



PROGRESS ON THE AREAS FOR IMPROVEMENT

Hallglen Primary School and Nursery Class was inspected in October 2008 as part of a national sample of primary education. The school received a positive report with a number of particular strengths identified. As a result of the good quality of education provided by the school, HM inspectors decided to make no further visits in connection with the inspection.

Her Majesty's Inspectors identified two areas for improvement which the school and the authority have addressed jointly.

Falkirk Council Children's Services were asked to evaluate the progress made by the school in taking forward the recommendations and inform the parents about the school's progress in improving the quality of education.

CONTINUOUS IMPROVEMENT

Under the leadership of headteacher Alison McCalley, the school has made very good progress in meeting the recommendations made in the HMIe report published in December 2008.

Members of the management team including Julie McKenna, acting deputy head teacher and principal teacher Alan Willox have taken forward with the teaching and support staff a planned and systematic approach to the continuous improvement agenda.

The school has been supported and monitored throughout by the Quality Improvement and Curriculum Support Teams through meetings with the headteacher, staff and pupils, classroom observations and scrutiny of documentation.

ATTAINMENT 5-14

Attainment at Hallglen Primary was good at the time of the inspection. Overall attainment in reading and writing has dipped in 2010 but higher attainment increased. Overall attainment remained the same in mathematics with higher attainment falling slightly.

The school is further developing procedures for monitoring and tracking pupils' progress to take into account the new levels of Curriculum for Excellence which have replaced 5-14 attainment levels. The school is well placed to take this development forward.

Progress against the two areas for improvement is detailed below.

AREA FOR IMPROVEMENT 1

Continue to improve children's experiences and outcomes, addressing issues of pace and challenge, in the context of the national initiative, Curriculum for Excellence.

The school worked on having a clear and consistent definition of 'pace and challenge' amongst staff and compiled guidance and practical suggestions to help develop strategies. The school's arrangements for Quality assurance have ensured that these strategies are having a positive impact on children's learning experiences.

The school management team focused tracking and monitoring meetings to engage staff in discussion about learning outcomes and aspects of pace and challenge related to the learning process.

Findings from learning visits made by the senior management team were shared with the whole staff to highlight areas of strength and areas for next steps. The 'opening up learning' approach has led to clear and consistent focus for development and a sharing of good practice across the school and nursery.

In conjunction with the pupil council, a pupils' evaluation pro forma was devised by the school to give feedback on the lessons they experienced. This was then used by staff to adjust learning and teaching strategies according. There is a continued commitment to ensure a variety of strategies are used to gain pupil feedback which is used to impact positively on learners' experiences.

As a result from feedback sessions with parents and pupils, the school reviewed the range and style of homework activities provided. A much more active approach to homework has been taken with a focus on parental involvement. The personalization and choice element of the homework tasks has ensured a high level of pupil and parent motivation, with a range of activities to challenge all learners.

As part of the school's quality assurance programme an audit on 'Teaching for Effective Learning' was carried out. This enabled a plan to be drawn up which targeted additional support for more able children. Teachers now provide more challenge for children by providing opportunities for them to learn independently and in collaboration with others.

Enterprise in education has been further developed at all stages within the school. Pupils have been involved in a variety of enterprise

activities which led to the school receiving a gold award in the authority's Enterprise in Education Awards.

All staff are actively participating in Teacher Learning Community meetings throughout the session. As a result a variety of formative assessment strategies including sharing learning intentions and success criteria with children, techniques in providing high quality feedback to help children understand their next steps in learning are becoming further embedded in classroom practice. Staff are very positive about the impact this is having on their practice.

The school has made very good progress towards meeting this recommendation.

AREA FOR IMPROVEMENT 2

Extend staff skills further in judging the quality of their programmes and the impact of their teaching on children's progress and achievements.

All staff have been involved in auditing programmes of study in line with the experiences and outcomes within Curriculum for Excellence. Staff are fully involved in working groups, with some taking on lead roles, which develop action plans identified in the School Improvement Plan. There has been a particular focus on literacy and numeracy and its development across the curriculum throughout the school and nursery.

All staff continue to develop active literacy strategies and literacy across learning. The authority's Literacy Review noted the strong planning and use of evaluations and commended the planned approach to whole school events



FURTHER INFORMATION

which promote literacy such as Book Week, Library visits and Book Quiz.

The literacy working group developed an active spelling programme which is already impacting positively on children's spelling skills.

Other Active Literacy strategies including 'Big Writing' continue to be developed across the school, Enhanced Provision class and Support for Learning. There are early indications that this strategy is improving children's writing skills.

The numeracy working group have developed a new numeracy and mathematics programme with new planners which allow teachers to focus on developing active learning experiences for all pupils. This also included staff visiting different establishments within the cluster to share good practice in the teaching of numeracy.

To support this approach the school has invested in a variety of active numeracy resources which provide a fun range of challenges for pupils.

The whole school took part in a numeracy week which was very successful in developing active strategies and numeracy across the curriculum.

Aspects of themed learning, cross curricular planning, interdisciplinary study and links between learning are well developed and provide children with a context for their learning which embeds the principles and practices of Curriculum for Excellence.

These developments have been supported and challenged through the school leadership's quality assurance procedures which include planned meetings with staff to discuss the impact on

children's experiences and progress. This has enabled the senior management team to ensure that there is a clearer focus on the development of Curriculum for Excellence.

Staff continue to have opportunities to share good practice and this will be developed further through the commitment of staff to Teacher Learning Communities. This will ensure high standards in learning and teaching continue to be addressed.

The use of attainment data such as pre school baseline assessment, 5 -14 data and standardized assessments are used as part of the school's robust tracking and monitoring system.

The school participated in the National Assessment Resource project and developed an understanding of assessment strategies related to experiences and outcomes within Curriculum for Excellence.

In response to assessment within Curriculum for Excellence, the school is developing a systematic approach with pupils and parents in sharing learners' progress.

The school has made very good progress towards meeting this recommendation



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designed by communications unit corporate and neighbourhood services falkirk council

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 Children's 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 HMIE
Inspection - Areas for Improvement



**Hallglen Primary
School and
Nursery Class**

December 2010



Falkirk Council
Children's Services