



PROGRESS ON THE MAIN POINTS FOR ACTION

Grange Primary School and Nursery Class was inspected in May 2008 as part of a national sample of primary and nursery education, and the report on the inspection was published in September 2008. The report identified the key strengths of the school at that time, and highlighted several points for action that the school was expected to overtake in the following two-year period.

The school has addressed the recommendations in the report and is currently providing an improving quality of education for its young people.

ACTION POINT 1

Involve teachers, pupils and parents in rigorous monitoring and tracking of pupils' performance

Regular meetings between the head teacher, depute head teacher and class teachers are used to ensure good pace and progress in children's learning. This allows the school to check upon the progress of individual children, and to better meet their needs.

Literacy and numeracy scores for nursery children in 2009 were in the average range for the Council. Notably, the literacy and numeracy scores for P1 children in 2009 were in the upper range, showing success at this early stage of primary.

Standardised test scores at P2 and P5 in 2009 were above the Council average for girls, and above the Council average at P5 for boys.

There has been modest improvement in reading and writing throughout the period 2005-10, with 82% of children achieving the expected level or better in reading in 2010, and 77% achieving the expected level or better in writing.

There has been a steady rise in attainment in mathematics over the same period with 87% of children achieving the expected level or better in 2010.

Overall there is a steady improvement in performance, with noticeable gains at the early stages. Active literacy at the early stages is having a positive effect upon children's attainment.

Recorded attainment in listening and talking is generally higher than for reading and writing. Good use is being made of a school resource to support listening and talking and the assessment of children.

The head teacher has very accurately measured the overall progress of the school, and staff have identified what the school needs to do to further improve pupils' performance. Children being able to assess their own progress is a priority for further development, particularly in writing. This skill will allow pupils to take greater responsibility for their learning. The school is also currently looking at ways to help parents support their children's learning.

Good progress has been made towards meeting this recommendation.



ACTION POINT 2

Maximise the time for learning opportunities within the curriculum to improve the learning experiences for primary pupils and nursery children

School timetables have been revised to allow for more flexibility in the way that lessons are organised. Literacy, for example, is being addressed in other curricular areas and teachers are actively encouraging literacy skills across the curriculum.

Staff stability has led to improvements in the nursery. The early years' curriculum is balanced with more outdoor learning. The depute head teacher is fully involved in supporting and monitoring this. Through observations and profiling, key workers are providing good support to children, and are taking children's interests into account in their lesson planning.

The nursery area is well provisioned for reading and writing activities, and the parents' lending library is being effectively used. There is a good range of reading resources in place across the school. A new reading programme has been introduced, but it is too early as yet to properly assess how effective this is.

Pupils speak favourably of literature circles in the upper primary. They use class libraries, and are keen to access the new school library.

The Big Writing programme is being used across the school, and children are familiar with this approach. At P5, for example, children worked together to improve their adjectives for use in an advertising campaign. This lesson effectively combined literacy and social subjects.

More effective use is being made of active learning techniques, questioning and the interactive smart board.

Teachers feel that the 'storyline approach' is also encouraging creative writing, and more motivated writing amongst boys.

The teaching of numeracy across the curriculum is an area for further development.

Good progress has been made towards meeting this recommendation.



FURTHER INFORMATION

ACTION POINT 3

Improve approaches to teaching and learning to better meet the needs of all learners in the nursery and across the primary stages

At the early stages, active learning approaches are improving children's writing skills. There is good evidence of a range of writing such as personal writing. Writing frameworks also allow children to progress to more independent writing.

Pupils have a good sense of purpose and audience in their writing.

Teachers' written feedback to pupils is generally helpful, but could now be further developed. At some stages, there is a need for more helpful written feedback to pupils.

Teachers provide good explanations to pupils, and there is often good use of discussion at the end of lessons to reflect upon what has been learned.

Children relate well to each other and to teachers by working together during lessons.

There is good evidence of techniques such as think, pair and share to help classroom discussion. The school is in the early stages of using debating to promote children's listening and talking.

Teachers know their pupils well. They involve support for learning assistants appropriately in lessons, and the quality of talk in classrooms is generally good. The nursery is demonstrating a

good focus on learning to share through 'helping hands,' and many lessons help to further develop social skills. Standards of behaviour across the school are high, and children are polite and courteous.

Class teachers take responsibility for pupils with additional support for learning needs. Support for learning assistants have well established relationships with class teachers, know the strengths and development needs of children, and routinely plan learning with class teachers. They feel that their contribution is valued by teaching staff.

Pace still sometimes varies within and across lessons and this is an area that the school will continue to work upon and improve

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

The Communications Officer
Falkirk Council
Education 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

Follow Through Report on the Inspection of



Grange Primary School and Nursery Class
November 2010



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