

Aberdeen City Council
Follow-through to the HMle Inspection of
Kingsford School

1. The Inspection

HM inspectorate of education published a report on Standards and Quality in Kingsford School in October 2006 as part of a national sample of primary education. Working with the authority, the school prepared an action plan indicating how it would address the main points for action identified in the original report. Education Officers have visited the school to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made on responding to the 2 main points for action in the initial report.

2. Continuous Improvement

Since the inspection the school had continued to improve its work in several areas of the curriculum.

New approaches to literacy and a better pace of learning had improved attainment in reading. The range of contexts for reading and writing had been extended. A whole school approach to curriculum linkage and forward planning had been put in place. Active learning had been developed in the Nursery and early stages classes. The school had achieved the advised 2 hours of Physical exercise and activity for all pupils.

The school had developed a range of strategies to support and celebrate pupil attainment and achievement.

3. Progress towards meeting the main points for action

The initial report, published in 31st October 2006, identified 2 main points for action. The following are evaluations of the progress made towards meeting the action points and the resulting improvement for pupils and other stakeholders.

3.1 To improve attainment in writing and mathematics, especially at the upper stages

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

Almost all pupils attained appropriate levels in writing at the early stages and the majority at the upper stages. The teaching of writing had been a focus for Continuous Professional Development and all staff, including pupil support assistants, had been involved in planning and implementing new strategies, with a resulting increase in levels of attainment. Teachers now shared the learning intentions with their pupils and explained what they needed to do to improve their work. Pupils knew the criteria against which their work would be assessed and were regularly involved in evaluating their progress.

Pupils wrote more often and for a variety of purposes across the curriculum.

Attainment in mathematics showed improvement with almost all pupils having attained appropriate national levels of attainment at the early stages and the majority having attained appropriate levels of attainment at the senior stages.

More frequent opportunities had been provided for pupils to develop mental mathematics and to use problem solving strategies within a broad range of contexts.

Teachers and pupil support assistants worked closely with members of the senior management team to plan for and support pupils' learning. Individualised Educational Programmes contained clear short and long term targets. Time had been allocated for teachers and support staff to review pupil progress and to set targets.

3.2 Ensure that tasks are sufficiently challenging for all pupils and the pace of learning is appropriate across classes.

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

In all classes teachers discussed with pupils what they were expected to learn and the learning intentions were displayed. Teachers were now using a wider range of strategies to assess pupils' learning and progress. Senior promoted staff had implemented a formal programme in order to monitor learning. Included within this programme were planned, focussed visits to classrooms followed by helpful oral and written feedback.

Regular monitoring of planning and pupils' work along with formal moderation of writing provided a clear focus for improvement and the pace of learning had increased in almost all classes. Weekly meetings of senior promoted staff had been used to discuss pupils' progress and to prioritise deployment of support.

At all stages pupils participated in a range of enterprise activities. These promoted pupil independence and responsibility for learning and added variety and challenge to the learning programmes.

4. Conclusion

Overall, the school had made good progress towards meeting the main points for action and continued to show capacity for improvement. Monitoring and evaluation of learning and teaching was more rigorous. Changes in teaching and learning strategies had developed pupil responsibility for and engagement with their learning. Attainment in writing and mathematics and pace of pupil progress had improved.

Education officers will continue to monitor the work of the school as part of the ongoing quality assurance framework.

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