

# PROSPECT BANK SCHOOL

Follow through report on the HMIE inspection

SEPTEMBER 2010

## 1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Prospect Bank School in November 2008. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An officer from 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 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. 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

Across the school almost all pupils continued to make very good progress. Pupils had continued to

achieve the learning outcomes set within individualised educational programmes (IEPs) and in the upper school pupils were supported to be involved in setting and evaluating their learning targets.

The development of 'I can' statements in the areas of literacy, numeracy and health and wellbeing had helped pupils develop an increased understanding of what they need to learn. The school is now well placed to continue the work developing IEPs and further linking the learning outcomes to the new Curriculum for Excellence.

The school provided very good opportunities for pupils to be actively involved in protecting their environment and promoting healthy lifestyles. Pupils spoke enthusiastically about the playground developments in the upper school. In particular, they enjoyed the increased range of opportunities for learning through play, including areas for quiet play and areas for more active sporting activities. The pupils were very proud of the school's achievement of the second green flag and the opportunities they had to support the wider community including completing chores at home to support a school in Malawi.

The atmosphere across the whole school was calm and purposeful and the pupils were clear about the expectations in learning and behaviour

and the routines which should be followed. Whole school activities had continued to be a strength in the school and these motivate and engage pupils in a range of activities, including dance, yoga and the sponsored obstacle course. This had further developed teamwork and the pupils' pride in their school.

## **2.2 Meeting pupils' learning needs**

Pupils continue to be motivated and enthusiastic about the excellent learning experiences in place. Teachers had very effective approaches to involve pupils as fully as possible in their learning and pupils demonstrated increased responsibility for their learning and making appropriate choices. Pupils confidently expressed their views and opinions on a range of topics and engaged eagerly with visitors to the school.

The introduction of the new planning formats for interdisciplinary learning had increased opportunities for pupils to further develop literacy and numeracy skills in a range of everyday situations.

The commitment to creating a total communication environment had continued and had included the development of symbol movies and home school diaries which incorporate a 'chatboard' format that enables parents to talk about the school day with their child. The increase in the range of emotional literacy tools including the introduction of 'chat sheets' and the 'in the moment' approach have provided pupils with more opportunities to recognise and understand their emotions and feelings.

The school had continued to work very well with Pilrig Park School to ensure that the needs of the children are well understood and that appropriate support is in place as they make the transition to secondary school.

## **2.3 LEADERSHIP AND DIRECTION**

In the short time in post the newly appointed headteacher had demonstrated strong leadership and a commitment to improvement. This had been supported by the very effective management team of the depute headteacher and principal teachers. Across the school, staff had continued to develop leadership skills at all levels and have been confident in taking lead roles within and beyond the classroom including the continued development of the total communication approach, working groups for the playground project and parent and sibling groups.

Pupils had continued to be involved in leadership roles within class, whole school projects and through working groups. Opportunities for work placements within the school senior pupils included supporting the school service officer with daily activities, helping in the office and assisting the catering staff.

The headteacher and staff were involved in a range of effective quality assurance processes. Parents views had been sought on a range of areas, including their involvement in the life and work of the school, homework activities and the parental workshop opportunities.

Parental involvement in their child's learning had been enhanced by their active involvement in the planning and implementation of the emotional literacy project. This had ensured a more consistent approach to meeting the needs of learners in partnership with parents. The 'busy bag' homework activity project was enthusiastically received by the parents and children involved in the pilot. The positive and useful feedback to this project had ensured that all families will have the opportunity to participate in this project over the session.

### **3 CONCLUSION**

With support from the education authority, Prospect Bank School provides a very good standard of education for its pupils. The school had progressed well since the inspection and the current improvement plan has had positive impact on the work of the school. The teamwork in the school provides a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2008 HMIE report.

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September 2010



