

FOX COVERT PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Fox Covert Primary School in April 2013. Subsequently the school with support from the education authority amended the school improvement plan to take 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 focus 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 very positive climate around school. Pupils were polite and talked positively about their experiences at school.

Across the school most pupils continue to make good progress in their learning. They are benefitting from a whole school approach to guided reading and developments in mathematics including mental agility guidelines and early years approaches to numeracy. Attainment is now being strengthened in reading and mathematics as a result. The introduction of a 'Learning to Learn' toolkit throughout the school is helping staff develop their formative assessment approaches and pupils reflect on their learning. Individual assessment folio jotters reflect pupil progress. 'Learning talk time' is beginning to help learners further develop their skills to support their own learning. This process needs to be developed further to ensure pupils understand how they are progressing by involving them fully in this process.

Most staff have begun to use technology (eg. i-pads) to provide more interactive opportunities and activities. Class teachers now need to consider building in further opportunities for pupils to use information communications technology (ICT) to enhance their learning.

The school provided good opportunities for pupils to achieve in a number of areas for example in Eco School activities, Junior Award Scheme Scotland (JASS), weekly newsletters, assemblies and class achievement boards. Pupils are developing their leadership roles through roles such as pupil

council, learning councillors and junior road safety officer (JRSO). House captains are currently working with the head teacher to develop the house system and their roles and responsibilities.

The school now provides two hours of physical education for all pupils and they are encouraged to adopt healthy lifestyles.

There is evidence of teachers helping pupils see relevance and links in learning eg. P5 class using 'senses' approach to plan their writing on setting the scene before they do their senses science topic. A range of whole school focus weeks eg. Scottish Weeks help to engage staff and pupils in the application and progression of skills. Staff now need to build on the work they have done on the design principles for the curriculum and revisit their curriculum rationale and structure against the four contexts for learning in particular, interdisciplinary learning.

2.2 *Meeting pupils' learning needs*

Almost all class teachers provided differentiation through providing a wide range of tasks and activities matched to pupil needs.

Meeting needs of learners continues to be a strength of the school. Partnership working is very strong and there are good examples of partner agencies working in classrooms alongside staff and delivering appropriate, planned continuing professional development (CPD). Termly collaborative meetings with teachers, support for learning and pupil support assistants continue to ensure appropriate targeted interventions are in place. Pupil support assistants are deployed very effectively to support learning in the classrooms.

Teachers identify and meet most pupils' learning needs well. They set tasks and activities at the right level of difficulty for most pupils. A few higher achieving pupils could have been challenged more in their work.

Teachers engaged well with pupils in their learning. They shared with the pupils the purpose of each lesson and what they expected the pupils to learn. Staff need to continue developing the use of success criteria with children and provide more opportunities for feedback and dialogue.

2.3 *Leadership and direction*

The new head teacher has a clear vision for the school, has detailed plans for the way forward and has accurately identified next steps eg. she has led staff to undertake critical reflection on reading practice and learning to learn. The introduction of 'Meet the Teacher' and improved weekly communication is helping celebrate wider achievement and inform parents of their child's learning experiences. The principal teacher continues to provide very good support to the head teacher, staff and pupils.

Staff demonstrate a commitment to improvement. They are further developing their leadership roles. Most staff have a curriculum coordinator role or are involved in sports clubs/activities. They are developing their critical reflection skills and knowledge of professional standards. Staff spoke positively about their engagement in moderating peer pupil assessment folios and forward plans.

The pupils across the school were good at taking up the many opportunities to accept responsibility offered to them. They supported younger pupils well. The pupil council helped to choose new books for their buddy reading scheme and worked well to raise money for charity. The school should now review opportunities for pupil voice across the school. Staff are taking positive steps to encourage parents to volunteer in school to support resources and learning.

The head teacher and staff took good account of the views of parents when planning how to take the school forward. A range of self evaluation activities were used to inform developments. The school should continue to seek the regular views of all stakeholders in this respect.

The parent council worked closely with the school and supported it well. The parent council vice chair spoke highly of the leadership and the whole school experience. The parent council are helping to devise a new reading booklet to help engage parents in supporting their children's learning.

3. Conclusion

With support from the education authority, Fox Covert Primary School provided a good standard of education for its pupils. The school has made steady progress since the inspection and had made some improvements in light of the inspection findings. The current improvement plan has had an initial positive impact on the work of the school, especially in reading. The teamwork in the school had provided a good basis for continued improvement. The education authority will not publish further reports in connection with the 2013 HMIE report. However, the Quality Improvement Officer will regularly monitor the school's progress with curriculum development.

Stephen Gilhooley
Quality Improvement Officer
January 2015