



PROGRESS ON THE MAIN POINTS FOR ACTION



St Joseph's RC Primary School was inspected as part of a national sample of primary education, the report being published in June 2007. The school received a positive report with a number of key strengths being identified.

Her Majesty's Inspectors identified two main points for action, which the school and the authority have addressed jointly.

As part of the HMIe follow through process, Falkirk Council Children's Services were asked to evaluate the progress made by the school and to publish a report on progress to parents.

Since publication of the HMIe report St Joseph's RC Primary School has made very good progress in taking forward the recommendations contained in the report. The school has worked hard to establish a common approach to self-evaluation and is fully committed to the continuous improvement agenda.

Continuous Improvement

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Attainment 5-14

Attainment in Reading, Writing and Mathematics at St Joseph's RC Primary School at the time of the inspection was very good. Since the inspection, attainment in all three areas has continued to rise overall, with 97% of pupils attaining expected 5-14 Levels or better in Reading, 95% similarly for Writing and 99% for Mathematics.

Action Point 1

The school should take account of the need to improve approaches to self-evaluation.

The head teacher has put in place a programme of regular classroom monitoring, including the nursery, during which the quality of learning and teaching is observed.

Class teachers and the senior management team together track pupils' progress, evaluating teaching strategies and support for pupils. This has led to improved attainment in reading, writing and mathematics.

Teachers' expectations of pupils' progress in learning are consistent across the school.

Pupils regularly assess their own work and

discuss their progress with their teachers.

Teachers routinely evaluate and reflect on their own and each others' practice.

The school takes clear account of the views of parents and pupils. Extensive use is made of 'blogging' to keep parents informed about the ongoing work of the class.

Homework diaries and Learning Logs enable parents and pupils to keep abreast of the demands of homework.

In the nursery and throughout the school, photographs are used to illustrate learning and children's activities. Examples of children's work in ICT are displayed in the school.

Very good progress has been made towards meeting this recommendation.

Action Point 2

The school should take account of the need for consistency in the quality of learning and teaching and ensure the needs of all pupils are met.

The school now demonstrates a high degree of consistency in delivery of lessons.

Children at all stages show increased confidence in their own learning and are now more willing to share this with other pupils and with adults.

A culture of team-working is evident among the staff. They regularly discuss their teaching as well as engage willingly in Continuing Professional Development within and outwith the school.



FURTHER INFORMATION

In classrooms, including the nursery, staff and pupils work with each other to a consistently high degree to take forward learning.

Children at all stages are encouraged to play an active part in their learning and to collaborate with others across a range of activities. This has raised children's confidence in their learning.

Effective transition has been put in place to help pupils move to the next year stage.

Pupils in need of additional help with their Reading have participated in a targeted support programme. They have shown good progress, reflected in the overall improvement in attainment in Reading.

Individual Education Plans (IEPs) for children who require additional support are updated jointly by the Additional Support for Learning (ASL) teacher and class teachers on a monthly basis.

Teachers are now more aware of the progress made by children with IEPs. This, in turn, has improved the pace of learning for the children involved.

Across the school, including the nursery, children are regularly encouraged to talk about their progress and how their work might be improved.

The school makes good use of information and communications technology. Pupils make effective use of electronic whiteboards to promote interaction with their teacher and with each other.

Very good progress has been made towards meeting this recommendation.

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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.



Falkirk Council
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LEARNING TO ACHIEVE
A Strategy for Raising Achievement



Follow Through Report on the Inspection of

St Joseph's RC Primary School
July 2009



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