



HMIe SCHOOL INSPECTION

FOLLOW THROUGH REPORT

SEPTEMBER 2010

ROSEHEARTY PRIMARY SCHOOL

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1. The school

Rosehearty Primary School serves the village of Rosehearty and surrounding rural area. The school has a roll of 142 pupils. A new headteacher was appointed to the school in August 2009.

2. Particular strengths of the school

- Well behaved and polite pupils who are keen to learn.
- The use of the local community to enhance the curriculum.
- Partnership work with parents and the wider community.

3. How well do young people learn and achieve?

Under the leadership of the new headteacher the school has taken steps to improve the quality of children's learning experiences and opportunities to achieve. Across the school there is more evidence of pupils being actively engaged in their learning. However the school recognises that more work is required on this. Attainment in mathematics is showing an upward trend. ICT is used more frequently, particularly in mathematics. This is helping to develop independent learning, increased confidence and problem solving skills.

There has been an increase in attainment in reading and writing. Monitoring of writing across the school has ensured a greater variety of writing styles being developed across all stages. Work has started on reviewing current programmes of work to enable appropriate pace and challenge.

Children enjoy learning and are confident in speaking to adults and to each other. The school's homework policy requires to be reviewed and updated. Transition links between the playgroup and nursery continue to be good. There continues to be good planned progression between nursery and P1 with pupils being involved in a number of joint activities including playtimes, reading sessions and sports. Nursery pupils are regularly involved in whole school activities such as assemblies and move up day.

Overall the delivery of the curriculum across the school is planned more effectively. Teachers are all using the virtual school planning formats on Glow. Planning is still an area for development across the school. The school is still at an early stage in developing interdisciplinary learning contexts with a focus on the outcomes and experiences of Curriculum for Excellence.

Pupils are setting targets, however these are mainly behaviour rather than learning targets. Targets require be more personal and focused.

Pupil involvement in enterprise and citizenship activities, particular with an environment focus, continue to be a part of the curriculum. The school has gained commended level accreditation as a Health Promoting School and are working towards their second Green Flag from Eco-Schools Scotland. Pupils across all stages have opportunities to participate in activities to develop their self-esteem and sense of responsibility. Various committees operate within the school including Pupil Council and Eco-Schools Group.

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

Teamwork within the school is strong. The school and the wider community, including parents, have developed positive partnerships. The Parent Council are active and very supportive of the school. Parents are satisfied with the educational experience provided for their children. The school has very good relationships with partner agencies and other Council services to provide additional support for pupils.

The school has improved communication between class teachers and support for learners teachers with timetable opportunities for discussion and shared planning. Pupils and parents are now more involved in contributing to individualised education plans. Within the school communication has improved with all staff using Glow as a means of accessing information

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

Staff are committed to improving the school; they work well together to improve children's learning experiences. Teachers have started to work in a more collegiate way and are more confident about working in teams. Staff are actively engaged in cluster learning circles. The school committees, including the pupil council, give children leadership opportunities as well as a say in improving the school's learning environment. A quality assurance calendar has been set up with the headteacher observing the quality of learning and teaching. The headteacher monitors teachers' plans and samples pupils' work and gives high quality regular feedback.

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

Staff set high expectations for all learners. Relationships through the school are good. Pupils are well behaved, courteous and keen to learn. The school is effective in recognising the achievements of all pupils in a variety of different ways including weekly assemblies, newsletters and special certificates. Pupils' work is valued and displayed well.

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

The headteacher has ably led the school to progress school improvement. Staff work well together on whole school improvement and are more confident about assuming additional responsibilities within the school. There are increased opportunities for pupils to show responsibility and leadership. There has been good progress in addressing the main points for action and the school has significantly developed its capacity for improvement.

8. What happens next?

The school has continued to make progress since the inspection in 2008. With commitment from staff under the strong leadership of the headteacher, the school is well placed to continue to improve. Parents will continue to be informed of how well the school is progressing through its Standards and Quality Reports which are published annually.

