



Follow-through Inspection Report

Elder Park Primary School

February 2005

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Elder Park Primary School in December 2002 following their inspection of the school in September 2002. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original report.

After consultation with HMIE, it was agreed that this follow-through report would be the responsibility of the education authority. Members of the Education Improvement Service visited the school in June 2004 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made in responding to the main points for action in the initial report.

Continuous Improvement

A comprehensive Action Plan to take forward the main points for action from the report was formulated. The authority has supported the school through its Education Improvement Service (EdIS) in all areas identified within the report.

The school has made very good progress in overtaking the main points for action in the report and has shown the capacity for continuous improvement. The effectiveness of the leadership of the headteacher gives support to continuous improvement.

Attainment in reading, writing and mathematics has risen in 2003/04.

Progress Towards the Main Points For Action

The initial inspection report identified 5 main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

Main point for action 1

The accommodation and resources issues raised in the report should be addressed

The school and the authority have made good progress towards meeting this recommendation.

The headteacher's office has been redecorated and the window frames have been painted in the ground floor toilets. Other building repair work has not yet been undertaken.

With the help of the Education Resource Service the school has identified and resourced gaps in provision in the reference library and is continuing to extend the range of provision within budgetary constraints. This has resulted in a developing range of up to date reference books in the school library.

Main point for action 2

The school should continue to work with parents and the School Board to improve attendance.

The school has met this recommendation.

Parents and the School Board were consulted and informed about changes of procedures. These include monthly recognition at assembly and in school newsletters of pupils with 100% attendance, display of the names of good attenders, the reward of external visits each term. Parents are involved promptly when their child's attendance is unsatisfactory and visits from the Education Liaison Officer are arranged as appropriate.

The Pupil Council was consulted throughout the process and pupil views were taken into account when strategies were being developed.

School attendance has been increased from 2002/03 by 2.2% to 93%.

Main point for action 3

Staff should improve attainment in those aspects of English language and mathematics identified in the report.

The school has met this recommendation.

Reading for enjoyment has been developed using a variety of initiatives; classroom time for private reading, paired reading, shared reading, book swaps, spooky tales, storytime, Book Fair, Elder Park Book Day, Library visits and encouraging library membership.

Personal writing has improved. The school programme has been adjusted to increase the frequency of personal writing in each planning cycle.

Formative assessment by staff and the sampling of pupil work by the headteacher confirm this improvement.

Pupils have developed their skills in using spreadsheets and databases. They are able to apply their skills in Information Handling in real life situations such as using a spreadsheet to analyse and chart the school accounts.

Attainment has increased overall and more pupils at Infant stages are achieving national attainment levels earlier.

Main point for action 4

The school should improve its arrangements for assessing and recording pupils' progress in English Language and expressive arts.

The school has met this recommendation.

All staff have benefited from support from EdIS on assessment and recording.

New proformae have been introduced which are positively impacting on the assessment of Expressive Arts and English Language.

There are two assessment activities each term for reading, writing and talking and listening.

The school's assessment procedures ensure that an effective record of pupil progress is maintained.

Main point for action 4

As identified in the school development plan, teachers should make more use of computers in learning and teaching across the curriculum.

The school has met this recommendation.

Teachers and Classroom Assistants have been supported with a programme of CPD provided both by trained school staff and by external providers. The role of Classroom Assistants in supporting ICT has developed

The authority's forward plans are now supported by a school ICT planner. The integration of ICT into classroom practice is recorded by staff in both subject and ICT planners. Pupil progress in the acquisition of ICT skills is recorded.

Staff regularly evaluate the use of software.

Staff report that their skills have improved and this is reflected in the increased use of computers in learning and teaching across the curriculum.

There is a growth in pupil confidence in activities which integrate ICT skills for example the Powerpoint presentation on Citizenship to other classes and the analysis of real data in spreadsheets and databases.

Conclusion and Next Steps

Elderpark Primary School has made very good progress in overtaking the main points for action in the report

The quantity and range of reference books has increased as a result of the school's efforts supported by the Education Resource Service. There is an improvement in attendance. Reading for enjoyment and personal writing have been developed. Teachers are now using computers more in learning and teaching across the curriculum resulting in increased pupil confidence.

The education authority and the school will continue to promote a quality learning experience for all pupils. The authority will support the school in addressing the accommodation issues identified in the report.

As a result, HMIE will make no further visits in connection with this inspection.



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