013.

There were very good transition arrangements in place for senior pupils moving on to secondary school. A range of options were explored for all children which enabled them and their families to experience a wider choice in deciding next steps. Primary 6 and 7 pupils were able to talk confidently about transition to secondary and had an understanding of possible choices.

Transition from nursery to P1 was well planned. Children and families were well supported and attention was given progression in learning. Transition booklets between stages had been produced and these were used effectively to support children in practical areas e.g. how the class might be different.

A significant number of children attended a mainstream primary for part of their school week. The children were able to express how positively they felt about going to another school and what they enjoyed learning at the other school. These placements are very well planned and supported. The range of purposes is explicit and the monitoring to ensure that this is a positive experience is a model of excellent practice.

2.3 *Leadership and direction*

The headteacher, supported by the depute headteacher, provided clear and focused strategic leadership for curriculum development. She had created a climate where a shared vision led all aspects of development. The measured and well planned approach to implementing *Curriculum for Excellence* ensured that staff had engaged with the principles and design of the curriculum.

The professional review and development for staff was effective and helped to identify both personal and school priorities. The review process for support staff had resulted in more clearly defined roles which led to an increase in responsibility. The headteacher and depute headteacher have a comprehensive self-evaluation calendar which focuses strongly on improvement. Staff understand their role in self-evaluation. Professional dialogue and reflection were embedded in practice. Staff worked effectively in teams and were committed to the school improvement agenda.

Partner services and agencies worked collaboratively with the school to support with the assessment process and develop approaches to meet the range of needs. This included developing behaviour strategies with the Child and Mental Health Team, development of approaches and resources for the skills for life programme with the occupational therapist and the development of solution focused meetings with the educational psychologists.

Further development of assessment, tracking curriculum breadth, depth and cohesion has been identified as a priority for 2012-2013.

3. Conclusion

With support from the education authority Redhall School provided a very good standard of education for its pupils. The school had made significant progress since the inspection in 2010. The commitment of staff, effective teamwork and very good leadership provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the September 2010 HMIE report.

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