



HMIe SCHOOL INSPECTION

**FOLLOW THROUGH REPORT
FEBRUARY 2009**

BODDAM PRIMARY SCHOOL

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1. The Inspection

HM Inspector of Education (HMIe) published a report following the inspection of Boddam Primary School in February 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.

Between 2007 and 2009 education officers maintained contact with the school to provide support and to assess the extent to which the school had further developed its capacity to secure continuous improvement in the future. Education officers visited the school in February 2008 and November 2008 to evaluate progress.

2. Continuous Improvement

The school had continued to improve its quality of education and had introduced a number of initiatives which had a positive impact on pupils learning. Attainment statistics for 2007 showed that pupils' attainment in English continued to be good overall. In reading, pupils' attainment was above Aberdeenshire levels and there had been a slight improvement in pupils' attainment in writing. Pupils' attainment in mathematics had further improved and was above Aberdeenshire levels.

Pupil involvement in enterprise and citizenship activities continued to be a notable feature of the curriculum. Pupils from P4 to P 6 had used an enterprise activity to support rainforest conservation. This work had increased pupils' understanding of the global environment and their role as citizens of it. The school had gained commitment level accreditation as a Health Promoting School and had recently won a runner up prize in the local radio stations healthy lifestyle competition. Pupils at all stages were encouraged to fully participate in a range of school activities to encourage developing confidence and self-esteem. Through their involvement in a number of school duties, including junior road safety officers, positive play leaders, prefects and playground buddies, pupils were encouraged to be responsible and mature. The pupil council had responded positively to working with the community council to develop a plan for upgrading the local play park.

Staff involvement in self-evaluation had increased through collegiate training on the use of quality indicators to evaluate the impact of the work of the school and to identify improvement priorities. In order to introduce a more distributive approach to leadership, the head teacher had invited staff to attend 2 authority-led training sessions. Consequently, the school had started to develop a more collegiate approach to the schools continuous improvement agenda.

3. Progress Towards Meeting The Main Points For Action

The initial inspection report published in February 2007 identified 3 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.

3.1 Continue to improve pupil's attainments in writing

Good progress had been made overall toward this main point for action. Results for writing had improved from 61.7% in 2005/06 to 68.5% in 2007.08. All staff had been involved in the review of the schools writing programme in order to identify more flexible opportunities for pupils to engage in the development of their writing skills. The head teacher had attended professional development seminars on raising standards in writing and this had been disseminated to staff through collegiate activities. The school had participated in a network moderation programme of 5-14 writing. This enhanced liaison between P7 teachers and S1 colleagues had enabled teachers to share good practice and to have increased awareness of appropriate pace and challenge for P7 pupils prior to transition. In P6/7 an imaginative story writing pupils were confident about sharing ideas and this was encouraged by the teacher's open and differentiated questioning style.

In addition there had been a whole school review to identify methodologies for teaching grammar skills within 5-14 writing. As a result the school had implemented a more consistent approach to improving pupils' awareness of grammatical terms and their usage. For example in a P3/4 class pupils were encouraged to identify and colour code adjectives and were confident in discussing their answers with their teacher and peers. Overall these improvements had led to increased pupil recognition of grammatical terms and more confident use of punctuation.

Staff had met to revise the school handwriting policy and as a result agreement had been reached on a teaching strategy across all stages. Teachers had increased expectations of pupils across all areas of the curriculum in respect of this skill. Pupils were actively involved in setting their own handwriting targets and they used a traffic lighting system to evaluate their progress. As a result the standard of handwriting and quality of written work presented had started to improve. A motor skills group had also been set up

and this programme enabled pupils for whom writing was difficult, an opportunity to gain confidence in their writing skills. To ensure the consistent implementation of the new handwriting policy, the head teacher regularly sampled pupils' handwriting activities as part of the schools quality assurance procedures.

3.2 Develop further the layout and level of detail in individualised educational programmes

Very good progress had been made overall toward this main point for action. The head teacher, support for learning teachers and support for learning auxiliaries had worked well to support pupils. All staff had been trained in the completion of new style Individualised Education Plans and these had been implemented for a small number of pupils with additional support needs. IEPs were now detailed and focussed on pupils' learning outcomes. Long and short term targets ensured that the needs of each pupil were fully addressed. Staff had continued to meet regularly with parents to discuss learning targets, to review pupil's progress and plan for next steps in learning. All staff had been made aware of the importance of regularly evaluating pupils' progress and to amend targets as required.

As part of the schools quality assurance programme the Head Teacher regularly reviewed teachers' records to ensure that all pupils with IEPs were making appropriate progress across all areas of the curriculum.

3.3 Ensure that tasks and activities provide sufficient challenge to meet the needs of all learners

Good progress had been made overall toward this main point for action. Staff had been consulted on an amended tracking system which more effectively monitored national assessment targets and the quality of tasks and activities provided for pupils. Consequently this system ensured that all pupils were making progress and that they were appropriately challenged. The school had reviewed the homework policy and tasks were better linked to pupils' class work and the curriculum as a whole.

Across the school, teachers set high expectations of what pupils had to learn. Pupils were aware of their targets and of what had to be done to improve their work. In particular there had been a focus on the quality of pupils' handwriting. Pupils were actively involved in setting their own handwriting targets across all curricular areas.

As a result the standard of handwriting and quality of written work presented had started to improve.

In classes, tasks more effectively met the learning needs of each individual child. For example, in P2/3 there was a differentiated approach to language tasks and pupils were able to peer mark their work. The school continued to extend Assessment is for Learning strategies across the curriculum. In all classes pupils were aware of what they were expected to do through the sharing of learning intentions by class teachers. 2 members of staff had attended a professional development opportunity to raise awareness of how to utilise maths resources to allow and encourage pupils to use high order mathematical skills and to deepen their mathematical understanding. The school had worked together with the Educational Psychologist and the local secondary school in order to identify and deliver a learning programme for a pupil working at level F in reading.

Overall pupils made good progress in their course work and were motivated to work well and enthusiastically using their own initiative. There were opportunities for pupils to work together in groups in a variety of circumstances. This included pupils in P5/6 working with shape boxes to solve mathematical problems and pupils in P1/2 using peer assessment in a pattern making task. This approach had increased pupils involvement in their own learning and in all classes observed the quality of learning and teaching had improved and the pace of learning had increased.

4. Conclusion

The Head Teacher and staff of Boddam Primary School had demonstrated a commitment to continuous improvement for their pupils. The school was well placed to ensure further improvement for the future. In light of the good progress made overall there will be no further reports in relation to the HMIe report of February 2007.