

Aberdeenshire

COUNCIL



Education, Learning & Leisure

HMIe SCHOOL INSPECTION

May 2007

FOLLOW THROUGH REPORT September 2009

MAUD PRIMARY SCHOOL

Her Majesty's Inspectors of Education (HMIE) inspected Maud School in May 2007 as part of a national sample of primary education. The report was published in September 2007. 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 HMIE inspection report. The education authority had maintained regular contact with the school to provide support and assess the extent to which the school had addressed the main points for action and had developed its capacity for continuous improvement.

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1. The school

Maud School is a non-denominational school. It serves the village of Maud and surrounding area. There have been no significant changes to the roll or in the number entitled to free school meals since the original inspection. Children's attendance is in line with the national average.

2. Particular strengths of the school

Pupils' growing independence as learners
Positive relationships between children, staff and parents
Caring and supportive staff
Leadership of the headteacher and quality of teamwork across the school

3. How well do young people learn and achieve?

Since 2006, overall attainment in English language and mathematics had continued to rise and in 2008 was above the average for Aberdeenshire. Attainment in mathematics and reading had been above the average for the local authority for the previous three years. There had been a significant improvement in writing since 2005. The school had targeted support at small groups and individual pupils and had used interactive resources to help develop writing skills. Parents had been involved in looking at how to improve attainment in writing. Pupils were given a range of effective strategies to improve their writing, including peer-assessment and targeted support by staff. Parents took an active part in learning, with fathers coming to school to take small groups of pupils for reading. This helped give positive messages to pupils about learning. Pace and challenge in the upper stages had improved. Staff showed skilled use of resources and strategies to improve learning. Support staff had been given high quality training in active learning. Time was given for support staff to work with class teachers and with the support for learners teacher. Interactive resources were used effectively by pupils to produce good quality art work. P3/4 had produced films using animations.

There were many opportunities for pupils to achieve. Nearly £1,000 had been raised for Children in Need. The early stages class had sold baking as part of an enterprise project. The senior class had organised and run a MacMillan Coffee morning raising over £400. The school had held a very successful Christmas Concert in the Village Hall with all pupils taking part. The beginning of the Homecoming Year had been marked by a Burns' lunch followed by a ceilidh. Pupils recited poetry and played music during this event. As part of the school's Health promoting school activities, the children, staff and many parents cycled to Aden Park, had a picnic and games before cycling back. The school had run a successful Multi-cultural day which included pupils cooking foods from other cultures. Pupils were enthusiastic about many of their lessons. They enjoyed coming to school, and valued the range of activities within lessons. They felt safe and cared for.

4. How well do staff work with others to support young people's learning?

The school had continued to develop good links with parents. Parents were kept well informed of school events. There was an active and supportive Parent Council. At the start of each term, parents were sent learning plans which outlined the group work their child would be doing in the coming term. A number of parents and relatives had helped to improve pupils' learning by being involved in various activities around the school. The school planned to involve parents in "Grand Prix Maths", a computer programme to be used with P6/7 to develop skills in percentages and decimals. Parents had been informed about *Curriculum for Excellence* through a variety of ways, for instance events at school, information letters home and parent council meetings. The school had good links with partner agencies, for instance educational psychologists and social workers.

5. Are staff and young people actively involved in improving their school community?

Information from the school's computerised management information system was shared with all staff and was used effectively. Assessment information was used to identify pupils' learning needs and plan next steps. Across the school, teachers gave pupils effective feedback on their progress and next steps. Tasks and activities were well matched to pupils' needs. There was effective individual target-setting by pupils, working with their teacher. Staff predictions of individual pupil attainment and progress were closely monitored by the headteacher. The school had recently achieved their Green Flag through the Eco School awards. All pupils had the opportunity to participate in the eco club which met during school time every week. There was an active pupil council which met regularly, with pupils taking the chair and acting as secretary. The pupil council had made several improvements around the school; for instance, they had ensured lunchtimes were better organised.

6. Does the school have high expectations of all children?

Teacher practices had continued to develop and staff expected more from their pupils. There was increased pace and challenge across the school and this had been reflected in the continued improvement in attainment. There was more independent learning. The Pupil Council with members from all stages had been involved in developing how achievement was recognised by the school. At school assemblies, pupils were presented with a certificate highlighting individual achievement.

7. Does the school have a clear sense of direction?

The headteacher working closely with staff had continued to develop a strong team spirit. Staff felt that she listened to and valued their views. They worked together well to improve the quality of learning for pupils. The headteacher encouraged her staff to undertake quality professional development and share what they had learned with other staff. Parents were positive about the quality of the education provided by the school, and positive about the quality of relationship between teachers and pupils. Parents, pupils and staff held the headteacher in high esteem.

8. What happens next?

The school, with the support of the education authority, had continued to progress and improve. Under the leadership of the headteacher, staff had worked willingly to take forward improvements. The school has the capacity to sustain its improvements and build on these. The school should continue to build on its progress to date and ensure that the gains made in attainment are consolidated and taken forward. Parents will continue to be informed of how well the school is progressing through the school's Standards and Quality Reports which are published annually.