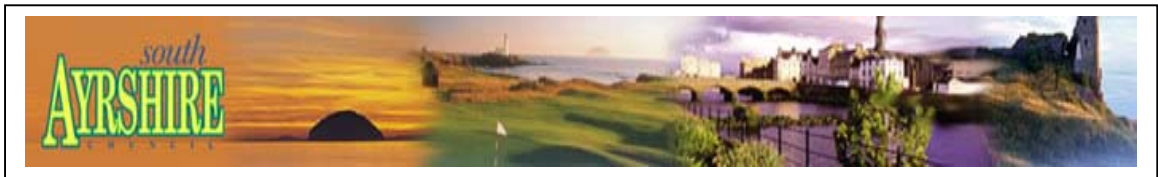


Follow-through Inspection Report

Dailly Primary School

South Ayrshire Council



A Report by Education, Culture and Lifelong Learning

22 May 2006

This report has been published by Education, Culture and Lifelong Learning on the basis of evidence gathered by a quality improvement officer who made follow-through visits to the school. It tells you about the progress made by the school in each of the main points for action. It also includes evaluations of other areas where the school is improving.

Following guidance provided by HM inspectors, Education, Culture and Lifelong Learning uses measures of quality in follow-through visits. As in HM inspections, this report uses the following word scale to make clear the evaluations made by the quality improvement officer.

Excellent	excellent
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just out weigh weaknesses
fair	important weaknesses
unsatisfactory	major weaknesses

This report uses the following words to describe numbers and proportions

almost all	over 90%
most	75 – 90%
majority	50 – 74%
less than half	15 – 49%
few	up to 15%

You can find more information on the work of HMIE and its role in Scottish education on its website: www.hmie.gov.uk. The website will give you easy access to inspection and review reports and a wide range of other publications.

Contents

1.	The inspection	1
2.	Continuous improvement	1
3.	Progress towards the main points for action	2
4.	Conclusion	4

Dailly Primary School

Follow-through Inspection Report

1. The Inspection

HMle published a report on standards and quality in Dailly Primary School on 12 October 2004. Working with the education authority, the school prepared and made public an action plan indicating how it would address the main points for action identified in the original HMle inspection report.

A quality improvement officer from Education, Culture and Lifelong Learning revisited the school in April 2006 to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made in responding to the main points for action in the initial report.

2. Continuous Improvement

The head teacher had provided very good leadership and direction in securing significant improvements to key areas of the school's work. Successfully promoting team working, she had involved staff in planning and taking action to respond to the recommendations in the inspection report. Staff had worked enthusiastically together to overtake the main points of action in the original report and consequently had increased pace and challenge in pupils' learning and thus promoted improvement in pupils' levels of attainment.

The head teacher had established effective systems for monitoring the quality of learning and teaching closely and had used these to track pupils' progress. She had involved teachers in evaluating classroom practice and in bringing about further improvements to pupils' learning experience.

Staff had built upon the school's approaches for promoting pupils' personal and social development. Pupils now had further opportunities to exercise responsibilities through the active Pupil Council and as house captains. The Pupil Council was involved in decision-making through working with a class teacher to organise a major school health event for the pupils. Following a thorough consultation with all pupils, the Pupil Council had spent their considerable funds to the benefit of all pupils. All pupils had been involved in fund raising for a wide range of charities including Clic Sargent, Ayr Hospice and the Guide Dogs for the Blind. Pupils benefited from a wide range of out of school hours clubs including football and arts and crafts. Pupils continued to be involved in a wide range of enterprise activities including a World War 2 drama event and exhibition. Pupils had achieved notable successes in the McLaurin Art Children's Exhibition, the small school's football league, Junior Achievement Award, Burns Poetry Competition, the Ayrshire Music Festival and a series of well-attended performances for the community. The pupils displayed citizenship skills through a regeneration project for the River Girvan, through providing harvest gifts for each elderly resident of Dailly and through sharing a Burns celebration with them. The school had continued to benefit from partnerships with a very supportive and active School Board. The

pupils, the chaplain and the chair of the School Board were very positive about all aspects of school life.

3. Progress towards meeting the main points for action

The initial inspection report published in October 2004 identified six 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 The school and education authority should take action to ensure improvement in the accommodation issues raised in the report.

The education authority had made adequate progress towards meeting this main point for action.

The boys' toilets in the infant building had been upgraded to a high standard. Disabled access to two of the main buildings in the school campus had been reviewed but the education authority had not yet implemented the planned improvements.

3.2 The school should take action to ensure improvement in raising pupils' attainment and developing their skills in writing, listening and talking, and in mental maths calculations and problem-solving and enquiry skills in mathematics.

The school had made very good progress towards meeting this main point for action.

The school had reviewed the programme for the teaching of writing. Staff had received good quality in-service training to raise awareness of new resources and to develop their skills in the teaching of writing. As a result, staff were more confident in assessing writing. The programme of study now provided pupils with well structured learning activities and staff had selected new resources to support them in delivering lessons effectively. At all stages, pupils were learning to write for a range of purposes. The headteacher sampled pupils' work and made formal class visits to monitor the teaching of writing and the use of Assessment for Learning strategies. Teachers had higher expectations of pupils' attainment. Significant progress had been made in improving standards in writing and attainment had risen considerably particularly in the infants. A staff group had updated the writing policy. The school had developed more systematic whole school approaches to the teaching of listening and talking. The school had introduced a new programme of study and policy for the teaching of listening and talking. In mathematics, staff had also agreed whole-school approaches to promote pupils' skills in mental calculations. Staff had written a mental maths policy. Pupils were now confident and more competent in using strategies to make mental calculations. The nursery had introduced a programme of brain gym activities and the school was continuing to develop them further up the school as part of its focus on thinking skills. Pupils were enthusiastic participants and felt the activities motivated them and helped them to be ready to learn. The headteacher and staff had reviewed problem-solving and enquiry in mathematics and were introducing more effective ways of developing pupils'

problem-solving and enquiry skills supported by new resources and staff development.

3.3 The school should ensure improvement in teachers' self evaluation and teaching approaches to develop pupils' independent learning skills, build more effectively on pupils' prior learning and better meet pupils' needs

The school had made very good progress towards meeting this main point for action.

The staff had worked well together to review their approaches to evaluating the quality of education provided by the school. Staff had been fully involved in systematic self-evaluation using *How Good Is Our School 2* through staff development and were familiar with the criteria for self-evaluation, particularly of learning and teaching. Teachers had taken part in an extensive range of training on how different pupils learn. As a result, teachers had increased opportunities for pupils to take more responsibility for their learning. At all stages, teachers were involving pupils closely in understanding what they were expected to learn in each lesson. Pupils had responded with enthusiasm to the increased responsibility for their learning. Pupils had discussed and agreed with their teachers how they could improve their classwork. The Pupil Council had given pupils from P4 to P7 an opportunity to be actively involved in making decisions that affected them at school. Teachers had also provided pupils with the opportunity to decide where to go on educational excursions and to choose Golden Time activities.

3.4 The school should take action to ensure improvement in monitoring and evaluating the quality of learning and teaching and improve the use of assessment information to plan next steps in pupils' learning

The school had made good progress towards meeting this main point for action.

The headteacher had developed a rigorous and systematic monitoring programme covering a wide range of school and class activities. This included regular and focused classroom observation. She met termly with staff to discuss forward planning, the progress of pupils and the setting of challenging targets for progress towards attainment levels. Teachers shared good practice through observing each other's practice and sharing expertise. The headteacher had led staff in a review of the school's approaches to planning and assessment. Staff had worked together to review planning and a coherent system for curricular areas had been introduced. Teachers were evaluating learning and teaching regularly in each curricular area. The school had developed planning to focus in more detail on what pupils were learning and to ensure that assessment informed next steps in learning which were clearly identified. The school had recognised the need to standardise daily plans to include learning outcomes and an evaluation of learning and teaching. The school had plans in place to take this forward.

3.5 The school should ensure appropriate pace and challenge in pupils' learning

The school had made good progress towards meeting this main point for

action.

The headteacher had established procedures for monitoring the rate of each pupil's progress towards national levels of attainment. This development, along with improved programmes of study, had ensured that the pace of pupils' work had increased though the school had recognised that the pacing of progress through the 5-14 levels had to be further increased. Pupils had been encouraged to think for themselves and had been set more challenging tasks. Teachers had increased the amount of direct teaching and this had helped to focus pupils on what they needed to do to improve. Attainment in reading, writing and mathematics had improved since the original inspection notably in the infant department.

3.6 The school should improve approaches to leadership

The school had made very good progress towards meeting this main point for action.

The headteacher had secured significant improvements in the school's arrangements for quality assurance. All staff had taken part in the education authority's procedures for review and development to help ensure their continuous professional development. They were fully involved in planning and evaluating improvement priorities to meet the action plan following the inspection. The headteacher had worked closely with staff to introduce agreed procedures for monitoring and evaluating the quality of pupils' learning experiences. These included providing oral and written feedback to teachers on their plans, classroom observations and regular discussions on pupils' progress and attainment. Teachers were encouraged to reflect on their own teaching, evaluate pupils' learning experiences, and use their professional judgement to make further improvements. These steps had improved the pace of pupils' progress and the quality of pupils' learning experiences. There had been continued efforts to promote the personal and social development of pupils, including their behaviour and attitude to work, and to recognise their achievements positively. The pupils had responded enthusiastically to encouragement to become more active in their learning. The headteacher had undertaken a wide range of professional development opportunities focusing on leadership. The impact of this was evident in the levels of leadership displayed across the school.

4. Conclusion

The head teacher and staff had shown commendable commitment to improving key areas of the school's work in response to the main points for action in the inspection report. The leadership skills of the headteacher had resulted in very effective team working and a clear sense of direction for the school. Developments in curriculum programmes, learning and teaching, staff development, quality assurance and leadership had had a positive impact in raising levels of attainment particularly in the infants. The school benefited from a very positive relationship with parents and the wider community. The school was well placed to build on these key improvements and continue to raise standards further.

Quality Development Unit,
22 May 2006