



PROGRESS ON THE MAIN POINTS FOR ACTION

Bonnybridge Primary School and Nursery Class was inspected in October 2008 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:

- Polite, well-behaved children who are enthusiastic about learning.
- Very effective approaches to meeting children's learning needs across the primary stages.
- High quality of interaction among staff and children in the nursery.
- Strong partnerships with parents, agencies and the community to support children's learning.
- The work of the headteacher and staff in creating a caring and supportive ethos.

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

- Continue to develop the curriculum in line with the principles of Curriculum for Excellence.
- Continue to involve children more actively in their learning by providing more opportunities for independent and collaborative working.
- Further develop self-evaluation approaches to improve the quality of learning and teaching.

CONTINUOUS IMPROVEMENT

Since the publication of the school's HMIe report in December 2008, good progress in all three main points for action has been made. The headteacher and his staff are firmly committed to an agenda of continuous improvement, and the culture of self-evaluation and reflection, already present in

the school prior to the inspection, has been further enhanced.

Progress against the three action points identified by the HMIe is detailed below.

ACTION POINT 1

Continue to develop the curriculum in line with the principles of Curriculum for Excellence.

The school and nursery have made good progress towards this action point. While maintaining a strong focus on discreet subjects, such as maths and language, the senior management team (SMT) are working on a long term curricular map to take forward further implementation of Curriculum for Excellence (CfEx). All planning is completed using the experiences and outcomes of CfEx and a degree of flexibility allows learners to lead the learning. This is still in development and the school is working with the authority to pilot and implement new ways of school improvement planning. Staff have made good progress matching previous good practice within 5-14 using guidance contained in Building the Curriculum 3.

Learners were very comfortable with methodology such as co-operative learning and restorative approaches and were knowledgeable about the four capacities of CfEx and what this meant for their learning. They were clear about learning intentions and success criteria and how these related to target setting for their own progress. Classroom observations confirmed that Assessment for Learning (AfL) strategies are in place across the school and well understood by staff and pupils. Children in the school and nursery class were independent learners and

their ideas were developed and encouraged by staff using very good quality questioning techniques and interactions.

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

ACTION POINT 2

Continue to involve children more actively in their learning by providing more opportunities for independent and collaborative working.

Classroom observations confirmed that the school has made significant progress in the area of active learning. All permanent staff have been trained in co-operative learning and a very active Teacher Learning Community (TLC) is helping to take this forward across the school. Staff are very knowledgeable about new initiatives and keen to take them forward. They are also supportive of each other and keen to share good practice. The SMT are considered very approachable and supportive of staff wishing to undertake continuous professional development, which they then cascade to colleagues. Learners and staff have a clear understanding of the philosophies behind new initiatives and this is clearly seen in classroom activities and relationships.

Parents are very content with the curricular progress at the school and feel that they are involved in their children's learning. They are very confident in the school's ability to support their children's learning needs and ensure that every child is encouraged to reach their potential.

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



FURTHER INFORMATION

ACTION POINT 3

Further develop self-evaluation approaches to improve the quality of learning and teaching.

The school was already committed to a culture of self-evaluation and this was evaluated as good in the inspection in October 2008. This focus has been maintained and extended since the inspection.

The SMT make regular monitoring visits to classrooms and around the school and staff are encouraged to share good practice through the TLC and other innovative methods, such as Glow. Monitoring and tracking of learners' progress is undertaken by the SMT as is scrutiny of planning.

The Parent Council is involved in the School Improvement Planning process and feel that the headteacher keeps them well informed about school developments. Parents felt that they were welcome in the school and that their concerns were dealt with quickly and sensitively. A parental questionnaire had been undertaken to harness the view of the wider parent body. Similarly, they had been consulted on the vision, value and aims of the school.

A recent development has been the introduction of reflective logs for the children. These documents share learning between home and school and have had a mixed response from all stakeholders. After evaluation by all, they have recently been re-launched and are beginning to inform learning and teaching significantly for staff, parents and children with several staff saying that they had refined their teaching as a result of the view expressed by children in their reflective logs.

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

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

The Communications Officer
Falkirk Council
Children's Services
Sealock House
Grangemouth
FK3 9XB
Tel 01324 506600

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

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LEARNING TO ACHIEVE
A Strategy for Raising Achievement

Progress Report
on the Inspection of



**Bonnybridge
Primary School
and Nursery
Class** February 2011



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