



PROGRESS ON THE MAIN POINTS FOR ACTION

St Patrick's RC Primary School and Nursery Class was inspected in January 2009 as part of a national sample of primary and nursery education, and the report on the inspection was published in March 2009.

The report was very positive and identified the key strengths of the school at that time. It also highlighted three points for action that the school was expected to overtake in the following two-year period.

As part of the HMIE follow through process, Falkirk Council Children's Services were asked to evaluate the progress made by the school and to publish a report on progress to parents.

CONTINUOUS IMPROVEMENT

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 self-evaluation with a clearer focus on improving learning outcomes for children.

The headteacher and management team hold meetings each term to look at teachers' forward plans as well as meetings to track each child's progress. Class teachers respond positively to these meetings and find them helpful. The support for learning class teacher also contributes to tracking meetings to ensure that the progress of any child who is not in Enhanced Provision Facility but who still requires additional support is taken into account. The management team also make regular visits to classrooms to observe learning and teaching.

Children are now encouraged to self-evaluate. They use logbooks, called 'Learning Journeys', to record details about their learning and to inform their parents about their progress. Children, meanwhile, set themselves challenging learning targets. Staff also set appropriate criteria for pupils to help them to evaluate their own progress. Most children are able to talk in detail about their own learning and are confident that their views on their progress are addressed by their teachers.

Teachers now regularly review each others' classroom practice; this contributes to their overall effectiveness as a team. Teachers are increasingly able to reflect on and discuss their practice with each other.

Teachers now use strategies to assess children's progress informally and continuously with a high degree of consistency and are using these judgments to help determine next steps in children's learning.

A parent audit of the school has been undertaken and this is being used to inform the school's work.

The school is now ensuring that the various strands in the self-evaluation process, involving children, staff and parents, articulate to form an overall effective strategy.

Very good progress been made towards meeting this recommendation.

ACTION POINT 2

Continue to develop approaches to ensure that children have more opportunities for taking a greater degree of responsibility for their learning.

Pupils are now taking greater overall responsibility for their learning, especially in writing and numeracy.

Co-operative and independent learning are now regularly undertaken, with teachers setting an appropriate pace for learning. Pupils are engaged in their learning throughout.

Children routinely assess their own and each others' progress. Teachers make particular efforts to tailor the work of the class to meet the needs of the range of pupil ability. Some classes make use of 'Thinking Hats', a strategy to help children to be more effective in their thinking.

Children are encouraged to think carefully about their written tasks and enjoy their writing lessons. Class teachers provide many opportunities for children to interact with their teacher and each other. Children are often using their self-assessments to help them to make decisions about their next steps in learning.

The Enhanced Provision Facility routinely shows children's work on the walls to help develop their learning and to encourage them to take a pride in their writing.

The nursery staff have a thorough knowledge of the children and observations are recorded at the end of each day. The staff and children interact well with each other and staff engage willingly with children to meet their needs.

The school listens to, and acts appropriately on, the views of children regarding the way it is run; for instance, their views on how school lunches should be selected have led to improvements in this respect. Children are also helping the school to become a Rights Respecting School.

The school's young people are aware of the importance of their 'Learning Journeys'; they use them to make choices about their learning and to engage parents in their children's learning.



FURTHER INFORMATION

The 'Big Writing' programme is proving popular with learners and they enjoy engaging with it. They are very familiar with its routines and demonstrate good use of vocabulary in writing lessons.

The school is currently helping children when they are engaged in co-operative or group work in mathematics classes to develop routines to address errors in their calculations. This is done by working out with other members of the group how the correct answer is reached.

Very good progress been made towards meeting this recommendation.

ACTION POINT 3

The school should work towards ensuring all children have sufficient high-quality physical education (PE) each week.

Although the school remains governed by the constraints of its accommodation, it has, nevertheless, worked hard to improve the quality of PE provision; all classes currently have at least 1.5 hours of PE per week.

Children now enjoy a wider range of activities. Class teachers are able to build on the work done by the visiting specialist teacher and now complement the PE specialist teacher's work. PE is now timetabled appropriately, with two blocks per week, per class.

The school is engaged in a wide range of physical activities and has enjoyed a number of key successes in local and Council-wide sporting and athletics activities.

Very good progress 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

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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.



Falkirk Council
Children's Services



LEARNING TO ACHIEVE
A Strategy for Raising Achievement



Progress Report
on the Inspection of

**St. Patrick's RC
Primary School**

May 2011



Falkirk Council
Children's Services