

FORTHVIEW PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

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

The education authority 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 is a calm, purposeful ethos for learning throughout the school.

Across the nursery and school pupils are well behaved, motivated and enthusiastic learners and in all classes pupils work well independently and in pairs.

The nursery staff are providing a wide range of opportunities and activities to help pupils explore literacy and numeracy across learning both indoors and outdoors. The children are involved in the planning process and are engaged with the activities on offer. They are given the chance to make decisions and communicate ideas.

Attainment in mathematics and English language is being strengthened through a focused whole school approach to writing and spelling, a new reading intervention strategy for reluctant readers (Fresh Start) and increased staff awareness of active and collaborative problem solving approaches in mathematics.

The high quality learning and teaching in writing and spelling is now more consistent across the school and pupils are engaged and being challenged appropriately. Pupils are rightly proud of their achievements in writing and this is evident in the high quality classroom and corridor displays.

In mathematics the introduction of Number Counts and an active mathematics approach across the school is ensuring a more consistent approach to learning and teaching. Some pupils are being given good opportunities to apply their numeracy skills across learning.

Pupils are aware of their learning intentions and success criteria and there is strong evidence of focused target setting in writing. The school should now build on this as they develop the curriculum further to give pupils more ownership of their learning and help them be clearer about their next steps.

The school is well placed to continue with their plans to further develop pupil target setting and a whole school progression to active reading, mathematics and numeracy.

Children are now experiencing two hours of quality physical education (PE) and excellent use is being made of a range of partners and organisations to enhance pupils' health and wellbeing and wider achievements. Commendably, the school is delivering a range of accreditation schemes including art awards, John Muir award, and Junior Award Scheme Scotland (JASS).

The school has achieved Health Promoting Schools level one accreditation and is working towards their Silver Eco Schools Scotland award.

2.2 *Meeting pupils' learning needs*

The staff at Forthview continue to meet pupils' learning needs very well. The school is open, welcoming and inclusive school. All staff are highly committed to the 'Getting it right for every child' agenda. Pupils feel that school is a safe place where all the adults respect and care for them.

The additional support for learning teachers, learning assistants and partner agencies continue to provide valuable support to staff and individual learners.

The family support teacher continues to offer excellent support to children and families in terms of relationships and transitions between home and school.

In the nursery parents are encouraged to contribute to, and share targets in, personal learning profiles of children's progress.

The school is aware of the need to continue to use a wide range of formative and summative assessment information, including teachers' professional judgement to evaluate and reflect on learning and teaching and ensure appropriate pace and challenge for all.

2.3 *Leadership and direction*

The headteacher and staff are working together to improve the strategic approaches to self-evaluation and improvement planning. Staff feel that this focused self-evaluation approach together with their continuous professional development sessions is allowing them to have opportunities for professional dialogue and a more focused approach to school improvement.

In addition, there is now a cluster Total Craigroyston improvement plan that extends the joined up work across the cluster and staff are working hard with cluster colleagues and partners to raise attainment and create the right environment at school for effective learning and teaching to take place.

In line with Curriculum for Excellence and authority guidance the school's main focus is on literacy, numeracy, health and wellbeing and embedding information communications technology (ICT) skills. This whole school approach to developing skill progression work in

these curricular areas will help structure and inform the implementation of future areas of the curriculum.

Staff are leading working groups and open sessions for parents in literacy, numeracy and health and wellbeing. As a result of clear remits and focussed tasks these groups are having a positive impact on the work of the school.

The staff at Forthview are highly committed to the school and its community and have the capacity to take on more leadership roles within the school.

The school has a clear monitoring and evaluation calendar, which outlines a wide range of monitoring approaches including pupil views on learning, jotter monitoring, and sharing classroom experience. In addition staff and parents undertake a wide range of evaluations on progress and implementation of initiatives.

The school now needs to ensure the monitoring and evaluation processes are streamlined and lead to improved action and outcomes for learners.

3. Conclusion

With support from the education authority, Forthview 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 leadership and teamwork in the school provided a good basis for continued improvement. The education authority will continue to work with the new headteacher to ensure the school has a clear focus and that the school's new curriculum programmes and courses are now having an impact on attainment.

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