



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Logierait Primary School was inspected in **March 2011**. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published in **May 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 **May 2011** identified three 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

Improve further children's achievement.

Evaluation of progress and impact:

- Classroom monitoring and collegiate activities focussed on improving specific aspects of learning and teaching resulting in high quality learning experiences for children.
- Children are part of the decision making process through their involvement in planning learning and school events.
- Children have continued to develop their literacy and communication skills through presenting to a range of audiences for a variety of purposes, examples being a presentation to the Eco Schools Assessor and presentations to parents at school Get Together
- Children explored the use of technology and further developed their presentation skills through planning, creating and presenting short films on their local environment in the context of the Living Communities project.

- Children are making good progress with developing their reading skills following the implementation of the literacy programme and this has impacted positively on their ability to access the wider curriculum.
- Regular school Get Togethers, attended by parents, recognise and celebrate children's achievements both in and out of school.

Area for improvement 2

Continue to develop the curriculum taking account of the principles 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.
- 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 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

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

Evaluation of progress and impact:

- Children and staff have evaluated and improved the work of the school through the development of a variety of initiatives and have gained a second Green Flag for their Eco work.
- 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 resulting in improvements in children's learning experiences.
- Children take responsibility for developing their school through planning and implementing improvements, which they have identified, during Taskforce time.
- All staff have contributed to evaluating aspects of the school and have taken on areas of responsibility to facilitate improvements.

Headteacher: Frances Dean (Interim Head Teacher)