

PROGRESS ON THE MAIN POINTS FOR ACTION



Stenhousemuir Primary School was inspected in January 2006 as part of a national sample of primary education. The school received a positive report with a number of key strengths identified. As a result of the very good progress made in overtaking the main points for action, HM Inspectors decided to make no further visits to the school in connection with the report.

HM Inspectors identified four 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 was asked to evaluate the progress made by the school in taking forward the recommendations and to publish a report on progress to parents.

Continuous Improvement

Since the publication of the school's HMIE report in April 2006, there has been very good progress. The Headteacher, Mrs Linda-Anne Reid and her 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 in meeting the recommendations has been monitored and supported by the Quality Improvement and Curriculum Support teams.

Attainment 5-14

Attainment at Stenhousemuir Primary School was good in English language and adequate in maths at the time of inspection. There has been good improvement in all aspects of attainment at key stages, with the school exceeding local averages in reading, writing and maths.

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

Action Point 1

The school should raise attainment in mathematics and English language, particularly in writing.

Attainment in mathematics

- Maths is now taught in broad banded classes with staff expertise and strengths directed towards pupil needs.



- The Senior Leadership Team (SLT) meet regularly with class teachers to discuss projections and action plans for pupils in maths. They are also involved in observation of learning and teaching in maths.
- Pupils are involved in setting their own targets, especially those pupils with additional support needs. Staff, resources and Support for Learning Assistants (SLAs) Advanced have been targeted to support broad banded groups.
- Staff have increased the use of ICT in maths to increase pace and challenge.

Very good progress has been made towards meeting this recommendation.

Attainment in Writing

- There have been significant increases in the attainment of writing across all stages, particularly among boys. The gap between boys and girls has been reduced from 21% to 8% in the last few years.
- All of the SLT are involved in quality assuring the pupil experience through classroom monitoring and observation and sampling of written work.
- Every classroom has a 'writing wall' which is used daily by the pupils to help add quality to their writing tasks.
- Twice yearly meetings are held between the SLT and class teachers to discuss attainment in writing and agree necessary actions.

Very good progress has been made towards meeting this recommendation.

Action Point 2

The school should share effective practice across the school to ensure consistently challenging and appropriate learning experiences for all pupils.

- A culture of sharing good practice through peer observation and targeted CAT sessions, some involving authority seconded staff, has been established. Staff have evaluated these very positively.
- Formative assessment has been further embedded with the launch of the draft Formative Assessment Policy and Guidelines.



FURTHER INFORMATION

- The SLT have been very involved in the evaluation of teaching and learning with regular monitoring of planning.
- The SLT have ensured that a strong focus is given to writing and maths at all stages, and also that staff have the resources required to deliver improvements.
- The SLT have used classroom visits to sample and monitor work of the pupils.

Very good progress has been made towards meeting this recommendation.

Action Point 3

The school should provide more guidance and support to class teachers on learning and teaching.

- All school policies and guidelines have been subject to review and updates have been provided as available
- All policies and guidelines now provide clear advice on learning and teaching.
- Pupils are involved in target-setting and personal learning planning with their teachers.

Good progress has been made towards meeting this recommendation.

Action Point 4

The school should ensure that promoted staff work with staff in classes to improve practice and engage more meaningfully in self-evaluation.

- A calendar of quality assurance activities is available on an annual basis. SLT members are visiting classes and working with staff.
- A robust system of professional development and review is in place.
- SLT remits have been reviewed to allow better prioritisation of the requirements of the differing aspects of their roles within school to allow more interaction and support to staff.
- Staff are fully involved in the school improvement process and are consulted widely in school decision making.

Good progress has been made towards meeting this recommendation.

Designed by Communications Unit, Corporate and Commercial Services, Falkirk Council

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
McLaren House
Marchmont Avenue
Polmont FK2 0NZ
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

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

Follow Through Report on the Inspection of



Stenhousemuir Primary School

February 2008



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