

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on standards and quality in Craighour Park Primary School in March 2006. Subsequently the education authority in collaboration with the school prepared and published an action plan indicating how they would address the main points for action in the HMIE report.

An education authority officer assessed the extent to which the school was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

2 CONTINUOUS IMPROVEMENT

The headteacher had continued to develop her effective leadership skills and had provided very good direction and vision combined with a strong consultative approach.

All staff were committed to working cooperatively as a team to improve the overall quality of provision for pupils.

Information and communications technology (ICT) had been further developed. The use of the data projectors situated in each class base had become an integral part of teaching across the school.

The holistic approach to citizenship taken by the school had helped pupils develop as confident

individuals, responsible citizens and effective contributors through a wide range of initiatives. These included health promotion, enterprising activities, playground games and the development of the understanding of global citizenship through the sharing and comparing of everyday life with a school in Kenya.

The headteacher, ably supported by the deputy headteacher had fostered leadership at all levels within the school including both pupils and staff. All staff were members of working groups where they had undertaken leadership roles and shared and developed their expertise to support learning and teaching and promote continuous improvement in the school.

The newly appointed principal teacher had further developed the pupils' skills in resolving personal conflict. This had been achieved through the introduction of a well-planned social skills programme across the school.

Pupils' attainment in reading and writing had shown sustained, continuous improvement over the last three years. In mathematics overall attainment had improved significantly over the last session.

3 PROGRESS TOWARDS THE MAIN POINTS FOR ACTION

The initial inspection report published in March 2006 identified four points for

action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

3.1 Improve pupils' attainment in English language and mathematics, particularly at the middle and upper stages.

Very good progress had been made with this recommendation.

Attainment levels in reading, writing and mathematics had improved. The improvement had been part of a continuous trend over a three year period.

A structured approach to planning learning and teaching in mathematics had been very successfully implemented. This had provided continuity and consistency of practice and had ensured sustained progression in pupils' attainment.

Pupils' needs were being very well met through the well-structured arrangements for teaching pupils in ability groupings in mathematics from P3 onwards and the dedicated teaching time given to mathematics in the P1 and P2 classes. These strategies had provided appropriate pace and challenge for all pupils.

Teachers used pupils' prior attainment levels in writing to arrange them into mixed-stage groups of similar ability. As a result of the high quality, consistent and focused approach to the teaching of writing across the school, the quality of pupils' writing had continued to improve.

The headteacher and depute headteacher discussed teachers' predicted levels of pupil attainment with each member of staff at key points during the year. By this close monitoring of pupils' progress the senior management team identified pupils who required additional support.

In addition to the well-structured reading programme, pupils had been encouraged to engage in personal reading at regular times throughout the week to continue to develop an enthusiasm and enjoyment for reading. All pupils had regular opportunities to use the well-organised library and their skills in finding information had improved through a good quality programme.

3.2 Continue to improve the overall quality of teaching.

Very good progress had been made with this recommendation.

The learning and teaching policy and guidelines which had been developed by staff included a range of agreed approaches to improve teaching. These included sharing with pupils what they would learn and engaging them in evaluating the success of their learning. The headteacher had established an annual programme of monitoring and evaluating the quality of learning and teaching in classes.

In the delivery of lessons, the use of these focused teaching strategies had had a very positive impact on learning and pupils had benefited from a greater consistency of approach across the school.

Teachers used questioning more effectively to develop pupils' thinking and gave clear and helpful feedback to pupils. Pupils were actively involved in their own learning, were given choices and were developing taking responsibility for their own learning. They had developed skills in evaluating their own work and that of others. As a result pupils had shown increased awareness of how to assess their own and others' learning and to decide on what they needed to do to improve.

The pupils received the required two hours of physical education a week. Lessons contained high quality teaching and had led to an improved school ethos through raised pupil self-esteem.

Most pupils responded well to the high expectations of staff.

3.3 Further improve the overall quality of learning, addressing the issues of pace and challenge, particularly for the most able pupils.

Very good progress had been made with this main point for action

The school had developed an enterprising approach to learning. This had provided opportunities for pupils to work in groups and develop problem-solving skills as well as skills in collaboration, creativity and independent learning. This approach

had developed pupils' confidence in their own ability.

Pupils were motivated to work without close supervision. In most classes they were given appropriate responsibility for aspects of their own learning in individual research, choice in assigned tasks and self-correction of some of their work.

The staff had successfully adopted a number of approaches which had led to an improvement in the pace of learning.

The school had developed an innovative personal learning planning programme which engaged every pupil from nursery to P7. Individual targets were set with the pupils at the beginning of each term and most pupils had a good understanding of how to achieve these targets which were closely monitored by the senior staff in consultation with the pupils. Open afternoons for sharing personal learning plans were held on five occasions across the year.

Very good procedures had been put in place to identify, prioritise and provide additional support to achieve these targets.

Through grouping pupils of the same ability in English language and mathematics the school had ensured that the pace of learning was appropriate for all pupils.

Focus groups of pupils who needed support or increased challenge in particular areas of learning were given daily support. The headteacher and deputies headteacher monitored these groups to ensure learning activities met the needs of pupils.

3.4 Develop more rigour in monitoring and evaluating learning, teaching and pupils' progress and attainment.

Very good progress had been made with this main point for action.

The headteacher with the staff team had developed a robust and detailed system of tracking pupils' progress within and across year groups.

The senior management team met with individual teachers regularly during the year to review each pupil's progress and set targets for attainment. This had led to improved progress for pupils with increasing numbers of pupils achieving national levels of attainment.

The headteacher had established a comprehensive annual programme for monitoring and evaluating the quality of learning and teaching. They now identified and shared good practice across the school.

Through the personal learning planning process, pupils were engaged in setting their own targets

for achievement and attainment. The monitoring and evaluating of these targets with their class teachers had improved considerably pupil ownership and responsibility for their own learning.

A programme for teachers evaluating their own practice and their colleagues classroom practice had been implemented. This approach, in addition to senior managers working cooperatively in classrooms, had contributed to improved learning experiences for the pupils and had promoted a culture of high and consistent expectations.

4 CONCLUSION

With support from the education authority, Craigour Park Primary School provided a very good standard of education for all its pupils. The school had responded very well to the recommendations of HMIE and improved other aspects of provision. The current improvement plan had positive support from staff, pupils and parents. The teamwork in the school provided a very good basis for continued improvement. Accordingly, the education authority will not publish further reports in relation to the 2006 HMIE report.

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CRAIGOUR PARK PRIMARY SCHOOL

Follow through report on the HMle inspection

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