



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Methven Primary School was inspected in **September 2008**. The report on the inspection by Her Majesty's Inspectorate of Education (HMle) was published in **November 2008**.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a 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.

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

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **November 2008** 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 in addressing the main points for action.

Area for improvement

Continue to improve children's learning and provision for meeting their learning needs

Evaluation of progress and impact:

The main focus for development this session has been to improve children's learning and attainment in writing although the quality of learning and teaching in maths has continued to be monitored.

The developments to support and improve the quality of children's writing were as follows:

Booster Groups

- Small groups of identified children from P4-7 receive extra support for writing.
- Collaborative planning now takes place between teachers and support staff.
- The Support for Learning assistant [S.L.A.] was trained to support the teaching of writing. Materials such as visual prompt cards and games are used to enhance learning and teaching and to support active learning.
- The majority of the children now appear more motivated and the quality of their writing has improved. However, at the moment there is less evidence of improvement with the older children.
- Booster groups will continue for the rest of this session with a focus on P3, P4, P5 and P6.

Spelling

- New spelling materials have been purchased and all teachers are using this resource through the combination of active learning techniques and the teaching of spelling rules.
- Spelling sets have been established. This ensures that children progress through levels at an appropriate pace.
- Support staff have been timetabled to support larger set groups.
- The standard of spelling across the school has improved and is beginning to be reflected in the quality of written work.

The Big Write

- Teachers from P2 are using 'The Big Write' materials to support the teaching of writing. This has led to improvement in the use of vocabulary, connectives, openers and punctuation.
- Most children are knowledgeable about the level they are working at and are encouraged to achieve more.
- This approach to the teaching of writing, is also used to support children in the booster groups.
- There is emerging evidence across the school that the quality of children's writing is improving.

Area for improvement 2

Enable all children to become independent learners

Evaluation of progress and impact:

The focus over the past year has been to develop planning approaches for a Curriculum for Excellence, the use of co-operative learning techniques, and to support children to become independent learners.

Planning

- All teachers involve children in the planning of topics at the beginning of each block of learning. The 'pupil voice' is integral to planning where the questions children ask are included in the 'context for learning' plan. The children feel that their ideas are valued and they are learning about aspects of a topic that they are interested in.
- Across the school, children are beginning to take more responsibility for their learning.
- A 'shared learning plan' is sent home to parents.

Co-operative Learning

- Currently, the headteacher and three class teachers have been trained in co-operative learning techniques. Further training will be rolled out to all teachers. However, through discussion and the sharing of practice, co-operative learning approaches are emerging across the school.
- Children are learning how to develop specific roles and skills in co-operative learning groups. These include, organisational skills, timekeeping, listening to each other and talking about their learning experiences.
- There is evidence of improved approaches to learning and teaching at each stage resulting in better learning experiences and outcomes for children.

Independent Learning

- Children, guided by the teacher are being encouraged to plan their own learning within an organised framework.
- Children are given weekly extension activities related to work they are doing in class. As well as extending their learning, this has led to improvements in their time management and organisational skills.
- All teachers report that the children are enjoying the change to their learning routine and are interested and motivated to complete these tasks.
- Comments from primary seven children include:
 - 'It helps me to manage my own time'.
 - 'I'm able to do things without the teacher having to tell me',
 - 'It's preparing me to manage homework at secondary',
 - 'It gives people responsibility'
 - 'You find out about things you might not have known before'.

The following areas, also identified within the School Improvement Plan, are being developed to further improve the quality of learning experiences for children. These are as follows:

- A working group is currently developing a whole school mapping skills programme and policy.
- The health working group is currently developing an action plan so that the school can work towards achieving the standard for Improving Health, Improving Learning.
- A range of Pupil School Committees continue to provide leadership roles across the school and within the school community. Through the committees, all children are encouraged to express their views, be involved in decision making and contribute as leaders and role models.

Monitoring and evaluation

- The planning and implementation of developments is monitored by the Management Team.
- Regular meetings take place with class teachers to discuss the progress of individual children in maths, reading and writing. The Headteacher and Principle Teacher have discussions with teachers about forward plans, the grouping of children, levels of attainment, activities and resources, learning and teaching approaches and timings of assessments and national tests.
- Classrooms visits are carried out to evaluate the quality of teaching and assess what children know and have learned.

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