

Follow-through report

Crawford Primary School

17 February 2011

Background

Crawford Primary School was inspected by HM Inspectorate of Education (HMIE) in March 2008. Following the publication of the report in April 2008, the Head Teacher and staff prepared an action plan to address its main recommendations.

The school is part of the Biggar Learning Community within Clydesdale. The Quality Link Officer for the school reviewed progress on the action plan and submitted an evaluation of the school's response to the HMIE inspection.

HMIE require that a follow-through report is completed within two years of the initial report and, in the case of Crawford Primary School, this is the responsibility of South Lanarkshire Council, Education Resources. The following provides a summary of the progress made by the school in addressing the main points for action included within the inspection report.

Continuous improvement

Since the initial inspection, the school has continued to improve its effectiveness in a number of ways. These include:

- Pupils and staff play a significant role in the wider community and are regularly invited to participate in various community events. Recently these included Crawford Rural 90th anniversary celebration and the School's Museum Project which invited all members of the community to visit both classes for a 'Museum Tour' led by the children.
- As part of Curriculum for Excellence Implementation, the school has embraced an outdoor learning approach which has resulted in pupils, staff, parents and members of the community working together to construct an alternative outdoor learning environment.
- A member of staff, who is involved in a national working party is taking forward religious and moral education through outdoor learning. Links with Stirling University and Scottish National Heritage have been established to facilitate this project.
- Following an in-service presentation, staff have further developed active learning approaches within and outside the classroom. More creative use of technology e.g. the use of Nintendo consoles, has motivated children's learning and contributed to improved attainment, especially in mathematics. Other examples of using technology across the curriculum includes the use of the Wii to stimulate interest in developing the inter disciplinary topic 'Guitar Hero'.
- The Head Teacher now makes effective use of data provided by South Lanarkshire Council to compare and contrast attainment across a group of comparator schools and shares the information with staff to help agree learning targets for individual children.

Main points for action

The following offers a brief account of the progress made by the school and the authority in addressing the main action points of the report.

- *To meet the needs of all learners more effectively by improving the school's approaches to providing support and challenge.*

The school has made very good progress in addressing this main point for action.

In the period since the publication of the report, attainment has improved, particularly in mathematics with 94% of children now achieving the national standard.

Approaches to encourage children to become more actively involved in their learning have been developed across the school. This has included the introduction of weekly target setting in pupils' homework diaries which are shared with parents. Parents are now increasingly confident in their role in supporting target setting with their children. There has been an increase in involvement with parents, with information on the curriculum now available through leaflets, a programme of workshops and the new school website.

There has been an increase in the use of ICT to support the curriculum. New resources have been purchased and staff have received appropriate training to encourage more effective use of computers across the school.

Early intervention approaches have been reviewed and formalised throughout the school to ensure children are experiencing appropriate pace and challenge in their learning.

- *To improve the pace of learning and the consistency of pupils' experiences.*

The school has made very good progress in addressing this main point of action.

Teachers have reviewed their practice and are consistently using a range of 'Assessment is for Learning' strategies which help inform how well children are progressing in their learning. This allows teachers and pupils to identify appropriate next steps in learning. Pupils are challenged to work at an appropriate pace through team teaching approaches. They are encouraged to evaluate their own work and share good practice. These approaches have also been shared with the parents.

The Head Teacher promotes attainment through self-evaluation to ensure consistent progress across the whole school. She regularly monitors the children's work through class visits and jotter monitoring.

Children are now more actively involved in their learning and have a better understanding of what they need to do to improve their learning.

- *To continue to develop team working and ensure that all staff are fully involved in using self-evaluation to improve the school.*

The school has made good progress in addressing this main point of action.

Staff work collaboratively with colleagues in their partner school to evaluate the work being done in both and to identify areas for development. The process identified that the reading programme required development in order to engage boys more actively with their reading. This is now part of the current Improvement Plan. The Head Teacher has promoted the use of data to help track pupil progress. Ongoing discussions ensure that all pupils are appropriately challenged and their needs met.

- *Improve approaches to self-evaluation and monitoring to further improve the work of the school and the children's experience.*

The school has made good progress in addressing this main point of action.

All staff are regularly involved in evaluating the work of the school and parents and children are now consulted to help identify areas for development. Staff meet regularly to discuss children's attainment across all stages of learning. The Head Teacher has a planned programme to monitor children's progress which includes visits to classes to evaluate teaching and learning.

There are increased opportunities for teachers to plan together which ensures that children have a more consistent learning experience. Curriculum for Excellence inter disciplinary topics are planned to include whole school and cross curricular learning opportunities.

Conclusion

Overall, the school and the education authority have made good progress in meeting the main points for action.

Education Resources will not provide any further report in connection with the original HMIE report of 2008, but will continue to monitor and support procedures within the school as part of its commitment to ensuring the highest quality of education for all.

For more information or if you want this Information in a different format or language, please phone 01698 454450 or email education@southlanarkshire.gov.uk

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