

Introduction

Gavinburn Primary School was inspected by Her Majesty's Inspectorate of Education (HMIE) in December 2004 and the resulting report was published in March 2005. Working with the Education Authority, an action plan was prepared indicating how the school would address the main point for action identified in the original HMIE report. Officers of the Quality Improvement Team visited the school prior to the publication of this report to carry out a follow-through inspection. They assessed the extent to which the school was continuing to improve the quality of its work and they also evaluated the progress made in responding to the main point for action outlined in the original report.

Continuous Improvement

Since the original report was published in March 2005 the school has continued to make very good progress in improving its overall effectiveness. The strong emphasis on pupil attainment and achievement was maintained through good approaches to tracking and monitoring pupil progress. Attainment in reading, writing and mathematics is above authority averages. The school has organised pupil groups in mathematics to ensure that pupils are given opportunities for an appropriate level of challenge, particularly in problem solving. This led to improvements in attainment in mathematics. The majority of pupils were exceeding national levels of attainment. A programme of writing across the curriculum was established. There are now more opportunities for pupils to develop improved skills in report and functional writing. The development of Writer's Craft was continuing. Staff were provided with training on developing assessment of writing and this was beginning to impact on pupil attainment. These initiatives contributed to improving attainment in writing.

An audit of pupils' skills in the use of information and communications technology (ICT) was carried out. Additional computer resources had been installed. Pupils were provided with good opportunities to enhance their level of basic skills. This had resulted in improvements to their skills and levels of confidence in using computers to handle data and produce graphs.

The school was continuing in its efforts to further improve the existing very good relationships with parents by providing opportunities to share the wider achievements of pupils. Parents, grandparents and carers were invited to an open day which focused on pupil achievement.

Adults were able to work alongside children on tasks that were themed to show progression from P1 to P7. The school continued to make very good progress in health education promotion and had recently achieved Health Promoting School Status.

Progress towards the main point for action

The initial inspection report identified one main point for action. This section evaluates progress made in addressing this point for action and the resulting improvement.

Main point for action

The school should ensure that all pupils have increased opportunities to work together and learn from each other.


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

The school had carried out an audit of the opportunities that pupils had to work with each other in their learning. Strengths and areas for development were identified. Pupils were now provided with very good opportunities to work collaboratively and learn from each other. For example Santa letters from pre-school pupils were responded to by P7 pupils enabling them to apply their writing skills. P7 pupils, trained by the deputy headteacher, developed responsibility for having a writing partner in P1-P3, tutoring younger pupils with homework, simple phonics and reading, as well as working in the P1-P3 library. It is planned to extend peer tutoring to pre-school pupils in session 2007/08. P7 pupils had formed an enterprise team and carried out a very worthwhile project which helped them to develop as successful learners and confident individuals.

Photographs of collaborative learning activities were taken by teachers, pupils and learning assistants. Teachers created packs containing comprehensive notes and photographic evidence of pupils working collaboratively over a range of tasks. This has led to the sharing of good practice across the school and the development of more consistent approaches to collaborative, independent and active learning across the curriculum. Photographs from the folders were posted on the 'achievement board' for parents to view during the open day. A wide range of collaborative learning activities was now being implemented successfully across all subjects at all stages.

Conclusion

The school had been systematic and meticulous in taking forward the main point for action. Education and Cultural Services will continue to monitor the school as part of its ongoing quality framework.



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