

**Beaully Primary School
The Highland Council
28 August 2007**

Contents

Page

1. The inspection	1
2. Continuous improvement	1
3. Progress towards meeting the main points for action	1
4. Conclusion	3
How can you contact us?	4

1. The inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Beaully Primary School in October 2005. 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.

HM Inspectors revisited the school in May 2007 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 acting headteacher at the time of the inspection left the school in October 2005. Another acting headteacher was in post until June 2006. The current headteacher had been in post since August 2006.

Teachers had improved pupils' attainment in key areas. Almost all pupils were now attaining appropriate national levels in reading and mathematics. Most were attaining these levels in writing. School staff had further developed their approaches to supporting pupils, including vulnerable pupils and those with additional support needs.

School staff had made effective use of meetings with the pupil council. Staff now took better account of pupils' views in deciding how to improve the quality of the school's work. As a result, the system for rewarding pupils' achievements had been improved, and the school now offered a wider range of cultural and sporting activities.

3. Progress towards meeting the main points for action

The initial inspection report published in October 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 Ensure pupils know what they are doing well and what they need to do next to improve their learning.

The school and education authority had made good progress in addressing this main point for action.

Staff had undertaken helpful professional development to improve their assessment of pupils' learning. In most lessons, teachers clearly explained to pupils what they wanted pupils to learn. Teachers now made more effective use of questioning to develop pupils' thinking and to check that pupils understood what had been taught. In most lessons, teachers summarised effectively and gave pupils useful written feedback. Pupils now had more opportunities to evaluate their own and each others' progress. The school's target-setting system was not yet successful in ensuring that pupils could monitor their own overall progress effectively.

Overall, as a result of the improvements made, pupils now had a clearer understanding of what they were doing well and how they could improve.

3.2 Improve the quality and continuity of pupils' learning, and the involvement of all staff in improving the school.

The school and education authority had made good progress in addressing this main point for action.

Teachers had responded very well to support provided by the headteacher and the education authority. They had increased the pace and challenge of lessons and had improved the quality of pupils' learning, particularly in English language. They had not yet developed pupils' learning consistently in other areas of the curriculum, including mathematics. Staff now allowed pupils to take more responsibility for their learning. Pupils had responded well to more frequent opportunities to work together effectively on tasks. Staff had developed whole-school policies on approaches to learning and teaching, and assessment. All staff were now better involved in discussing and identifying the school's strengths, and areas for improvement. Staff now contributed more fully to making decisions in the school, and had taken on more responsibility for carrying out improvements. As a result of the improvements made, pupils were learning more effectively and staff were better involved in the work of the school.

3.3 Improve the school's partnership with parents and the School Board.

The school and education authority had made good progress in addressing this main point for action.

The headteacher had developed open and positive relationship with parents and the School Board. She kept them well informed of the school's strengths and future development plans. School staff now involved parents more fully in their children's education. Parents, including members of the School Board and the Parent Teacher Association, were more actively supporting the work of the school. They participated in school achievement celebrations, and carried out fund-raising for school trips and sports events. School staff had not yet ensured that parents were appropriately consulted on aspects of the curriculum, including pupils' personal and health education. Overall, as a result of the improvements made, parents and the School Board were more effectively involved in the work of the school.

3.4 Address the accommodation issues identified in the October 2005 report.

The school and education authority had made adequate progress in addressing this main point for action.

The education authority had improved the fabric of the building to provide a better learning environment for pupils. Pupils made effective use of increased provision of laptop computers and wireless networking to improve their skills in using information and communications technology. The uneven playground surface had been improved. Problems with inefficient heating and water penetration in the buildings had not been fully addressed. Traffic calming

measures, including a reduced speed limit, were now in place outside the school. This had improved pupils' safety at the start and end of the school day. The lack of an effective barrier to protect pupils from vehicles in the playground still represented a potential hazard for pupils.

4. Conclusion

Overall, the school and education authority had made good progress in addressing three of the main points for action and adequate progress in meeting one point for action. Pupils' learning experiences and attainment had improved, and parents now worked more effectively in partnership with staff. More remained to be done to protect pupils from vehicles within the school playground. Working with the continuing support of the education authority, the headteacher and staff had the capacity to improve the school further. HM Inspectors will make no further visits in connection with the report of October 2005. The education authority is to provide the District Inspector, in December 2007, with a written report on progress in addressing the remaining accommodation issues.

Brian Stewart
HM Inspector

28 August 2007

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Education, Culture and Sport, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Longman House, 28 Longman Road, Inverness, IV1 1SF or by telephoning 01463 253115. Copies are also available on our website: www.hmie.gov.uk.

HMIE Feedback and Complaints Procedure

Should you wish to comment on any aspect of follow-through inspections, you should write in the first instance to Annette Bruton, HMCI, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at www.hmie.gov.uk.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail: ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website: www.spsso.org.uk.

Crown Copyright 2007

HM Inspectorate of Education

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.