

CLOVENSTONE PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Clovenstone Primary School in June 2009. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection. An initial follow through report was published in May 2011.

The education authority recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for continued improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school since the original inspection and the subsequent follow through. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

2. Improvements in the quality of education provided

2.1 Learning and achievement

Overall in the nursery most pupils were making good progress. Almost all children were active and engaged and staff interacted well to support pupils' learning. Pupils had good opportunities to develop effective literacy and numeracy skills.

Across the school, pupils were well-behaved, motivated and enthusiastic learners and in most classes pupils worked well independently and in groups. The identified priorities within the school improvement plan and a new focused tracking and monitoring system have had a measurable impact on evidencing the improvement in attainment. Most pupils are now making good progress from their prior levels of attainment.

Attainment in literacy and English language is being strengthened through the development of a new whole school writing programme, systematic teaching of phonics and skills and increased staff awareness of active learning approaches. The school is well placed to develop a whole school active reading programme and provide opportunities to develop literacy across learning.

The atmosphere around the school was calm and purposeful. Pupils were confident, polite and talked positively about their experiences at school. They were particularly enthusiastic about the wide range of opportunities and responsibilities they had including choosing the new playground equipment and having a say in the choice of curricular/sporting lunchtime and after school clubs. Pupils generally felt safe, included and respected in school.

The developments in mathematics, language and learning and teaching approaches should now continue and be combined with best practice in the school where pupils are encouraged to have

ownership of their learning, their skills developed and are clear about what is to be learned and what success looks like.

2.2 Meeting pupils' learning needs

Within the nursery, the range of tasks and activities provided appropriate pace and challenge for pupils. Staff continued to provide very good targeted support to meet the needs of all learners. The children's personal learning planning folders continue to demonstrate progression and identify and plan individual steps in learning for all pupils.

In the school most activities and resources were well matched to the pupils' needs and enabled most learners to maximise their progress. The additional support for learning teacher, and partner agencies continued to provide good support and advice to staff and individual learners and positive steps were taken to identify and address effectively any barriers to learning.

The school was aware of the need to continue to use a wide range of formative and summative assessment information including teachers professional judgement to evaluate and reflect on learning and teaching and further improve practice.

2.3 Leadership and direction

The acting headteacher, principal and acting principal teachers are committed to developing leadership at all levels and have ensured that learning and teaching is a central focus of the improvement plan.

Staff spoke positively about the recent improvements within the school, which had benefited learners. Staff were involved in creating 'graffiti walls' which helped them develop a consistency and shared understanding about effective learning and teaching. The school is now well placed to develop this work further. Staff were motivated and welcomed Continuous Professional Development opportunities within and outwith the school.

Staff, parents and pupils are taking a more joined up approach to whole school improvement and were committed to acting on the results of self-evaluation to ensure improvements for children. They effectively gathered evidence from staff, pupils and parents to help inform school development and improvement. This approach has clearly been demonstrated in the improvements in literacy and English and now provides a strong basis for securing improvement in numeracy and mathematics.

This improved ethos of whole school self-evaluation is now encouraging staff to reflect on impact and the quality of learning and this has been developing well across school.

3 Conclusion

With support from the education authority, Clovenstone Primary School provided a good standard of education for its pupils. The school has progressed well since the inspection and initial follow through and made the necessary improvements in light of the inspection findings. The leadership and teamwork in the school provided a good basis for continued improvement. The education authority will not publish further reports in connection with the April 2009 HMIE report and the subsequent 2011 follow through report.