



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Collace Primary School was inspected in **September 2009**. The report on the inspection by Her Majesty's Inspectorate of Education (HMle) was published in **3rd November 2009**.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a very positive impact on a wide range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original HMle report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **3rd November 2009** identified two main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders. The school has made satisfactory progress or better, in addressing the main points for action.

Area for improvement 1. *Continue to improve the arrangements for meeting children's learning needs.*

During the inspection of the school, HMle were satisfied that the school offered a broad and varied curriculum, and that increasing account was taken of Curriculum for Excellence. They found that the school was enhancing the relevance of children's learning experience, particularly through the local environment, ICT, RME and in Scottish culture. They also stated that staff were developing the children's listening skills well. However, HMle wanted a review of approaches to meet the children's learning experiences.

Evaluation of progress and impact:

- The content of 'Our Learning Journey' folders, in which children identify their own next steps in their learning, has been amended.

Children are now actively involved in reviewing and identifying what is required for taking their learning forward.

- Teachers send home 'What I am Learning' sheets to share with parents what the learning intentions are for each block, so that parents have the opportunity to be more involved in their children's learning.
- Personalised writing targets are being introduced and this has helped to focus the children's learning. After individual discussion with teachers, the next steps in their learning are identified. This has given the children a better understanding of what they need to do to improve in a specific area.
- The needs of all children are identified and strategies are in place to ensure these are identified and appropriate support is in place through monitoring, tracking and discussion with teacher on a regular basis.
- More able pupils are now given more opportunities to carry out independent research in cross-curricular studies, with the result that their research skills are improving, and they take more responsibility for their own learning.
- Learners are given the opportunity to take-on more responsibility as stake-holders in their own learning, by identifying what they already know and what they would like to learn. This self analytical approach has resulted in a more enthusiastic and motivated pupils.

We will continue to ensure that all pupils are achieving to the best of their ability, and encourage challenge to extend their learning through planned approaches to monitoring and evaluating progress.

Area for improvement 2 *Further strengthen children's skills in listening, within the strand listening and talking.*

While HMle found that progress in listening and talking was good, and that children expressed themselves very well, they also stated that in the early and middle stages, children's enthusiasm to put forward their views hindered their listening when working with their peers. In order to address this, the following steps were taken:

Evaluation of progress and impact:

The listening and talking program was reviewed – which identified areas to improve the quality of listening. The following strategies have been put into place:

- Circle time with traffic lights to encourage turn taking when listening and talking, has helped children recognise the need to stop and listen before offering a thoughtful response.
- Use of restorative practices to further encourage listening to and respecting the opinions of others, has helped to diffuse situations and encourage more tolerance.

- The development of co-operative learning techniques to give learners specific roles which require good listening and talking has ensured children are learning to be effective contributors in group situations.
- Strategies to enhance the learner's ability to retain instructions and information have been introduced. These strategies include:
 - Listening to messages and instructions with eyes closed and the challenge of repeating them or carrying them out.
 - Inventing a story based upon a list of words/names/items, and then getting the children to recall them using their story.
 - A construction or drawing completed after listening to a description.
- All children from P1 – P7 are given the opportunity to develop their skills in communication through group settings.

All staff, working with pupils and with the support of parents, will continue to evaluate the progress made and identify future areas of improvement in the collective vision for the future of the school.

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