

## CRAIGLOCKHART PRIMARY SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Craiglockhart Primary School in March 2011. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school since the original inspection. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

#### 2. Improvements in the quality of education provided

##### 2.1 *Learning and achievement*

There was a new nursery team who were beginning to address recommendations of the original inspection. The nursery team were supported by parent volunteers and an early years practitioner. Children were given increased opportunities for independence eg ordering on-line for their snack times. These opportunities should continue to develop to ensure a consistently high level of learning experiences. The school had identified the need to continue to build on the existing links between Nursery and P1.

Pupils across the school were given a very good range of group and individual opportunities and responsibilities to allow them to contribute to the life of the school. They were enthusiastic about their involvement and confidently discussed the improvements made through the pupil council, eco and health groups. There were a range of opportunities for wider achievement for example Spanish, drama, fencing and computer clubs.

There had been significant collegiate development work by staff to ensure interdisciplinary learning topics reflected the experiences and outcomes of Curriculum for Excellence (CfE). This was an effective framework which will support staff in delivering a progressive curriculum experience for pupils. For example P7 pupils were developing a very good understanding of the earth's structure and fossil formation.

Opportunities for using the rich contexts for learning in local environment were well established. Forest schools was a recent development which was effectively led by the depute headteacher. Children were motivated by the learning opportunities of Forest Schools eg P3 children had a very good experience developing their sensory skills, using tools to shape sticks they had collected to enable them to toast marshmallows. The school were aiming to achieve their Green Flag.

The school are aware of the areas of curriculum development to achieve full implementation of CfE which are addressed in the improvement plan. For example, cluster training on Big Writing and in ensuring the planning for learning in mathematics and expressive arts reflects CfE.

## 2.2 *Meeting pupils' learning needs*

The atmosphere around the school was calm and purposeful. Pupils were confident, polite and talked positively and enthusiastically about their experiences at school.

An Additional Support for Learning (ASL) policy is in place with roles and responsibilities of staff clearly identified. Appropriately this has been given a priority by the headteacher who is the ASL team leader and is improving the implementation of support plans in conjunction with appropriate staff. The support for learning teacher has expertise in supporting children in reading and specific difficulties. The ASL policy has been shared with all parents and carers.

Active approaches to learning were in evidence in early literacy and with collaboration between classes. This was commendable and the pupils enjoyed these experiences. These learning activities provide a good opportunity to develop a range of knowledge and skills. The school need to ensure that the children are fully aware of the purpose for these learning contexts and how highly successful learning for individuals and groups through learning experiences can be achieved. Some pupils were able to talk about their strategies for self and peer assessment.

The school were delivering two hours of physical education. The school evaluates the opportunities for wider achievement to ensure as wide a range of opportunities for as many pupils as possible.

## 2.3 *Leadership and direction*

The headteacher, depute headteacher and staff worked together as an effective team and were highly committed to continuing to improve the school and nursery.

The headteacher had introduced systematic approaches to evaluating the life and work of the school. Self evaluation had been given a high priority by the headteacher. A calendar of monitoring activities was well organised and helped to evaluate the work of the school. Learning reviews were carried out by the headteacher with pupil groups and feedback was provided to staff in forward plans and in staff meetings. The views of parents and carers are actively sought and the findings and changes made

The school was effectively developing leadership opportunities for pupils. They were provided with opportunities to display responsibility for example there are eco, health, road safety and house captain pupil groups.

## **3 Conclusion**

With support from the education authority, Craiglockhart Primary School provided a good standard of education for its pupils. The school had made good progress since the inspection and had made improvements in light of the inspection findings. The teamwork in the school provided a good basis for continued improvement. The education authority will not publish further reports in connection with the March 2011 HMIE report.