

Follow-through report

Douglas Primary School and Nursery Class

15 September 2011

Background

Douglas Primary School and Nursery Class was inspected by Her Majesty's Inspectorate of Education (HMIE) in June 2010. Following the publication of the report in September 2010, the Head Teacher and staff prepared an action plan to address its main recommendations.

The school is part of the Lanark Grammar Learning Community within Clydesdale and the Quality Link Officer for the school reviewed progress in the action plan and submitted an evaluation of the school's response to the HMIE inspection report.

HMIE requires that a follow-through report is completed within one year of the publication of the report 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 in 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 work well together to provide high quality learning experiences for children. The move to the new school in December 2010 had a very positive impact on almost all aspects of school life. There are plans to develop outdoor learning, making increased use of the school and the surrounding community.
- Interactive whiteboards have made a significant impact on pupil learning across the curriculum. Pupils are increasingly motivated to learn and are building on their ICT skills. Increased use of GLOW is encouraging and motivating children to learn from each other, place their own work on GLOW and discuss this with others employing critical thinking skills.
- Interdisciplinary learning has enhanced pupil engagement and increased teamwork. Children are more confident and contribute more effectively during lessons.
- Children in the nursery make full use of storybooks. A purpose-built shelter with open storage now allows children to choose a book and sit in a comfortable area to 'read'. Nursery staff also choose a story book of the week and, after discussion, this becomes the focus for interdisciplinary work. Whole school reading time has been introduced and children are responding positively to this. All pupils participated in World Book Day and reading resources were updated to include more appropriate texts.
- Children have more opportunities to apply problem-solving strategies in real life situations and have developed their skills in team-working and problem solving. This has included the P7 Prom Committee, the P1 Mother's Day Tea Party and the Fair Trade tuck shop and assembly.
- There is now a wider range of after-school clubs including netball, bible club, knitting club, art and craft club. There are plans to introduce a gardening club, athletics, tennis and a homework club.

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.

- *Continue to improve attainment, especially in reading and writing and notably in P6/7*

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

Raising attainment in reading and writing continues to be a priority for the school. All staff are now using Assessment for Learning strategies in classes to involve pupils in identifying what they can do and what needs to be developed. Children are involved in self and peer assessment from nursery to P7.

Children are becoming better writers, more able to use appropriate forms of writing correctly and for the correct purpose. They are becoming more critical readers able to read between the lines, produce evidence to back up their opinions and recognise fact from opinion. Children's writing in P7 has improved. Vocabulary is more varied and the language used is more adventurous and interesting to the reader. Most children are able to use the correct forms of writing for particular purposes.

Rigorous tracking and monitoring of learning is planned for implementation in the school to ensure that pace and challenge of learning is having an impact on improving attainment.

- *Continue to develop the curriculum, taking account of Curriculum for Excellence*

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

Since the publication of the report, the school has provided more opportunities for all pupils to be involved in active learning and interdisciplinary learning. Children now have increasing opportunities to work in teams and challenge each other's thinking. A review of homework planned for August by the school should result in more relevant activities and reflect the principles and practices of Curriculum for Excellence.

Links with local businesses are being forged to enhance children's experience of skills for work and skills for life.

There is less emphasis on routine exercises in English language and Maths and children now have increased opportunities to develop and apply their maths and literacy learning in appropriate contexts.

- *Improve the record keeping for vulnerable children and those with additional support needs.*

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

Staff received in-service training on record keeping for vulnerable children and those with additional support needs. The Head Teacher has ensured that all staff now have access to well-organised, well-documented information relating to pupils with additional support needs. As a result, records are now more effective in ensuring that vulnerable children are kept safe and all agencies are working together to support each child. Children who experience barriers to learning now feel supported within an appropriate curriculum that allows them to learn and have success with a positive effect on self-esteem.

Conclusion

Overall, the school and the education authority have made 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 September 2010, 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 please phone 01698 454450 or email education@southlanarkshire.gov.uk

If you, or someone you know, would like this information in another language or format, please contact us to discuss how we can meet your needs.

08/11 (Pri) 15 September 2011