



Falkirk Council
Education Services

Follow Through to the Inspection of
Sacred Heart Primary School

Progress on the Main Points for Action



February 2006

1. *Ensure that all pupils are more directly involved in, and take increased responsibility for, their own learning.*

Very Good progress has been made in this area.

- Staff have made very positive steps towards introducing pupils at all stages to the principles of personal learning planning. The school places a high value on PLPs and has personalised them to be more colourful and attractive for the pupils to use.
- The children can explain how they set their targets and why they require to have them.
- Parent workshops have been run by the school to introduce parents to personal learning planning and to encourage them to become involved in the process.
- Collaborative learning was introduced by the depute headteacher and has been particularly successful in developing pupils' problem solving skills.
- Formative assessment strategies have been introduced by all staff in particular sharing learning outcomes, traffic lights and wait time. Pupils are more involved in and focused on their own learning as a result of this development.
- The headteacher has reviewed the organisation of support for learning staff with guidance and support from the appropriate Curriculum Support Officer. This review of Support for Learning provision has further ensured that pupils are more involved in their own learning.

2. *Improve programmes in English language to provide a broader and more stimulating range of activities.*

Very good progress has been made in this area.

- The headteacher and depute headteacher have worked very hard to ensure that all English language strands are covered in teachers' forward plans. They also visit classes regularly to monitor the quality of pupils' learning experiences.

- Library Services provided very good support to the school to encourage pupils to read for enjoyment. Pupils speak very positively about the changes made to their class libraries and their improved motivation to read books.
- A new, more structured writing programme was introduced in P1-3 last term. Staff were very positive about this development and so teachers at other stages in the school have begun using similar strategies with support from the depute headteacher.
- The development of Listening and Talking skills has had a strong focus in staff development. The introduction of collaborative learning for writing and problem solving have given pupils improved opportunities to talk and listen in groups.

3. *Further develop approaches to self-evaluation to ensure a clear focus on both the quality and improvement of pupils' learning experiences.*

Very good progress has been made in this area.

- The school has a Quality Assurance policy in place which ensures a systematic approach to monitoring of forward plans, classroom practice and pupil's work. Pupil progress is also monitored closely by class teachers and management.
- Staff use national standards as part of the self-evaluation process. They are more able and confident when qualifying and justifying their assessment against these standards.
- Progress towards meeting the targets in the School's Improvement Plan is regularly reviewed at staff meetings.
- Staff are confident that their involvement in the school improvement planning process has impacted on their classroom practice and consequently on the pupils' learning experiences.