

**HMIe SCHOOL INSPECTION
AUGUST 2005**

**FOLLOW THROUGH REPORT
September 2007**

NEW DEER SCHOOL

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1. The Inspection

HM Inspectorate of Education (HMIE) published a report following the inspection of New Deer School in August 2005. An action plan was drawn up indicating how the points for action identified in the HMIE inspection report would be addressed.

Since 2005 education officers had maintained regular 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.

In June 2007, the Education Network Manager visited the school to formally evaluate the extent to which progress had been made by the school in addressing the points for action as highlighted by HMIE in their report.

2. Continuous Improvement

The school had shown clear capacity for improvement and had been well led by the headteacher. There was effective consultation and communication with all members of staff, pupils and parents. The school had continued to improve the quality of education provision and had introduced a number of initiatives, which had had a positive impact on pupils' learning.

The school had undertaken work to develop and identify opportunities to promote the four purposes of Curriculum for Excellence. Staff and pupils were familiar with the language of the four capacities and had audited how they were already embedded within the school's curriculum. Curriculum for Excellence was part of the school's planning and evaluation process. Effective use of thinking skills was evident in learning and teaching.

The school's policy and practice in enterprise had continued to improve, with a whole school approach delivered. Specific enterprise activities included New Deer School Olympics, 'Scot Idol', P2 Art Gallery, sponsored Race to Read and 'The New Hope Trust' Charity campaign. The ethos of enterprise continued to permeate other areas of the curriculum such as Health Education, Environmental Studies, Citizenship and Expressive Arts.

Representatives from each class P3-7 made up the Pupil Council. The Council played a full part in school life, supported by staff mentors. They had been involved in contributing to the school improvement plan through the Health Promoting School questionnaire and through working alongside the school's ECO

Committee. Meaningful pupil participation was evident throughout the school.

3. Progress towards meeting the main points for action

The inspection report published in August 2005 identified four 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 Further raise attainment in writing and extend the range of library books to meet the needs and interests of all pupils;

Very good progress had been made in addressing this main point for action.

There were now more flexible opportunities for pupils to engage in the development of their writing skills. Individual writing targets and success criteria were shared regularly with pupils. Star Writers were celebrated in each class, and each class had a 'writing wall' which helped to motivate and focus pupils. Teachers and support staff worked closely with pupils and staff to ensure attainment was improved through targeted writing lessons.

Results for writing had improved. Some pupils attaining beyond the expected targets and almost all improving within the level they were working at. This improvement had been maintained.

The library resources had been audited and updated. New resources, some specifically aimed at boys, were now available. Children now read more for pleasure. Accelerated reader and Book Detectives initiatives were now being delivered, and this had raised the profile of reading in the school.

3.2 Extend the deployment of support for learning staff to make best use of their skills

Good progress had been made in addressing this main point for action.

The support for learning teacher worked alongside class teachers to support pupils, particularly in the development of writing skills. She worked with colleagues to develop Individual Education Programmes (IEPs). These IEPs set out appropriate short and long-term targets for identified pupils. Parents were fully involved in this process. Plans were regularly reviewed and revised throughout the session.

Another member of staff had undergone extensive training in Brain Gym. Classroom assistants and auxiliaries undertook a programme of motor skills activities with specific groups of children. Pupils, particularly in the early stages, who had been involved in the programme were more focussed in their learning.

3.3 Adjust class timetables to ensure that pupils are fully engaged in appropriate tasks at all times.

Very good progress has been made in addressing this main point for action.

Active learning was well developed, particularly in the early stages. Pupils made good progress in their course work and were motivated to work well and enthusiastically using their own initiative. Interactive teaching had increased with interactive whiteboards being used effectively. Each class had an 'Activity' timetable and children were directed to independent learning activities, ensuring a progression of skills and knowledge.

There were opportunities for pupils to work collaboratively in a variety of circumstances involving groups of differing composition and size. This had increased their actual involvement in learning and in the majority of cases the quality of learning and teaching had improved and pace of learning had accelerated. The headteacher and teaching staff effectively monitored pupils' progress against predicted targets and provided appropriate support for individual pupils.

4. Conclusion

New Deer School had responded very positively to the action points contained in the HMIE report. As a result it had been possible for the school to improve those aspects of educational provision highlighted in the report by building on its existing strengths. The headteacher had led the school effectively throughout this period and was well placed to continue to develop leadership and self-evaluation across the school.

The school was well placed to continue to improve. It had successfully used self-evaluation to identify strengths and areas for development. Staff worked well, there were positive relationships and teamwork was well developed in the school.

As a result of the very good progress made, the education authority will not publish further reports in relation to the HMIE report of August 2005.