



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Blair Atholl Primary School was inspected in **March 2011**. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published in **June 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 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.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **June 2011** identified four 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

Develop roles and partnership with parents, children and staff to ensure continuous improvement in the work of the school.

Evaluation of progress and impact:

- All staff are involved in auditing/evaluating the work of the school to identify strengths and improvements as part of the self-evaluation process.
- All children have been involved in evaluating the work of the school through participation in Pupil Focus Groups which enable them to express their opinions and ideas regarding improvements in learning, teaching and the school environment.
- The school has increased opportunities for children to take part in a range of after school activities at different times of the year which extended their learning and were facilitated by staff, parents and other community agencies.
- The school has worked with the Authority to provide information on attainment in reading, spelling and mathematics.
- The school newsletter which goes out fortnightly shares successes, achievements and future dates for events with the parents and the community.
- Class information sheets have been introduced which share the key areas of learning for the term with the families and provide information

to parents as to how they can support their child's learning at home.

- A variety of processes are used to gather the views of parents. There are regular opportunities for parents to share in their children's learning, examples being the open afternoon for parents, to share teaching approaches for developing reading skills and the performance by the pupils of music they have composed, accompanied by members of the Scottish National Orchestra.
- Parents and members of the local community have been invited to share knowledge, skills and expertise with children in school activities and excursions.

Area for improvement 2

Continue to develop the curriculum taking account of Curriculum for Excellence.

Evaluation of progress and impact:

- A planned programme for literacy has been introduced which provides broader learning experiences for children to increase pace and challenge to allow for children engaging more independently with texts and reading more confidently.
- Assessment has evidenced the very good performance and attainment of children in reading and spelling and as part of this process children were confirmed as achieving in line with or above the national standards.
- Staff knowledge and understanding about the craft of teaching reading has been enhanced through the delivery of refresher training to provide more structure and differentiation in children's learning.
- Annual plans have been reviewed and amended ensuring more flexibility to allow for children to experience more breadth and depth in their learning.
- Cross curricular planning is developing in line with Curriculum for Excellence to enable children to consolidate and transfer their skills through new and challenging contexts.
- There is provision for more personalisation and choice in children's learning through increased opportunities to contribute to the planning of their learning within a structured framework.
- Enhanced use of the community and the local environment through participation in the Living Communities project has led to children having an increased awareness of the community in which they live, ensured relevance in their learning and has also further developed partnership with local businesses and brought a wide range of people into the school.
- A system has been developed to track children's progress with learning to ensure appropriate pace and challenge for all.

Area for improvement 3

Further improve approaches to meeting children's needs.

Evaluation of progress and impact:

- Joint planning across the Early Years classes for literacy will impact on children's skills in reading and allow for more pace and challenge for able children and increased engagement of children.
- School staff liaise closely with the visiting Pupil Support Teacher to identify additional support needs.
- Long term targets are set and shared with parents enabling them to support their children's learning in literacy and maths more fully at home.
- A system is in place to track individual pupil progress which will allow teachers to identify children's needs more effectively and plan learning appropriately.
- Assessments carried out using standardised tests for maths; reading and spelling confirm that children's learning needs are being met through a variety of planned learning experiences.
- A range of staff development activities focussed on assessment have led to more varied, meaningful and challenging learning experiences.
- The work done by the LRC Co-ordinator from Pitlochry High School has had a positive impact on children's engagement with and enjoyment of reading.

Area for improvement 4

Build on arrangements for self-evaluation to ensure high-quality learning experiences for children.

Evaluation of progress and impact:

- Parents have been consulted on a range of matters and have had opportunities to express their views.
- Pupils and staff have evaluated and improved the work of the school through the development of a variety of initiatives and have gained accreditation for the Health Promoting Schools and ICAN talk initiatives.
- The views and ideas of the pupils, which contribute to the school self-evaluation, are collected through regular feedback sessions and Pupil Focus Groups.
- Staff have continued to develop their skills in self-evaluation through planned opportunities for sharing good practice, team-teaching sessions and observation of colleagues.
- Ongoing evaluation of the literacy programme has led to effective changes and an increase in staff confidence.
- Monitoring of learning and teaching through classroom observations and teachers' self-evaluations identifies next steps for individual teachers.

Headteacher: Frances Dean (Interim Headteacher)