



PROGRESS ON THE MAIN POINTS FOR ACTION

Kinneil Primary School and Nursery Class was inspected in April 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 was very positive and identified the key strengths of the school at that time. It also highlighted two points for action that the school was expected to overtake in the following two-year period.

During that period the school was managed and led by an acting head teacher, with an acting depute and an acting principal teacher in place since August 2009.

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

Further develop approaches to active learning across the school

A variety of teaching methods are in place to promote active learning throughout the school. The school has an active learning policy, and teachers are encouraged to increasingly use flexible approaches to planning in order to take children's interests into account.

Children across the stages are learning to read and write for various purposes through collaborative approaches. Children at P5/6 for example, worked in mixed ability pairs in order to write text on scientific inventors. Their initial reading for information later led to a class debate. Children at P1/2 engaged very well in groups of three to find out facts about other countries. They used a variety of resources, read unfamiliar words and learned how to use the various parts of books.

Pupils are making very good progress in developing their confidence, self-esteem and skills as active citizens. They participate enthusiastically in after school clubs including rugby, football, dance, running and a popular homework club. Pupils show a high level of responsibility through pupil council work and through supporting younger pupils.

Children have very good opportunities to develop skills in enterprise, financial education and eco-school activity. They report that they are enjoying learning through creative and active approaches, and would like to see these approaches extended further in the teaching of mathematics.

In the nursery, children are confident and show a high level of independence within the playroom. They have contributed to fundraising and have sung to elderly people within the local community. Staff plan stimulating activities that take account of children's interests and their stage of development. They observe children at play and use the information well to support children's learning.

Teachers are increasingly using smart boards to improve learning, and provide a range of interactive games and tasks that promote children's literacy and numeracy.

Very good progress has been made towards meeting this recommendation.

ACTION POINT 2

Improve pupils' attainment in English language, particularly in reading

Attainment in reading has shown steady improvement over the period 2007-10 with 87% of children achieving the expected level or better in 2010. The percentage of children achieving above the expected level in reading has varied across the same period.

A range of resources and methods are used to promote children's reading skills across the school. The school has introduced a paired reading scheme that is helping younger children to improve their reading skills, and allows older children to take greater responsibility for their younger peers. The school has developed full guidance for teaching staff on the teaching of reading.

The percentage of children achieving the expected level or better in writing has varied, but overall shows some improvement with 81% of children achieving the expected level or better in 2010. The percentage of children achieving above the expected level in writing has also varied across the same period.

Teachers' plans have been revised to take account of Curriculum for Excellence, and there is good evidence of opportunities to develop reading, writing, listening and talking across other areas of the curriculum. A 'storyline' approach is being used to motivate children in their writing.



FURTHER INFORMATION

Recorded attainment in listening and talking has varied across the period 2007-10. In 2009-10, 93% of children were recorded as having achieved the expected level or better in listening, with 92% having achieved the expected level or better in talking. The school is now using a whole school resource in listening and talking to promote accurate assessment.

Nursery assessments in literacy and numeracy in 2009 were above the Council average. The nursery provides a rich print environment for children, giving opportunities for the development of literacy through play, both indoors and outdoors.

Good progress has been made towards meeting this recommendation.

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

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

Falkirk Council Education 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
Education Services



LEARNING TO ACHIEVE
A Strategy for Raising Achievement



Follow Through Report on the Inspection of

Kinneil Primary School and Nursery Class

November 2010



Falkirk Council
Education Services