



Education & Children's Services

HMle – Follow Through Procedures Progress Report

1 Introduction:

Blackford PS was inspected in May 2011. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published in August 2011.

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 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. The quality of the educational provision at the school is now good overall.

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 three identified 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

Put in place a clear plan for improving children's skills at all stages and taking forward Curriculum for Excellence.

Evaluation of progress and impact:

- Staff have worked to develop a more strategically planned approach to the design of the curriculum for the whole school. This has made it easier for teachers to plan learning that is progressive for all children and which covers an appropriately broad range of learning experiences.
- Further, teachers are ensuring their planning for learning is more focussed on the development of key skills at all stages. This means

that children have the opportunity to learn then apply these skills in a range of different contexts.

- Leadership skills are able to be enhanced through the further development of the School Action Groups, School Council and Buddy Programme. Such groups allow more children frequent opportunities to take on key roles and exercise the associated responsibilities.
- The curriculum has been further enhanced by providing a range of extra curricular activities supported by parent volunteers e.g. cycling, chess, orienteering, football and art and craft, This has widened the opportunities for children to develop their skills in these areas.

Next steps

- To continue to review and monitor the benefits of the revised curriculum developments; ensuring that teachers' confidence in making judgements about progress in learning are consistent across the school.
- To further develop the approach to planning for skills by using the recently published P & K Skills Framework. The on-going development of this work links with the on-going work on moderation of standards of learning across the school, the Local Management Group and across P & K.

Area for improvement 2

Further promote children's skills in discussing, in collaborating and in taking responsibility for their learning.

Evaluation of progress and impact:

- Through discussion between staff and pupils, using Learning Logs as the context, there are more structured opportunities for discussions about learning to take place. These discussions have clarity and focus; strengths and areas for development are identified and followed up on.
- Staff have now have a shared understanding of what constitutes active, cooperative and interdisciplinary learning. They are clear about the purpose of each in terms of providing high quality, memorable learning experiences for all children. This is having a positive impact on the quality and consistency of learning and teaching across the school; encouraging children to collaborate and take responsibility for their learning within carefully planned contexts for learning.
- All children have engaged in 'Big Talk' activities within vertical groups (groups of children from across different age ranges in the school). These opportunities have helped develop children's skills in discussing and offering their opinions both in and out with the classroom.

Next step

- To extend the range of opportunities provided for all children whereby they can learn new literacy skills and apply them in a range of contexts. The expected outcome of this work would be confident and articulate young people who are comfortable when talking about what they are learning and what they need to do to improve and develop further.

Area for improvement 3

Provide a greater level of challenge in planned tasks to meet better the range of learners' needs.

Evaluation of progress and impact:

- There has been a clear focus for in-service training for all teaching staff on the development of their skills when teaching all aspects of writing. We are beginning to see the impact of this in the style and quality of writing of almost all pupils across the school.
- Monitoring of progress with learning has focussed on ensuring appropriate pace and challenge in lessons throughout the school. This means that the most able are provided with suitably demanding tasks to undertake; whilst those requiring more support receive it and their tasks are suitably differentiated according to their needs. Good progress has been made in most classes.
- Teachers have engaged in identifying and learning from good practice in other schools. This has encouraged professional dialogue among staff relating to how to best meet learners' needs in their own school.
- A more consistent approach in the use of assessment strategies is now evident in all classes; this is particularly evident in the use of learning intentions (sharing what the planned learning is) and also with success criteria (children being able to articulate what success will look like).

Next steps

- We will continue to develop our approaches to literacy skills development generally, and the teaching of writing skills particularly.
- We will monitor and track pupil progress in writing closely over the next two years, ensuring that any potential issues are identified and addressed at the earliest opportunity.
- We will continue to monitor the range and type of tasks and activities that are planned for all children; ensuring that appropriate differentiation and high levels of demand are appropriate at all times.

Headteacher: _____