

**North Lanarkshire Council
Learning and Leisure Services
Sacred Heart Primary School and Nursery Class**

**HMIE Inspection
Progress Report for Parents and Carers
March 2010**

1. The Inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Sacred Heart Primary School and nursery class in September 2008. The report acknowledged the following: happy, motivated pupils who contributed effectively to the life of the school; pupils' attainment in English language and mathematics; the nurturing environment and very friendly ethos in the school and nursery; productive partnerships with parents; the outstanding engagement of staff in school improvement and the life of the school; the quality of the leadership of the headteacher. Working with the authority, the school prepared an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

The authority visited the school and nursery class in January 2010 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report.

2. Continuous improvement

The headteacher, senior managers and staff had worked hard on the action points in the inspection report. The school and nursery class continued to place a strong emphasis on pupil attainment, pupil care and welfare and the promotion of pupils' wider achievements. The school and nursery class continued to be a nurturing environment where productive partnerships with parents continued to flourish.

The excellent quality of the leadership of the headteacher, effectively supported by the senior and middle management staff had continued to impact positively in building the school's capacity for improvement. Within this context, the outstanding engagement of staff, across school and nursery class, in improvement and the life of the school continued. Overall, pupils remained articulate, well-mannered, happy, and secure in their stimulating learning environments.

The school and nursery class had continued to work closely with a Link Officer from the Quality Improvement Service to further develop its capacity for improvement.

3. Progress towards meeting the main points for action

The initial inspection report published in September 2008 identified two main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

3.1.1 The school and education authority should continue to provide high quality and improving education. In doing so, they should take account of the need to provide more opportunities for pupils to work independently and assume greater responsibility for their own learning.

The school and nursery class had made excellent progress towards meeting this main point for action in providing opportunities for pupils to work independently. In all areas there was clear evidence that pupils assumed responsibility for their own learning. Staff had made effective use of Assessment is for Learning approaches with pupils displaying a clear understanding of their next steps in learning. In particular, nursery staff and pupils working with Circle Time and Floor Books was significant. Homework programmes encouraged independent research and learning.

Staff forwards plans were extremely detailed, supported independent learning, and were systematically and effectively monitored. Excellent opportunities for pupil choice were available through Purposeful Play and such initiatives as Active Literacy and Co-operative learning. Pupils at all levels displayed confidence and decision making skills in their learning.

All children were on task and displayed an impressive confidence in their use of classroom/playroom resources to support their learning.

3.1.2 The school and education authority should continue to provide high quality and improving education. In doing so, they should take account of the need to develop teachers' use of information and communications technology in lessons.

The school and nursery class had made excellent progress towards meeting this main point for action.

Staff had made commendable progress in developing appropriate and planned use of ICT in their lessons.

Working with the ICT Working Group, all staff had successfully taken forward the use of the ICT Suite to develop pupils' expertise and confidence in the use of hardware and software to support their learning. There were examples of children's learning through the use of the Smartboard and effective use of the Wii in the Nursery.

An integrated approach had been adopted which embedded the use of ICT in pupils lessons and learning experiences. ICT planners had made a positive impact especially in supporting inter-disciplinary learning, aspects of Curriculum for Excellence and homework tasks.

The use of ICT had been given a high priority in the school and nursery class with effective wall displays, ICT logs, wordbanks and illustrations to support pupil and parental access to websites and ICT use. The nursery pupils had contributed to the school website.

4. Conclusion

The school and nursery class had demonstrated clearly that it had the capacity to improve. The headteacher and staff had worked very effectively to take forward the main points for action. As a result of the progress made, the authority will take no further action in connection with the report of September 2008.

Christine Pollock
Executive Director

**North Lanarkshire Council
Learning and Leisure Services
Orbiston Nursery Class**

**HMIE Inspection
Progress Report for Parents and Carers
March 2010**

1. The Inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Orbiston Nursery School in December 2008. Since the period of the original inspection, Orbiston Nursery School is now Orbiston Nursery Class and comes under the direct management of the Headteacher of Sacred Heart Primary School. The report acknowledged the following strengths: partnership with parents; involvement in the community; staff teamwork and leadership across the nursery; happy confident children becoming confident in the nursery; opportunities for learning in the outdoor area. Working with the authority, the school prepared an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

The authority visited Orbiston Nursery Class in January 2010 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report.

2. Continuous improvement

The headteacher, senior managers and staff had worked hard on the action points in the inspection report. The Nursery Class continued to place a strong emphasis on pupil care and welfare and the promotion of pupils' wider achievements. The nursery continued to be a nurturing environment where productive partnerships with parents continued to develop.

The excellent quality of the leadership of the Headteacher, effectively supported by the senior and middle management staff, had made a significant impact on the nursery and facilitated effective staff teamwork. The nursery had a bright and welcoming learning environment where happy and contented children demonstrated independence in their learning. The nursery staff continued to make good use of opportunities for learning in the outdoor area.

The school had continued to work closely with a Link Officer from the Quality Improvement Service to further develop its capacity for improvement.

3. Progress towards meeting the main points for action

The initial inspection report published in December 2008 identified one main point for action. This section evaluates the progress made with this action point and the resulting improvements for pupils and other stakeholders.

3.1 Continue to implement projects as outlined in the improvement plan.

The Nursery Class had made excellent progress towards meeting this main point for action and significant progress had been made in implementing projects as outlined in the improvement plan.

Within a clearly organized environment, managers had worked hard at finding an effective balance between free-flow and structured activity. The learning experiences were rich and diverse, offering clear choices from the opening use of task cards and the opening discussion with children of the activities on offer in any particular session. Children were fully involved and demonstrated an impressive confidence in their use of classroom resources including ICT. Clear progress had been made to improve the quality of ICT experiences including work on the school and nursery website. A Smartboard had been purchased and was being well-used. Digicams and digiblues were in use especially in support of the priority to use outdoor learning to enhance and enrich learning experiences. The nursery is one of only two in the authority to have secured permanent status for ECO. A number of important developments had been successfully continued including weekly rambles to nearby parks using the business link partner, the YMCA, and involving parents. The outdoor area had continued to be enhanced and enriched by a Nectar Bar and continued work on the Willow Arbour. Work had been successfully undertaken to improve health and wellbeing experiences for the children and parents. The Paths Programme has been introduced and staff had been introduced to Restorative Practices training and a Joint Working Party with staff from the linked school had been formed. A Healthy Packed Lunch Day had been successfully established with related parent workshop. A Parent Committee had recently been considering food labels and the Toothbrushing Programme was well supported. Very good learning experiences were evidenced.

4. Conclusion

The Nursery Class had demonstrated clearly that it had the capacity to improve. The headteacher and staff had worked very effectively to take forward the main points for action. As a result of the progress made, the authority will take no further action in connection with the report of December 2008.

Christine Pollock
Executive Director