

North Lanarkshire Council
Learning and Leisure Services

Tannochside Primary School and Nursery Class

Report on Progress Following HMIE Inspection

November 2012

1 The inspection

In March 2011 Her Majesty's Inspectors (HMI) published a report on your child's school. The report acknowledged a number of key strengths including the commitment of all staff to creating a caring and supportive ethos in the school; the enthusiasm and behaviour of almost all children; enthusiastic nursery staff who are embracing CfE to improve children's learning and provide a stimulating learning environment and positive links with the community and outside agencies to support children's development and wellbeing. HMI also agreed a number of areas for improvement with the school and education authority.

Officers from the authority visited the school in November 2012 to look at how the school had continued to improve its work. During our visit we worked closely with staff and talked to children and parents. We looked at the specific areas of improvement that had been identified in the original report. As a result we were able to find out how well children are learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

2. How well do children learn and achieve?

Across the school children are involved in high quality, active learning experiences. This motivates them to be interested in and enjoy their learning. Children we spoke to told us they feel safe and well looked after and that they enjoy coming to school. There are positive relationships between children and staff. In the primary classes all teachers share the purpose of learning with children and give feedback to children about their learning. They now need to ensure this feedback gives children a clearer understanding of what they did well and how they could improve their work.

Across the school children are making very good progress in developing their literacy skills. In writing lessons children enjoy working in pairs or groups and helping each other to learn. The school should continue with its plans to build on this good work and help children review their own progress and set personal targets in all curricular areas.

Staff have worked well together to develop consistent and active approaches to the teaching of reading, writing and numeracy. This is having a positive effect on pupils' learning. Children

enjoy their reading and writing tasks and are making good progress in these areas. More active approaches to the teaching of numeracy are beginning to have a positive impact on children's learning. Children need to have more opportunities to share their thinking with others in relation to problem solving. Across the school teachers continue to find innovative ways to develop children's information and communication technology (ICT) skills. They provide good opportunities for children to use these skills to support their learning in other curricular areas and pupils were using technology to apply learning in real life situations.

In the nursery staff are beginning to provide good opportunities for parents to be involved in their child's nursery experience. They are beginning to share information about the curriculum with parents, for example by posting information on a curriculum information board. They offer good experiences for children to be actively involved in their learning. Children continue to be motivated and enthusiastic about their learning.

3. How well does the school/centre support children to develop and learn?

Across the school and nursery children are motivated in their learning. Staff have worked well together to make important improvements to the curriculum. For example staff in the school and nursery have a more focused approach to developing children's skills in numeracy. They have developed effective approaches to planning learning and assessment. This is helping them to ensure children receive a curriculum which is challenging and progressive.

Teachers in the school are piloting a new music resource. This is having a positive impact on the way children learn and is helping to ensure their music skills are being developed in a progressive and coherent way.

Teachers are developing a new method of tracking children's progress across the school. They work with the head teacher and depute head teachers to ensure all children's learning needs are being met effectively.

Although the pace of learning has increased in most classes, there is still a need to increase this further to ensure appropriate challenge and stimulation for all children.

The school and local authority continue to engage with a contractor to improve the acoustics in some areas of the school.

Staff in the nursery interact very well with the children and are aware of their individual needs. They now need to plan more purposeful opportunities for children to consolidate their learning in literacy and numeracy at the end of each session.

4. How well does the school improve the quality of its work?

Working with the authority, following the inspection, the school prepared an effective plan indicating how they would address the areas for improvement identified in the original HMIE inspection report.

Across the school staff are fully committed to the self evaluation process and take an active role in the improving the school's work. The recently appointed depute head teachers are making

well considered improvements to many aspects of the school. They monitor lessons in all classes, giving helpful feedback to teachers. This is having a positive impact on the way in which teachers are supported and challenged. This good practice now needs to be extended to the nursery.

The head teacher maintains positive relationships with parents and has recently sought their views about aspects of the school's work. Small focus groups of pupils have very recently been set up to give children a greater role in improving their school but it is too early to comment on their success.

All staff are aware of their contribution in making improvements. They have worked hard to look at ways of improving learning and teaching, for example they visit one another's class to share good practice and use what they see to further develop their own teaching approaches. A staff working party has developed an effective and more consistent approach to the assessment of writing which is having a positive impact on children's attainment throughout the school. In the nursery, staff are beginning to use self evaluation to improve and drive forward learning and teaching. They consult parents and take account of their views and ideas.

3. Conclusion

The school has demonstrated that it has the capacity to improve. It has made good progress towards the main points for action. The authority is confident the school will continue with its plans to improve further and as a result we will take no further action in connection with the report of March 2011.

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