

**North Lanarkshire Council
Learning and Leisure Services**

**St Edward's Primary School
Follow-Through Progress Report**

June 2010

1. The Inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of St Edward's Primary School in May 2008. Working with the school, the authority prepared an action plan identifying how they would address the main points of action identified in the original HMIE report.

Officers from North Lanarkshire Learning and Leisure Services visited the school in June 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

Since the inspection in May 2008, the school has made substantial progress towards addressing the action points outlined in the HMIE Report. Under the effective leadership of the headteacher and management team, the staff have worked hard to enhance pupils' learning experiences through the further development of active literacy, active mathematics and cross-curricular approaches to learning. The return to work of experienced staff and other staffing changes have greatly contributed to this. The nursery environment has been transformed, and approaches to planning and transition to primary now exemplify best practice.

Curricular progression has been reviewed, and improvements in the purchase and use of information and communication technology (ICT) resources have impacted positively on the learning and teaching approaches used within the school. As a result, pupils' attainment in reading and mathematics has significantly improved, and writing is also showing encouraging signs of development although further room for improvement remains.

Throughout this period, the headteacher has ensured that all staff received the training, guidance and support they need to be able to make a positive contribution to the action plan. The range of approaches which the school uses to evaluate these improvements has also been extended to improve rigour, consistency and effectiveness.

The school has clearly demonstrated its capacity for continuous improvement in the future.

3. Progress towards the main points for action.

The initial report published in May 2008 identified five main points for action. This section evaluates the progress made in taking forward each of the action points and the resulting improvements for pupils and other stakeholders.

3.1 Improve the quality of children's experiences in the nursery

The school has made excellent progress in addressing this point for action.

Following the HMIE inspection visit, the school has embarked on a thorough reorganisation of early years' provision. Staff have visited other nurseries to improve and extend their own knowledge as well as making effective use of advice, training and support from the authority. Issues involving the learning environment have been addressed, and children now benefit from a bright, attractive space which engages their interest, with interactive areas promoting effective learning and teaching. Staff provide experiences which are challenging, enjoyable and meet the needs of all learners, in line with Curriculum for Excellence. Children are confident, work co-operatively and communicate well with each other and staff. They are actively encouraged to be independent learners by planning and evaluating their learning and they are also involved in their own target setting via Big Book planning. They have many opportunities throughout the session to practice and develop their maths and language skills and have access to technology to extend their knowledge. Children are aware of the need for a healthy diet and lifestyle. The implementation of the 'Paths' programme has allowed children to feel good about themselves, show respect and be more positive towards others. Parents are involved in many activities and special events and their contributions are valued. Staff have taken on leadership roles, and are reflective practitioners who set themselves high standards. A quality transition programme is in evidence and is already impacting significantly on the P1 experience. Approaches to tracking and reporting on children's progress using a very powerful online colour-coded tracking system can be regarded as sector-leading, and consideration is being given to extending this model across the school.

3.2 Improve attainment in English language in the school

The school has made very good progress in addressing this point for action.

With support from the authority's Literacy Team, all areas of English language have been reviewed and good use has been made of quality indicators in evaluating learning and teaching practices. The Literacy programme is now being implemented through P1 – P7. The purchase of additional resources, book-banding across the early stages, and good use of strategies to target children in need of support have all resulted in improved attainment in reading. Children are now being challenged to produce more extended pieces of writing, and as a result are consistently producing quality pieces of work, with more opportunities for 'real writing'. A stand-alone talking and listening programme has been introduced to ensure consistency and progression, with a view to gradually embedding talking and listening skills throughout the curriculum. The school should now build on these improvements by further developing these approaches.

3.3 Ensure that the school curriculum supports progression in pupils' learning

The school has made very good progress in addressing this point for action.

The headteacher and staff have reviewed the curriculum to ensure pupils are suitably challenged and that the pace of learning is appropriate to pupils' learning needs. Core programmes of study have been put in place, with effective transitional arrangements ensuring continuity and progression of children's learning. There is clear evidence of building on prior learning at the early stages with a strong induction programme in place, and the school is intending to develop this across all stages. The monitoring of forward plans has had a significant impact. Class teachers have regular opportunities to discuss individual pupils' progress and to plan effectively for future learning steps. Changes have been carefully planned in terms of meeting needs, creating opportunities for choice and where possible for specialisation. Courses and programmes are stimulating, challenging, relevant and enjoyable. The school should now continue to develop strategies and opportunities to challenge pupils of higher ability to enable them to build on the good progress already made.

3.4 Continue to develop more consistent, effective approaches to learning and teaching to enable pupils to become more actively involved with their learning

The school has made very good progress in addressing this point for action.

There are some very good examples of quality teaching throughout the school, with some aspects of excellence. Very good use is being made of active learning, independent and group work as well as assessment for learning strategies across the school. The consistent identification of learning intentions, success criteria, quality questioning and next steps for learning has undoubtedly impacted positively throughout the school. Good and varied use of ICT has also enhanced the learners' experiences. Teachers are now well-resourced.

3.5 Improve self-evaluation further, to ensure that the learning needs of all nursery children and school pupils are met

The school has made very good progress in addressing this point for action.

The headteacher has adopted a more rigorous approach to self-evaluation which is clearly focused on the quality of learning and teaching across the school and nursery. Teaching staff use the national quality indicators to identify their own strengths and the areas they need to develop, and regularly reflect on their own practice. There are also regular opportunities for both pupils and parents to contribute their views and ideas, and pupils are being supported in evaluating their own and each other's work. All of this is contributing to an improved learning environment across school and nursery stages. Effective tracking and monitoring of pupils' progress, and well-managed transition arrangements are further impacting on children's learning and achievement. The school should now continue to develop this systematic approach to self-evaluation by further developing the use of peer observation and stakeholders' views on the learning experiences provided.

4. Conclusion

The management team and staff have worked hard to address the action points identified in the HMIE visit in May 2008. They have demonstrated a clear commitment to improvement and are making very good progress towards meeting the main points for action. As a result, the quality of learning and teaching in the school and nursery has improved, and pupils' attainment has significantly increased. The school has demonstrated a strong capacity for improvement and is now very well placed to continue to build on the improvements already made.

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