



# Follow-through Inspection Report

## Chirnsyde Primary School

March 2009

### **The Inspection**

Chirnsyde Primary School was inspected in April 2007 as part of a national sample of primary schools. Her Majesty's Inspectorate of Education initial report was published in September 2007. Working with the education authority, the school prepared an action plan indicating how they would address the main points for action in the original report.

This follow through report includes the progress that the school and education authority have made in assessing the main points for action in the report.

### **Continuous Improvement**

In June 2008 the substantive headteacher left for another school and an experienced headteacher took over the leadership of the school. In January 2009 a new headteacher was appointed who took up post in April.

By the end of February 2009, most children were achieving appropriate national levels of attainment in reading, writing and mathematics. Attainment in mathematics, reading and writing had improved. The school has improved its ability to monitor learning and the tracking processes this has enables children's needs to be met more effectively and raise attainment.

The school has continued to build good relationships with parents and carers. Parents have been successfully involved in a parents' focus group and this is to continue and develop further. Links with the parent body and the community has been promoted and developed effectively through a number of local initiatives. The Parent Council and school have worked successfully to widen the range of parental involvement within the school and the Parent Council has run several events including fun sports days involving local partners. This has enriched learner's experiences.

The school has developed a successful partnership with the local community centre. The community centre was used to enhance the children's learning and through this the children at all stages have been using the sports centre facilities to develop their physical education skills.

The school has been promoting citizenship through the children's involvement in pupil council, junior road safety officers and eco school committee. The school has gained its second diamond enterprise award and are about to gain their first eco Green Flag award. Children are becoming more confident individuals through their involvement in citizenship

## **Progress Towards the Main Points for Action**

The initial inspection report identified 3 main points for action. This section evaluates the progress made with each of the action points and resulting improvements for pupils and other stakeholders.

### **Main point for action 1**

#### **To improve attainment in mathematics and ensure the needs of all pupils are met effectively.**

*The school with the support of the authority has made good progress towards meeting this action point.*

Attainment in mathematics has increased steadily over the last 2 years. The school was on course to meet their target of 89% in June 2009.

The school, with the support of the authority, has improved attainment in mathematics through a planned programme of training opportunities and reviewing planning in mathematics.

.Children are now more actively involved in their learning in mathematics. The Primary 5 and Primary 1 classes have taken this further by incorporating four days of active mathematics every week. The children were engaging well and this was impacting on attainment.

Teachers have extended the range of approaches to learning and teaching in mathematics. Mathematics tutors have helped teachers to introduce further active mathematics. Each teacher had a demonstration lesson, taking a supporting role themselves and then followed this up with another session where they took the lead and were supported by the tutors in this. Teachers were now more confident in their approaches and children were more engaged in their learning.

Through further training, teachers were making more use of interactive games and the Smartboard to enhance children's learning in mathematics and the school has improved its approaches to teaching mental mathematics. These improvements have impacted on attainment and were found to be most use in supporting children with additional support needs in mathematics

The headteacher and staff will continue to make raising attainment a priority.

### **Main point for action 2**

#### **The school and Education Authority should take action to improve the rigour of monitoring learning and tracking pupils' progress.**

*The school, with the support of the authority, had made good progress towards meeting this action point.*

Teachers were now tracking children's progress more effectively. The headteacher met regularly with staff to check children's progress and to review learning targets.

Teachers' forward planners were monitored termly and classroom observations take place regularly. Teachers were now being more evaluative in their practice and almost all children where appropriate were effectively supported and challenged.

Termly tracking of children's attainment in mathematics, reading and writing has resulted in class teachers and senior leadership team being aware of each child's expected targets and almost all children are achieving their expected national levels of attainment as planned

New classroom observation sheets have been developed in consultation with the staff. These new observation sheets identify the quality indicators being looked at and illustrations of very good practice. Teachers evaluated children's learning and teaching experience within the form to evaluate the learning and teaching experience. This has led to more informed and reflective professional discussions.

There was a monitoring calendar in place with clearly set out dates, identifying when monitoring will take place. The focus for each class visit was identified and in term 3 the class teacher sets out what is to be observed, usually a development need. This helped the school ensure that teachers were able to identify development needs and were working to improve these areas.

Teachers have had opportunities to observe each other teaching. This has helped identify and share good practice within the school.

The primary one teachers and the P5 teachers have been leading working parties on active learning. The staff have been working together in their groups to identify strengths and areas of improvement and this has build the knowledge and skill of all staff. The impact could be seen through class monitoring that all staff were now becoming more confident in their classroom methodologies for teaching for effective learning including active learning. This now needs to be built upon in other subject areas and developed throughout the whole school.

### **Main point for action 3**

**The school and the Education Authority should take action to improve the accommodation and facilities through addressing concerns outlined in the report.**

*The school and the authority has made satisfactory progress towards meeting this action point.*

A number of repairs have been carried out in the school which have helped improve the security of the accommodation. During session 2008/2009 there have been road calming bumps constructed to reduce speed of passing cars and islands created to stop parent parking in places that may cause danger to the children.

To reduce the number of cars dropping off children, there have been cycle racks put in to encourage children to cycle and regular newsletters were sent home to encourage parents not to stop on zig zag lines and police continued to monitor the situation. However, access for those with disabilities was still restricted, although Chirnsyde has been identified for next stage of ramping projects.

As funds become available the Authority will continue to support the school to bring about improvements to the school environment.

### **Conclusion and Next Steps**

The school has worked well to address the main points for action following the inspection. Overall it has made good progress in ensuring improvements.

The school is well positioned to take forward the next stages of its improvement under the leadership of the new headteacher.

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