

Report

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Report to:	Clydesdale Area Committee
Date of Meeting:	16 December 2008
Report by:	Executive Director (Education Resources)

Subject:	HMle Follow Through Report - Lanark Primary School
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise of the outcome of the Follow Through inspection of Lanark Primary School by HM Inspectors.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) to note the HMle Follow Through Report on Lanark Primary School.

3. Background

3.1. Lanark Primary School was inspected in June 2007 as part of a national sample of primary education.

3.2. The Inspectors reported that the following were key strengths:

- Links with the local community.
- The effective contributions made by staff to the care and welfare of pupils.

3.3. HMI identified the following as the main points for action to ensure improvement in:

- the quality of learning and teaching, and in the nursery in knowledge and understanding of the world and expressive and aesthetic development
- pupils' attainment in English language and mathematics
- assessment procedures and meeting children's learning needs in the nursery
- approaches for monitoring learning and teaching and tracking pupils' progress
- communication with nursery children's parents on progress and the work of the nursery
- involving staff in evaluating the work of the school and contributing to the school improvement plan
- leadership.

3.4. An action plan to take forward these points was prepared to address the main findings of the report and shared with parents.

4. Progress towards meeting the main points for action

4.1. The school has made very good progress towards improving the quality of learning and teaching focussing staff development on the introduction of more active approaches to learning, particularly at the early stages. Overall, learning activities

were better matched to the needs of individual pupils and the pace of learning had increased. Improvements in the quality of learning and teaching were having a positive impact on pupils who were more motivated to learn and had a better understanding of what had been taught.

- 4.2. There had been good progress in the nursery to improve the quality of children's learning in knowledge and understanding of the world and expressive and aesthetic development. There were more opportunities for children to explore and investigate and learn through play. In art, children worked independently and confidently with a range of resources.
- 4.3. There had been good progress in pupils' attainment in English language and mathematics. Improvements in the quality of learning and teaching were leading to improved standards of attainment, with reading and writing levels showing significant improvement. Pupils enjoyed the greater focus on interactive approaches in mathematics.
- 4.4. Good progress had been made in developing assessment procedures and meeting children's learning needs in the nursery. Staff remits had been reviewed to ensure efficient deployment and to allow children to interact more effectively with staff. Children were more actively involved in their work and in discussing their own progress and setting learning targets.
- 4.5. More systematic and rigorous procedures for monitoring the work of the school and tracking progress of pupils had been successfully introduced. This was judged to be very good progress. Children's needs were met at an earlier stage and met more appropriately. Senior managers now had a comprehensive view of how pupils' learning needs were being met and the introduction of a database assisted staff to track individual progress across stages and to encourage high expectations.
- 4.6. Very good progress had been made improving communication with nursery children's parents on their progress and the work of the nursery. Learning targets were now set for children in partnership with parents. Information was now more frequent and more easily available. Parents' suggestions were encouraged and social events well attended with parent helpers increasingly involved in the school and nursery.
- 4.7. Very good progress had been made in involving staff in evaluating the work of the school and contributing to the school plan. All staff had made significant contributions to the action plan following the initial inspection and many improvements were now underway. Staff met regularly and were consulted on developments and initiatives. All were members of at least one working group. Teachers and support staff felt more involved in decision making, felt part of a more positive ethos and promoted a culture of inclusion and support. They had begun to use national indicators to help evaluate the work of the school.
- 4.8. Since 2007, the acting Head Teacher and the present Head Teacher had led the school to making significant improvements. Senior staff had also made increasingly effective contributions to these improvements and there was now a strong sense of teamwork amongst all staff. Staff continued to show strong commitment to the school, shared the new vision for the school and were more actively involved in taking forward the work of the school. Very good progress had been made towards meeting this point for action.

4.9 Conclusion

The Head Teacher and staff had made good or very good progress in addressing all the main points for action. They had demonstrated high levels of commitment and much greater teamwork in taking forward key initiatives to improve the quality of learning and teaching. With continued support from the education authority, the school was now well placed to continue to improve the quality of its work. In view of this very significant progress HMle will make no further visits in connection with the original inspection.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. None

7. Other Implications

7.1. None

8. Equality Impact Assessment and Consultation Arrangements

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

Larry Forde
Executive Director (Education Resources)

18 November 2008

Link(s) to Council Objectives

- Raise educational attainment for all
- Improve lives of vulnerable children, young people and adults
- Increase involvement in lifelong learning

Previous References

None

List of Background Papers

- HMle Report of 23 October 2007

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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