



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Craigie Primary School was inspected in January 2010. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published on 16 March 2010.

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 2011.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published on 16 March 2010 identified three 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.

Area for Improvement 1

Improve leadership for learning, involving staff more in developing the curriculum

Evaluation of progress and impact:

- All teaching and support staff have been involved in auditing curricular progress as a part of the implementation of Curriculum for Excellence resulting in focused action for future development.
- All teaching staff have successfully led an aspect of the School Improvement Plan. This has positively impacted on the quality of pupils' learning experiences throughout the school.
- All teaching and support staff have effectively worked together to ensure that almost all pupils experience a variety of opportunities to participate fully in the life and ethos of the school.
- All teaching staff plan learning using Curriculum for Excellence experiences and outcomes using programmes which most staff have been involved in creating. This ensures consistency and consideration of the seven principles of curriculum design.
- Training sessions for all staff on the use of recent ICT curricular developments has resulted in increased levels of confidence and knowledge amongst staff.

Area for Improvement 2

Make better use of information about children's progress and the outcomes of self-evaluation to further improve the school.

Evaluation of progress and impact:

- Very good progress has been made in introducing and maintaining tracking profiles for all pupils in Maths and Writing. This has resulted in more coherence and relevance, addressing issues of pace and challenge.
- Through monitoring of learning and teaching, a consistent approach to Assessment for Learning has been evidenced across most classes. This has led to higher quality feedback to and questioning of pupils as part of the learning process.
- All staff actively contributed to the school self-evaluation process and the need to improve outcomes for all children in all classes. This has led to staff being more reflective in their own practice and bringing an increased awareness of totality of the curriculum at whole school level.

Area for Improvement 3

Further improve learning experiences across the primary classes, to provide all children with consistently high-quality education.

Evaluation of progress and impact:

- Good progress has been made in ensuring consistent, high-quality education across the school. Through collegiate working, reflective practice and the development of Curriculum for Excellence, teaching staff are better placed to design and deliver a curriculum based on the key principles.
- All teaching staff have been trained in and are developing co-operative learning across the school. This is making a positive impact on the quality and consistency of learning and teaching approaches.
- Monitoring approaches have focused on ensuring consistency in practice and planning, Nursery – P7. Evidence from monitoring indicates good progress in this area for improvement. All classes have increased the amount of active, experiential learning which is enabling depth, progression and relevance.
- Almost all teachers took part in "Learning Rounds" with a focus on active learning. This led to a better and shared understanding of active learning and gave opportunities for teachers to observe each other in class, reflect upon teaching strategies and share best practice. This has impacted positively on collegiality and consistency.

Headteacher: _____

Date: