



PROGRESS ON THE MAIN POINTS FOR ACTION

Carronshore Primary School was inspected in June 2010 as part of a national sample of primary education. The school received a very positive report with a number of key strengths identified. They were:

- Confident, happy and motivated children.
- The integration of children who require additional support within mainstream classes.
- The improving trend in attainment in writing.
- Children’s high-quality artwork, displayed throughout the school.
- Teamwork amongst all staff in taking forward school improvements.

HM Inspectors also identified four main points for action, which the school and the Authority have addressed. They were to:

- Further develop all children’s understanding of their strengths and targets for learning.
- In the primary classes, ensure that tasks are always appropriately challenging for all children.
- In the enhanced provision, use Curriculum for Excellence to improve learning.
- Improve self-evaluation to help prioritise areas for improvement and increase their impact on learning and achievement.

As part of the HMle follow-through process, Falkirk Council Education Services was asked to evaluate the progress made by the school in taking forward these main points for action.

Since the inspection, progress in meeting the main points for action has been monitored and supported by the Quality improvement Officer (QIO).

The findings of this report have been verified through classroom observations, meetings with the head

teacher, staff, pupils and parents, and through scrutiny of the school’s documentation by the QIO and other relevant officers from the authority.

CONTINUOUS IMPROVEMENT

Since the publication of the school’s HMIE report in August 2010, good progress has been made in addressing the 4 main points for action. The Headteacher and her staff are firmly committed to providing the highest quality learning experiences for all the children at Carronshore Primary School and Nursery Class.

Progress against the 4 action points identified by the HMle is detailed below.

ACTION POINT 1

Further develop all children’s understanding of their strengths and targets for learning.

There was evidence of Assessment for Learning (AfL) strategies in use across the school. In most classes observed, these were being used effectively by teachers and children at all stages. Children could speak confidently about their learning and the levels at which they were working. They engaged positively with each other and could identify targets in their learning. Children talked very positively about their learning experiences and described a wide range of methodologies employed by the staff which they clearly enjoyed. Children also spoke of their involvement in planning some of their learning and felt that their voice was listened to by the adults in the school.

Relationships between all staff and pupils were very good and a good range and variety of methods was seen in the observed lessons. Children also spoke of very good relationships with other pupils, both in class and in the playground. They had confidence in the support they received from the adults in the school.

Children in the nursery were developing their independence and social skills and were very engaged with their learning, enjoying tasks both indoors and outdoors. A friendly, welcoming and purposeful ethos was observed with children interacting very positively with each other and with adults in the nursery class. A greater use of floor books and home school links has increased children’s involvement in planning in the nursery class. Targets are shared with the children by their key workers on a daily basis.

Good progress has been made towards meeting this main point for action.

ACTION POINT 2

In the primary classes, ensure that tasks are always appropriately challenging for all children.

Observed lessons were all good or very good. Children were very engaged in their learning which led to very good behaviour in classes observed. Children were well supported in their learning through techniques such as co-operative learning, AfL strategies in some classes and also by the effective deployment of support staff. Feedback to the children on their learning was positive and supportive. Very good differentiation was observed in some classes and it was clear that staff were very aware of the additional support needs of the pupils in their class with good liaison between Enhanced Provision (EP) and Support for Learning (SfL) staff. This ensured full inclusion for all pupils in the school.

The school has adopted a series of Rich Tasks involving the whole school in the same wide ranging topic as contexts for learning. This is proving to be very successful across all areas and stages of the school. The current topic of Ancient Greece and the Olympics is very successfully engaging pupils throughout the school. Staff in the Enhanced Provision, in particular, reported that their planning

for children’s learning has been greatly improved through the use of this approach

Specialist staff were observed during the visit and their input to the curriculum was commended with very good AfL strategies observed in the music lesson.

Individual Education Plans (IEPs) are in place as appropriate for children with additional support needs, including children who require a level of academic challenge beyond the majority of their age group.

Tracking and monitoring of progress is in place but still under development. Staff were using the criteria for Big Writing to ensure progression in writing across the school.

Although the action point referred to children in the primary stages, the team noted that practice in the nursery was also improving, with small group work by the nursery teacher providing more challenge for some children.

Good progress has been made towards meeting this main point for action.

ACTION POINT 3

In the Enhanced Provision staff use Curriculum for Excellence to improve learning.

Curriculum for Excellence was becoming firmly embedded in the Enhanced Provision (EP). The integration of the Rich Task work has been a real strength with EP children fully involved and EP staff more able to be involved in whole school planning.

The new Depute Headteacher is having a positive impact in the monitoring and development of the EP.

Very good progress has been made with IEPs. ‘I can ...’ statements make them child and parent friendly. The use of the SMARTBOARD at the initial review



meeting with parents is a very positive move. Targets are displayed on the SMARTBOARD and this allows parents to be more fully involved in the setting of targets. Targets were appropriate and not overly complicated.

The six weekly formal review meeting schedule was considered adequate by the team especially in conjunction with the very good informal communication systems that exist between EP staff and parents. These included interactive home books, email and regular phone calls.

Very good progress has been made towards meeting this main point for action.

ACTION POINT 4

Improve self-evaluation to help prioritise areas for improvement and increase their impact on learning and achievement.

The School Improvement Plan is now more focussed with a manageable number of priorities. Staff are involved in taking forward these priorities through work on school working or RACI groups.

Staff, when asked about self evaluation, emphasised the importance of regular feedback. They evaluate their own plans which are emailed to the Senior Management Team (SMT) and feedback should be given by the appropriate member of the SMT. This system is being reviewed and refined since the finalisation of the new SMT with a view to greater effectiveness. This should ensure that all weekly plans are evaluated by SMT as well as by individual teachers.

Nursery staff were still unsure about using national and local self evaluation tools and documents, such as Child at the Centre 2 or Managing your Early Years Provision. The Principal Teacher with responsibility for the Early Years indicated that this was a major priority for the Nursery Improvement Plan.

Staff in the rest of the school were involved in the annual school audit of performance using the How Good is Our School 3 Quality Indicators but they were uncertain of the evidence base for their gradings in the audit and the use that could be made of self evaluation tools for whole school reflection and for their own practice.

The SMT have recently undertaken an audit of the whole school using quality indicators and have highlighted the areas requiring most development. All of the SMT are involved in evaluating and producing the school's Standards and Quality Report, reviewing progress on an annual basis.

Support staff welcomed their inclusion in the annual professional review and development programme and all involved saw it as very beneficial and an important component of self evaluation. Monthly meetings between support staff and the SMT were particularly valued.

Progress in addressing this point for action was evaluated as satisfactory.

CONCLUSION

Overall, the school has made good progress in taking forward the four main points for action. After a period of staffing changes, the establishment of the new Senior Management Team now offers the opportunity to take forward the further implementation of Curriculum for Excellence with drive and energy.

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FURTHER INFORMATION

For further information on this report or the Council's strategy for Raising Achievement please contact the Headteacher or

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Further copies of this report and the original HMIE report are available from the school or on the HMIE website at www.hmie.gov.uk

Falkirk Council Education Services are committed to open communication that achieves shared understanding and helps overcome barriers. This leaflet can be made available in other languages, in Braille, large print or on audio tape. Please contact 01324 506600 for further information.



LEARNING TO ACHIEVE
A Strategy for Raising Achievement



Progress Report
on the Inspection of

**Carronshore
Primary School**

August 2012



Falkirk Council
Education Services