



**Perth and Kinross Council  
Education and Children's Services**

**Extended Learning and Achievement Visit  
Kirkmichael Primary School  
March 2009**



## **BACKGROUND**

To support the school in the process of self-evaluation, a team of two service managers (school improvement) and an early years officer visited Kirkmichael Primary in March 2009. The themes for the review were achievement, learning and leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school report for 2007-2008 and the school plan for 2008-2009, formed the core documentation for the visit.

During the extended learning and achievement visit, the team carried out discussions with the headteacher, observed learning and teaching in classrooms, reviewed documentation, and met with groups of pupils, teachers and parents.

The strengths and areas for development identified as a result of the self-evaluation process are recorded below under the three main themes of achievement, learning and leadership.

## **ACHIEVEMENT**

### **Strengths**

- National assessments are used to confirm teachers' judgements of pupils' progress throughout the year.
- Overall, most pupils attained appropriate national levels of attainment at June 2008 in reading, writing and mathematics.
- Across the school in 2007/8 some pupils achieved levels beyond the national standards of attainment in reading, writing and mathematics.
- In the nursery, the development of active learning experiences offers children opportunities to extend skills in reading, writing and mathematics through motivational and meaningful contexts.
- Support staff work well with pupils and staff to support learning.
- Clear targets are set within IEPs and focused support for pupils with IEPs is provided.
- Most learners experience success and are confident in their learning. They are encouraged to take responsibility within the school through a range of opportunities, for example the Pupil Council, the Eco Committee, Junior Road Safety Officers, Health Group and Enterprise Groups.

- The school plan sets out clear priorities for development, with a clear focus on learning and learners. Account is taken of local and national advice.
- Priorities indicated in the current school plan have had a positive impact on learning. A good start has been made in working to achieve national and local awards such as Rights Respecting Schools, Health Promoting Schools and Eco Schools (green flag). Policies have been reviewed as part of a planned programme of policy review.
- Pupils are well behaved and co-operative and interact well with adults.

### **Areas for development**

- Raise expectations of children's levels of achievement in the early years.
- Continue to review tracking procedures to identify the progress of individual pupils, predict future attainment, and use this information to target support to groups and individuals.
- Continue regular discussion between the head teacher and each class teacher, with a clear focus on pace and challenge. This will raise expectations of attainment and enable each pupil to achieve their full potential, particularly the most able pupils, and ensure earlier gains for pupils in P2 (level A).
- Further develop strategies for raising the attainment of boys.
- Continue to work towards accreditation for Health Promoting Schools, Eco Schools (green flag) and Rights Respecting Schools.

## **LEARNING**

### **Strengths**

- Teachers plan a broad range of learning experiences, taking account of national advice.
- Children in the nursery are motivated and focus well on learning activities.
- The Active Learning Through Play programme, which involves pupils in nursery and primary one, is beginning to impact positively.
- Almost all pupils in P1-7 are well motivated and actively engaged in their learning.
- The views of learners are sought and taken into account.
- Pupils are aware of the four capacities of the Curriculum for Excellence and are beginning to be able to articulate in which way they are successful learners, confident individuals, responsible citizens and effective contributors.
- Recent work by all staff in developing the Curriculum for Excellence has included a more thematic and interdisciplinary approach to planning the curriculum. Children have been directly involved in planning their class theme and identifying specific areas for exploration.
- The development of outdoor and environmental learning is further enhancing learning.

- Most pupils are clear about the purpose of lessons and expectations of them.

### **Areas for development**

- Continue to develop the new approaches to curriculum planning using the principles of curriculum design as detailed in the Curriculum for Excellence, with a particular focus on continuity and progression.
- Continue to review programmes of work in Language and Literacy to ensure coherence, progression and depth.
- Opportunities for planned, purposeful play should be further developed in the nursery and primary 1.
- Ensure that in all classes, programmes of work, tasks and activities are differentiated to meet the needs of all learners, and provide more challenging tasks and activities for all pupils, particularly the more able.
- Continue to monitor learning and teaching, share and model good practice in self and peer assessment, questioning skills, effective feedback to pupils and personal learning planning.
- Following authority training, implement co-operative learning strategies in all classes.

## **LEADERSHIP**

### **Strengths**

- The new headteacher has a clear vision for the school and has made a very good start to implementing change and improvement.
- The headteacher and all staff work well as a team, are reflective, and committed to improving learning.
- All teachers take a leading role in the development of an aspect of the curriculum.
- Teachers evaluate the work of the school using 'How Good is Our School' and the education authority's 'Setting the Standard' documentation.
- The views of parents and pupils are sought about the quality of the work of the school.

### **Areas for development**

- Continue the process of self-evaluation established this session.
- Maintain a focus on the impact and outcomes of development priorities on pupils learning and experiences,
- Continue to explore opportunities to involve parents more in their children's learning.

## **CONCLUSION**

Kirkmichael Primary School is an improving school with a committed staff. The headteacher, staff and parents should continue to develop their partnership, and take forward the good work already begun in order to enable every child to develop and achieve their full potential.