



PROGRESS ON THE MAIN POINTS FOR ACTION

Carron Primary School was inspected in February 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:

- Opportunities for pupils to achieve in a wide range of areas.
- Confident and polite pupils who were enthusiastic about their learning.
- Effective staff teamwork in the nursery and primary classes and productive partnerships with parents and the wider community.
- The commitment of the management team and staff towards improving the work of the school.
- The leadership of the school.

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

- involve nursery children more in their learning and provide more opportunities to develop their skills in communication and language through play;
- continue to improve teaching approaches across the nursery class and primary classes to ensure all pupils are sufficiently challenged; and
- further improve approaches to monitoring and evaluating the work of the nursery class and school in order to raise levels of attainment.

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 headteacher, staff and pupils, 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 HMle report in June 2008, very good progress in all three main points for action has been made. The headteacher 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.

Attainment 5-14

Attainment at Carron Primary School was good in English language and maths at the time of inspection. There has been further improvement in all aspects of attainment at key stages, with the school continuing to exceed authority averages in reading, writing and maths. Talking and listening continues to be developed.

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

ACTION POINT 1

Involve nursery children more in their learning and provide more opportunities to develop their skills in communication and language through play.

Very good progress has been made in this area. The school is reaping the benefits of having its own nursery class and it is now fully integrated into the work of the school. The nursery children are more involved in their learning and there are a wide range of opportunities to develop their skills in communication and language through play. Parents are fully involved in the work of the

nursery and encouraged to become involved in their children's learning in the nursery and at home, through story sacks and the lending library.

The nursery is now fully developed, both indoor and outdoor areas, and offers a very good learning environment for the children. The children are supported very well by the staff and the nursery teacher. They are enthusiastic about their learning and can talk very confidently about their learning experiences.

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

ACTION POINT 2

Continue to improve teaching approaches across the nursery class and primary classes to ensure that all pupils are sufficiently challenged.

The school has a culture of collegiality and sharing good practice. This has been enhanced even further since the inspection. Many of the staff are innovative and creative in their approach to learning and teaching and are willing to share their practice with other members of staff for the benefit of school improvement. This has positively impacted in the consistency and quality of teaching approaches across the school.

- The whole school community understands the full meaning of the four capacities of a Curriculum for Excellence and can link their learning to them.
- The curriculum itself is firmly based on the principles and practice of the Curriculum for Excellence. Staff are increasingly using the experiences and outcomes in their planning and practice of learning activities.
- Assessment for Learning strategies are embedded and in use in every area of the school.

- A range of active, co-operative and collaborative learning is in use across the school. All permanent staff have been trained in co-operative learning strategies and it is a 'Thinking Hats' school.
- The school has developed a 'rich task' approach to inter-disciplinary topics and cross-curricular work. Initially, this is being done using the People in the Past guidelines and strongly linked to Enterprise. Topics are planned around literacy, two main curricular areas and enterprising activities. This continues to be a development area to ensure consistency of practice.
- Parents have been kept up to date through information evenings and end of topic open afternoons.
- A new reading programme has been introduced and staff and pupils are finding the materials highly motivating and enjoyable. Parents are also enthusiastic about the new materials.
- Listening and talking is an area for development but already very good use is being made of the Hearsay pack provided by the authority and, led by a member of staff. Storytelling has become very popular in the school at all stages with the pupils increasingly gaining confidence and skills in storytelling. Older pupils have conducted assemblies and shared stories with younger pupils to very good effect.
- Mental agility in maths has been improved through a range of measures including target tables and the use of a maths consultant to enrich the maths curriculum and increase enjoyment of maths and maths activities for both staff and pupils.
- A new problem solving programme with clear progression across stages has also been introduced.



FURTHER INFORMATION

The implementation of all these strategies has had a major impact on the quality and consistency of learning and teaching in the school.

- Pupils are confident and participate in group/ co-operative learning activities.
- Pupils effectively transfer skills across all areas of the curriculum.
- Pupils are regularly involved in independent learning.
- Pupils create displays and confidently present to an audience.
- Pupils are more confident in leading the learning.
- Teachers are confident and plan, implement and embed co-operative learning into their classroom practice.
- Teachers identify and plan cross-curricular links.
- Pupils have regular opportunity to extend and reinforce their learning through hands on experiences.

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

ACTION POINT 3

Further improve approaches to monitoring and evaluating the work of the nursery class and school in order to raise levels of attainment.

The trend in attainment since the time of inspection has continued to rise in writing and maths. The already robust system of tracking and monitoring has been further enhanced. Tracking of progress meetings take place each term where the class teacher, member of the senior leadership team (SLT) responsible for stage and the headteacher discuss each child and make projections for future progress.

There is a clear focus for the SLT on learning and teaching through classroom visits, informal and formal, professional dialogue and monitoring of plans and sampling of work. Staff are encouraged to be reflective in their practice and pupils are asked regularly about their learning experiences.

Staff, pupils and parents are fully involved in the school improvement agenda and audit/ contribute to the School Improvement Plan in an ongoing and annual process.

The Learning Trios, identified as good practice during the inspection continue to develop very positively and have been enhanced by the development of the Teaching Learning Community. The school has 2 facilitators, trained by Dylan Wiliam, and almost all staff belong to the TLC, with two staff from a neighbouring primary school joining them.

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

Conclusion

The school has made very good progress in taking forward the three main points for action. The commitment of the whole school community to improvement is commendable. This is a very good school which continues to use very effective self-evaluation to ensure the optimum learning experiences for all the children from nursery class throughout the whole school.

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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
Education 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

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LEARNING TO ACHIEVE
A Strategy for Raising Achievement

Follow Through Report on the Inspection of



Carron Primary School
June 2010



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