

**CARRICK KNOWE PRIMARY SCHOOL**

**FOLLOW THROUGH REPORT**

**1. The inspection**

HM Inspectors of Education (HMIE) published a report on the quality of education in Carrick Knowe Primary School in May 2011. Subsequently the school with support from the education authority ensured the school improvement plan took 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 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*

The nursery team were addressing recommendations of the original inspection. Children were having increasing responsibility in their learning through the development of using big floor book planning. The children were benefitting from the focus on learning in the outdoors with appropriate risk taking. The school had identified the need to continue to build on the existing links between Nursery and P1. For example, the effective involvement of nursery workers in P1.

Outdoor learning was a highly positive feature with opportunities for Nursery to P7. The extensive school grounds were used effectively for this, for example woodland walks, allotments and poly tunnels. The school had achieved its 3<sup>rd</sup> Green Flag. They were growing vegetables, which were being sold in the local community.

Pupils across the school were given a very good range of group and individual opportunities and responsibilities to allow them to contribute to the life of the school. They were enthusiastic about their involvement and confidently discussed the improvements made through the pupil learning council, eco committee, global ambassadors, and house and sports captains. There were a range of opportunities for wider achievement for example French, netball, homework and blogging.

There had been significant collegiate development work by staff in taking forward developments in Curriculum for Excellence (CfE) using the principles of CfE. A whole school approach to developing pupil skills in writing (Big Writing) was proving effective in increasing achievement in writing.

The headteacher communicated and extensively consulted with stakeholders his vision for the school and this led to the development of new school values and aims. The school has embarked on achieving Rights Respecting School Status, this complements the values and aims which have been established. Class charters, based on rights and responsibilities have been developed by each class and these are displayed in classrooms. Each term classes focused on specific articles from UN Convention on the Rights of a Child.

Consistent learning and teaching approaches across the school were being developed. For example the sharing of learning intentions and success criteria was a common feature in all classes. Very good features in learning was the discussion of the learning process with pupils including the relevance of the learning eg P1 children were discussing where at home they would use their knowledge of number stories.

## 2.2 *Meeting pupils' learning needs*

The atmosphere around the school was calm and purposeful. Pupils were confident, polite and talked positively and enthusiastically about their experiences at school.

The school, using the expertise of a class teacher who was successfully developing this approach with her P7 class, were utilising 'Big Book' planning to increase pupil involvement and ownership of learning. The school were at the early stages of developing this, using the context of social studies. They should continue in this approach and there was a strategy in place to ensure that this approach provided appropriate learning opportunities for pupils which were linked to the CfE experiences and outcomes.

A working party had taken steps to improve the use of their "How am I Doing?" booklets combined with pupil learning discussions. This was to be trialled and evaluated in the summer term.

An Additional Support for Learning (ASL) policy was in place with roles and responsibilities of staff clearly identified. Pathways of support for pupils had been identified and appropriate support was provided by class teachers, support for learning teacher and learning assistants.

Active approaches to learning were in evidence in classes visited. This was commendable and the pupils enjoyed these experiences. These learning activities provided good opportunities to develop a range of knowledge and skills. Primary 5 pupils worked well in a cooperative learning activity in identifying properties of shape and P6 learners were highly motivated by a stimulating literacy lesson. This learning involved pupils reflecting on the quality of presentations and the arguments around the pros and cons of school uniform.

The school were delivering two hours of physical education.

## 2.3 *Leadership and direction*

The headteacher provided effective and supportive leadership to the school. Under his leadership the deputy headteacher, principal teacher and staff worked together as an extremely competent team who were highly committed to continuing to improve the school and nursery.

The headteacher had introduced systematic approaches to evaluating the life and work of the school. Self-evaluation activity was closely linked to school improvement priorities. A calendar of monitoring activities was well organised and helped to evaluate the work of the school. Staff were given leadership opportunities and involvement in working groups. Importantly time was built in for the sharing of these initiatives and consultation with pupils, staff and parents was an integral part of these developments.

The school was effectively developing leadership opportunities for pupils. They were provided with opportunities to display responsibility for example there are eco, global ambassadors, health, road safety and house captain pupil groups.

### **3 Conclusion**

With support from the education authority, Carrick Knowe Primary School provided a good standard of education for its pupils. The school had made very good progress since the inspection and had made improvements in light of the inspection findings. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the May 2011 HMIE report.

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May 2013