Follow-through report

Dalserf Primary School

9 September 2010
Background

Dalserf Primary School was inspected by Her Majesty's Inspectorate of Education (HMie) in March 2009. After the report was published in May 2009, the Head Teacher and staff prepared an action plan to improve the school.

The school is part of the Larkhall Learning Community and the Quality Link Officer for the school reviewed progress on the action plan and submitted an evaluation of the school's response to the HMie Inspection report in May 2009.

A progress report to parents is required a year after the HMie report was published and this is the responsibility of South Lanarkshire Council Education Resources. The following provides a summary of the progress made by the school in addressing the main points for action included within the inspection report.

Continuous improvement

Since the initial inspection the school has continued to improve its effectiveness in a number of ways. These include:

- The Head Teacher and staff continue to work well together to provide high quality learning experiences for children. This is being achieved through initiatives undertaken within the school and across the Learning Community. This includes the establishment of a Teacher Learning Community in partnership with a neighbouring school.

- The school actively promotes a positive ethos and a culture of celebrating achievement, providing pupils with opportunities for leadership through the further development of the Pupil Council, Buddies and Playground Patrollers.

- Pupils are making a positive contribution to the wider life of the school as effective contributors and responsible citizens, particularly through their participation in a wide range of health promotion activities. This includes working towards achieving Gold Health Promoting School status.

- Effective partnerships with parents and carers ensures they are encouraged to be actively involved in their children’s learning, through informative monthly newsletters, curriculum workshops, open afternoons and showcases of children’s learning.

- Teacher engagement in continuing professional development (CPD) activities has resulted in improvements in the use of Information Communications Technology (ICT) across the school. As a result, pupils’ ICT skills have been further developed, including their use of GLOW, a national on-line educational resource.
Main points for action

The following offers a brief account of the progress made by the school and the authority in addressing the main action points of the report.

• **Improve the curriculum in line with the principles of Curriculum for Excellence to provide more varied and challenging learning experiences.**

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

  Since the publication of the report, the school has provided more opportunities for children to be involved in active learning, especially in writing and maths. Staff have implemented more challenging inter-disciplinary topics, providing more choice for pupils and enhancing learning experiences. Increased direct teaching time has further developed talking and listening skills. A new, structured, progressive spelling programme has been introduced.

• **Develop better systems for the identification, planning and monitoring of children’s progress, particularly for children with additional support needs.**

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

  All staff are now trained to implement a range of diagnostic assessments. More robust systems for identifying, planning, monitoring and tracking children’s progress have been introduced. The Head Teacher has ensured that all staff have access to well-organised, well-documented information relating to pupils with additional support needs. Staff work effectively with external agencies to ensure support is planned and integrated into classroom practice. The Head Teacher ensures all parents are fully informed of their child’s progress through regular formal and informal meetings.

• **Develop a more systematic and robust approach to identifying and taking forward areas for school improvement.**

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

  A shared systematic approach to quality improvement has been introduced through the establishment of a quality calendar, with a focus on the quality indicators in ‘How Good is Our School’. All staff are involved in regular self-evaluation activities to inform whole school improvement. Staff contribute to the wider life of the school and take forward areas for improvement by adopting a range of leadership roles.

Conclusion

Overall, the school and the education authority have made very good progress in meeting the main points for action identified in the original report.

Education Resources will not provide any further report in connection with the original HMIe report of May 2009, but will continue to monitor and support procedures within the school as part of its commitment to ensuring the highest quality of education for all children.

For more information or if you want this Information in a different format or language, please phone 01698 454450 or email education@southlanarkshire.gov.uk

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