

- Staff development for teaching and support staff in ICT has been particularly strong. Staff have been trained in databases, spreadsheets and programmable toys and this has been of benefit to pupils.
- An ICT suite has been created and all classes are timetabled for skills and maths lessons.
- All staff contribute to ICT displays in the suite, and the ICT policy.
- Pupils have been invited to present work at national conferences.

The language programme now gives coverage of listening and talking and non-fiction within reading. The strategies for mental mathematic activities have been developed by staff and are used with pupils. Headteacher has confirmed that further development is required for programmes in maths and language.

5. *The school's arrangements for assessment in English language, mathematics and religious and moral education should be developed more fully.*

Good progress has been made in this area.

Assessment practices across the whole school and in a range of activities have been reviewed. The successful activities have included:

- Appropriate assessment of pupils at stages throughout the school.
- Clear guidance given to staff within the assessment policy on national testing and assessment activities.
- Forward plans by teachers now indicate learning outcomes and subsequent assessment activities although further development is required.
- Staff are confident in their use of assessment techniques and are now more aware of what they intend children to learn.
- Parents commented that, from their own experiences, they believe staff at Nethermains identify their child's difficulties quickly.



Falkirk Council
Education Services

Follow Through Inspection by HM Inspectors of Education

Nethermains Primary School

Progress on the Main Points for Action

May 2004

1. *The management and use of the school playground should be improved.*

Very good progress has been made in this area.

Teaching and support staff comment very positively on the impact this initiative has made on playground behaviour and in the general ethos of the school. Pupils fully understand the playground rules and their roles and responsibilities. Parents are delighted with the improvement to the playground and are confident that children from P1 onwards adhere to the boundaries. They also recognise the benefit for all children of the increased responsibility given to pupils.

- Boundaries were identified and the playground is now zoned for different activities.
- All support staff are used as playground supervisors and have received training in positive discipline. Good behaviour is consistently rewarded and appropriate sanctions used when necessary.
- Primary 6 pupils now apply for the job of playground friends and organise games for younger pupils. Primary 7 pupils also assist with corridor and dining room supervision during playtime. There are a variety of playground activities organised by teaching and support staff. These include playground games, football leagues and cross-country practice. The support of the Active School Co-ordinator has contributed to the success of this programme.
- The headteacher is still in a consultation process with Falkirk Council and the local community regarding the issue of right of way through the school grounds.

2. *The school's overall approach to managing pupils' behaviour should be strengthened, and parents should be involved more fully in the process.*

Very good progress has been made in this area.

Staff work together to consolidate their approaches to discipline and this has led to greater consistency in behaviour management across the whole school.

In order to involve parents more fully the following steps were taken:

- Regular newsletters have kept parents informed of the playground initiative and behaviour strategies. A parents' zone was created and is well used by a group of parents. Parental workshops have taken place on positive parenting led by the Depute Headteacher. Newsletters are issued termly by each class teacher to provide parents with an update on class activities. Interim reports are issued to parents listing pupil achievements. Parents were consulted on a 'parents and partnership' policy. Where there are concerns over a child's behaviour, staff and parents meet and communicate regularly to monitor progress.

3. *The quality of pupils' learning could be improved, particularly at P4 to P7, and pupils should be encouraged to take more responsibility for their own learning.*

Good progress has been made in this area.

- Personal targets have been discussed and set for each child, P1 to P7 every term. These targets are displayed in classrooms and shared with parents.
- Projects and tasks have been introduced at the upper stages to encourage pupils to develop more independent learning, eg maths challenges, enterprise projects, ICT topics and personal projects.
- Pupils are encouraged to complete self-evaluation of their work. Staff show a greater awareness of the questioning techniques in classroom management strategies which encourage more opportunities for pupils to develop independent learning.

4. *In line with this report, aspects of programmes for English language, mathematics and ICT should be developed further.*

Good progress has been made in this area.

Programmes of study have been developed and introduced across all three areas matched to 5-14 outcomes and staff now select from a variety of resources and activities. Particular strengths are: