



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Logiealmond Primary School was inspected in March 2009. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published in **May 2009**.

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 **May 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.

Area for improvement 1

Continue to involve children in actively reviewing their learning and make sure that higher achieving children are challenged.

HMle during the inspection of the school were satisfied that the children were actively involved in their learning through the use of Personal Learning Plans, Assessment is for Learning strategies and the planning of topic work. We planned our actions to develop this further and become even better. HMle also wanted us to ensure that more able children were suitably challenged and after discussion with the appropriate teaching staff, this point of action was included in the Quality Improvement Plan for 2009 -10.

Evaluation of progress and impact:

- The content of the pupils' Personal Learning Plans has been extended to include all areas of mathematics and English language such as speaking, listening and reading as well as writing. This has led to pupils having a clear understanding of set and personal targets in all areas of mathematics and English language as well as health and wellbeing.

- Pupils and staff now review PLPs three times a year. Targets and pupil self evaluations are shared with parents after each review and parents are encouraged to comment on their child's targets. This has raised the parents' awareness of their child's targets and progress on a regular basis as well as enabled the parents to express any comments or concerns.
- Pupils are given the opportunity to peer assess whenever this is practicable. This helps them to see what they need to do to improve and be able to critically assess their own and their peers' writing.
- Staff have provided further opportunity for higher achieving pupils to carry out more in depth, independent research in environmental studies, RME and ICT in particular. This has ensured the development of pupils' research skills seen in written and animation work done by pupils and focussed learning objectives have ensured that pupils are challenged. Regular tracking of pupil progress ensures an appropriate pace of learning and staff respond accordingly to the needs of individual learners.
- Staff have dedicated time in the school day to develop opportunities for able writers to write at length, making use of drafting and redrafting, to produce extended pieces of imaginative or functional work to further improve their literacy skills. This has led to improved children's writing skills seen through the written work done.

Area for improvement 2

Develop more effective ways to gather the views of parents about the quality of the school's work and about their priorities for development.

HMle acknowledged that parents felt well informed and involved in the life of the school. We planned to ensure that all parents were given more formal opportunities to provide their opinion and comments about all aspects of the school's work and planned developments.

Evaluation of progress and impact:

- The school continues to encourage all parents to attend Parent Group meetings and school community events e.g., open afternoons, enterprise sales etc to gauge their views and to raise awareness of current school based initiatives. This has resulted in most parents attending these events and they have welcomed the opportunity to offer their opinions on many aspects of the school's work and, in turn, staff have used the opportunity to take these views into account when planning the work of the school and its developments.
- Questionnaires were issued to all parents throughout the year e.g. at Parent Contact Evening, Parent Group meetings, to gather views on various aspects of the life of the school and its priorities for development. A questionnaire sent home to all parents in order to collate information for audit on Parental Involvement resulted in 100% response rate. Comments from parents are welcomed and results of all questionnaires are analysed by parents, pupils and staff where appropriate. These actions have ensured that the views of all parents are gathered and taken into account when planning priorities for development.

- The Pupil Council distributed a questionnaire on homework to evaluate the views of parents. This led to pupils encouraging their parents to contribute their views and was a positive exercise for pupils, parents and staff. As a result, the views of parents are taken into account by teachers when issuing homework to individual pupils.
- A comment/suggestion sheet is now attached to all school newsletters/minutes e.g. Parent Group meetings. This has ensured that all parents have a regular, ongoing means of correspondence and communication with the school.

Area for improvement 3

Review the deployment of visiting staff to improve outcomes for learners with specific needs

At the time of the inspection, visiting staff to the school included a Support for Learning Teacher and an Early Years Practitioner. HMle wished to ensure that these visiting staff were deployed as effectively as possible. We reviewed our practice and took the following steps.

Evaluation of progress and impact:

- The Head Teacher and Support for Learning Teacher updated the Support for Learning Policy and this was shared with all staff, pupils and parents. This led to clarity in the role and responsibility of all in supporting pupils with specific needs.
- Planning and teaching strategies were reviewed with the Support for Learning Teacher and this led to more effective timetabling of the provision of individual support to more able pupils. This led to the improvement of these pupils' literacy skills e.g. through book studies. Pupils and parents were consulted to gauge their opinion and all considered this a positive approach for the visiting teacher to better meet the needs of all pupils.
- Through Parent Contact Meetings and transition procedures, staff and the Early Childhood Practitioner have consulted with parents of pupils in the early years to ensure the needs of all pupils are met through the use of learning and teaching approaches which are appropriate to each individual pupil to improve their learning experience. This has provided the opportunity for staff to work in partnership with pupils and parents to improve the outcomes for all learners in the early years.
- The Head Teacher and Early Childhood Practitioner have regular joint planning meetings to discuss the individual needs of the children in the early years. As a result, teaching strategies are adjusted appropriately. This has improved the quality of learning and teaching, particularly in maths and language, for all pupils in the early years.

Headteacher:

Joan Murray