

23 October 2019

Dear Parent/Carer

In September 2019, a team of representatives of South Ayrshire Council visited Colmonell Primary and Early Years Centre. It is not possible during such visits to explore every aspect of school life. We focussed on learning, teaching, assessment and safeguarding. During our visit, we talked to children, parents/carers and staff. We observed children learning and explored key documentation.

The team found the following strengths in the school's work.

- The shared school vision is reflected strongly in developing children's responsibility in the local community and in developing creativity. Across the school there is an inclusive community ethos and family culture which underpins teaching in all contexts for learning.
- Children showed an awareness of developing skills for lifelong learning. Digital technology was used effectively and creatively to support learning and teaching in the primary.
- All staff work well together. They are keen to take forward school improvements and secure positive outcomes for children.
- The understanding that staff have of children as individuals and the support they provide to help children make progress.

The following areas for improvement were identified and discussed with the head teacher.

- The school and early learning centre should continue to develop teaching and learning approaches with a focus on pace and challenge for all learners. Staff should ensure there are more opportunities for children to lead and be involved in planning learning.
- Staff should build on their whole team approach to track and monitor the progress of individuals and groups of children. Staff should support and increasingly challenge each other to be ambitious and raise attainment for every child.
- In the early learning centre, tracking of children's progress in learning should be developed to ensure appropriate pace and challenge. The indoor environment should be improved and refreshed to ensure children have opportunities to be engaged in a variety of experiences indoors as well as outdoors.

We gathered evidence to enable us to provide evaluative feedback on the school's work. We used quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools and local authorities to judge what is working well and what needs to be improved.

What happens next?

We have identified interesting practice which we would like to explore further in the hope that we can share it across the local authority and our Regional Improvement Collaborative. We will visit at a later date and explore the practice further.

The interesting practice is:

- **Summer Club** – This took place on ten days over five weeks during the summer holidays organised and led by the Head Teacher. children took part in experiences in their local community and beyond to promote social activity and connections leading to a smooth transition back to school after the summer holiday period.
- **Community Action Groups** – Children are engaged in a range of projects with community benefits. They exercise personalisation and choice, are involved in planning, getting to know the local community, and working with partners to make a difference to people and places in their locality.

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