



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Kinloch Rannoch School was inspected in **October 2009**. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published on the 8 December 2010.

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.

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 **December 2009** identified 3 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 or better, in addressing the main points for action.

Area for improvement 1

- **To continue to improve attainment in English language and mathematics**

The HMle report stated that all children in the primary classes, including those with additional support needs, were making good progress in mathematics, reading and writing. The report also noted that staff planned tasks and activities which developed children's skills in literacy and numeracy across other areas of their learning. This interdisciplinary learning is an important feature of Curriculum for Excellence and staff have continued to develop interesting learning experiences for children to develop and extend the application of their skills in literacy and maths.

Staff have successfully planned learning in English language to promote confidence in talking and to develop skills in listening and talking in a range of ways. We have also continued to plan aspects of maths learning in measure and problem solving in cooking and topic work.

Evaluation of progress and impact:

- Children are now more able to use a range of literacy skills with confidence across their learning. They wrote and performed prose and poetry in Scots at a Christmas ceilidh event for their parents and the wider community. At the request of the Pupil Council, they wrote letters to people in the local community. They explained the plans and committed funding and asked for further support for the refurbishment of the local play park.
- In maths, children's practical understanding of weight and volume has been developed in cooking, this is also linked to work planned to achieve health promoting school status. In the P1-4 class the children used a range of activities involving measuring volume as part of finding out how water is used in developing countries. In November 2009 the whole school planned and held an art exhibition which also included producing and selling their artwork as cards. As part of this event some of the children created spreadsheets of card sales, calculating possible revenue.
- We have continued to target learning in mental maths and number skills and reading skills weekly by active teaching in smaller groups. As a result children's confidence in identifying and applying the skills taught is developing well.
- Learning outcomes and success criteria are shared with children and this is developing their skills in understanding their next steps in learning and how to make progress. Regular meetings with staff ensure that children's progress is monitored and that any specific needs are identified early and catered for.

Area for improvement 2

- **To develop children's involvement in taking responsibility for their own learning in the nursery and primary classes**

The report identified that all the children were developing an understanding of their strengths as learners and what they needed to do to improve. It also noted that staff were very good at explaining to children why learning is important.

In line with recommendations from HMIE, we have further developed the children's abilities in setting targets and reviewing their learning. We are implementing the use of personal learning planners in English language and maths in a range of ways.

Evaluation of progress and impact:

- In the nursery and primary classes the children are using personal learning plans to identify and evidence what they have learned, to plan what they would like to learn in areas of environmental studies like history and citizenship and what they need to learn next to progress
- Children are able to discuss their learning more confidently, are more involved in planning what they want to learn and are able to assess their progress more accurately
- Most children are motivated by and engaged with their learning. It is evident that they are also developing an understanding of their responsibilities in becoming successful learners
- As an important feature of creating an ethos of learning in our school we continue to plan regular activities between the nursery and primary classes. Younger children are confident working with older children and the older children are developing a sense of the importance of modelling positive attitudes to learning. We timetable shared reading every week and the whole school has benefited from taking part in the Royal Mail Awards with older children learning how to engage younger children when reading story books. The nursery class and children from P3 also dramatised and performed one of the short listed story books to parents and the wider community.

Area for improvement 3

- **Develop further children's ICT skills to support their learning across the curriculum**

HMIe noted that children in the nursery class used ICT very confidently in many areas of their learning. They suggested there was scope for further opportunities to develop the existing good practice in interdisciplinary learning in the primary classes by planning activities to develop ICT skills.

Evaluation of progress and impact:

- ICT equipment is now organised to be easily accessed by all children. A range of equipment and software is used as an integral part of learning e.g. digital cameras to record events and activities.
- Staff plan opportunities for children to learn and use ICT skills e.g. some older children made presentations for the end of year celebration of success incorporating photos they downloaded. Children used animation software to tell the Easter story for the Easter service. They regularly use the internet and email to gather information for a range of purposes.
- The children confidently access specific maths, literacy and science games to support learning from individual and group files.

- Children are enjoying being involved with the other Highland Perthshire schools in a project using Glow to encourage reading for enjoyment. They are developing confidence in sharing their opinions about specific authors and their books.

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