Follow-through report

Murray Primary School

9 September 2010
Background

Murray Primary School and Nursery Class was inspected by Her Majesty’s Inspectorate of Education (HMIe) in June 2008. Following the publication of the report in October 2008, the Head Teacher and staff prepared an action plan to address the main recommendations.

The school is part of the Calderglen Learning Community and the Quality Link Officer reviewed progress on the action plan and submitted an evaluation of the school’s response to the HMIe inspection report in April 2010.

HMIe require that a follow-through report is completed within two years of the initial 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 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 school and nursery class have achieved a silver award as a Health Promoting establishment. The contribution of parents and carers through school and nursery committees have benefited pupils by encouraging and supporting them to lead more active and healthier lifestyles. Staff have successfully introduced a new programme which teaches pupils to keep themselves safe.

- The recently formed Parent Council and the school have worked effectively to develop a strong sense of community. Partnership between school and the home is actively promoted by involving parents and carers in their children’s learning. Parents, carers and business partners also participate in the life of the school by their involvement in events such as the annual Careers Day.

- Pupils contribute positively to the life of the school, developing as effective contributors and responsible citizens, through the active pupil council. The creation of the Green Team provides opportunities for pupils to improve their skills as global citizens through involvement in initiatives to support sustainable development.

- The school is promoting achievement in a variety of ways. These include participation by P7 in a residential experience and access to a wide range of after school activities. Opportunities are provided for pupil involvement in a range of enterprising approaches to learning such as planning the school carol concert and a whole school show. Parents are regularly invited to attend assemblies which bring the whole school community together to celebrate success.

- In addition to addressing the main points for action contained within the report, the school has made very good progress in providing ways to deepen, extend and reinforce the learning of pupils through Curriculum for Excellence. There have been significant improvements in access to information and communication technology to support learning and teaching.
Main points for action

• Improve approaches to assessment in the nursery class to ensure that children’s learning experiences are well matched to their needs across the curriculum.

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

By their involvement in a wide range of training opportunities, staff have increased their skills in using assessment information to plan appropriate experiences and the children’s next steps in learning across the curriculum. Staff are now much clearer and more confident when planning and as a result the learning experiences of children in the nursery class have improved.

New planning, assessment and recording procedures have been developed and implemented. The revised approaches to planning place greater emphasis on using assessment information. The planners clearly state what children are expected to learn, evaluate the effectiveness of teaching and record the next steps in children’s learning. Planning is responsive and reflects the children’s interests and allows staff to focus more on specific learning needs. Through observation and listening to the children, identify areas to be discussed at weekly team planning meetings. Staff use the information from these discussions to plan appropriate experiences and children’s next steps in learning. New individual pupil profiles have been introduced to closely track and record children’s progress.

Systematic monitoring and tracking of children’s progress by senior managers has benefited children and staff. This has resulted in an increased sharing of best practice in teaching approaches as part of a national focus on the use of assessment to support children’s learning. The newly formed Nursery Parent and Carer Consultation Group meet once a term to discuss and evaluate nursery provision.

• Build on the best practice evident in the school to ensure that the learning needs of children and pupils are consistently met.

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

The school has continued to improve its effectiveness and has consolidated a culture of continuous improvement and the sharing of best practice across the school. There is a strong commitment to creating and maintaining an ethos which supports learning of a very high quality. This is evident in the content of the school’s excellent new Learning and Teaching Monitoring Position Statement.

Existing approaches to evaluating and improving the quality of learning and teaching have been reviewed and further developed. The good teaching and learning in the school has been further enhanced by extensive professional development activities. Teachers are encouraged to visit other classrooms to observe learning and teaching, engage in professional discussion and reflect on their own practice. This sharing of good classroom practice makes an important contribution to providing high quality learning and teaching at all stages.

The senior management team has taken a lead role in identifying and disseminating best practice throughout the school. A timetable of planned classroom visits with an agreed focus for observation is in place and as a result, best practice is identified and then shared and discussed with all staff for the benefit of children. This has resulted in the learning needs of children and pupils across the school being consistently met.
• Develop further the approaches to self-evaluation to ensure greater impact on the quality of teaching for effective learning.

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

The school has effective procedures in place to monitor and evaluate improvements in learning and teaching. Senior managers regularly sample pupils’ work, track the progress of individual pupils and visit classrooms to ensure continuous improvement in the quality of learning and teaching.

Improvements have been made to teachers’ plans and there is now a greater focus on evaluating the key aspects of the work of the school. Staff regularly discuss and review their working practices and the overall quality of provision at staff meetings. Effective team working amongst all staff ensures that clear priorities for improvement are identified. These are shared with pupils and parents and are included in the school’s improvement plan.

This rigorous self-evaluation has resulted in pupils experiencing a more consistent learning environment. The information gathered from the evaluation is then used to inform the improvement planning process.

Conclusion

Overall, the school and the education authority have made very good progress towards 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 October 2008, but will continue to monitor and support procedures within the school as part of its commitment to ensuring the highest quality education for all pupils.

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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