



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Madderty Primary School was inspected in September 2013. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in November 2013.

The school, with support from the Local Authority, prepared a 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 HMI 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 June 2014.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in November 2013 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

Build on the approaches to meeting children's' learning needs through establishing the right levels of pace and challenge in learning for all children.

Evaluation of progress and impact:

- A programme of classroom visits to quality assure practice has been carried out regularly by the Headteacher and has been extended to include peer observations undertaken by class teachers. A particular focus on lesson structure, differentiation, active learning and formative assessment strategies has improved pace and challenge for all learners increasing their motivation and enjoyment.
- Professional discussions about new approaches, sharing good practice and areas for development are a regular feature of collegiate meetings and feedback to teachers. Staff engage confidently in discussions and this has created an ideal opportunity to share skills and knowledge in relation to meeting learners' needs through effective learning and teaching practices.
- Regular in-depth discussions about pupil achievement and attainment have taken place between the headteacher and class teachers to

evaluate progress. This has enabled staff to identify pupils who require more challenge or support in their learning and agree actions to be put into place. This information is also used for transition purposes and ensures that pupils' needs are better met as they progress through levels.

- Pupils regularly update their Learning Journals to reflect on their learning, enabling staff to evaluate the effectiveness of lessons and identify next steps.

NEXT STEPS

- Develop Pupil Conferencing as a strategy for gathering pupil views on the pace and challenge they experience during class lessons.
- Continue to develop meaningful assessment strategies to gauge how much and how well pupils are learning.

Area for improvement 2

Continue to improve the curriculum through ensuring progression in children's learning throughout the school.

Evaluation of progress and impact:

- The curriculum has been mapped out to track pupils' learning over the primary stages. This exercise has highlighted aspects within the curriculum which have been covered and areas which require focus. Having a clearer picture of coverage has informed planning and improved progression of learning within Curriculum for Excellence levels.
- Staff have worked collaboratively to develop short and long term curriculum planning. Weekly plans have been adapted to enable staff to regularly annotate and evaluate progress. Long-term contextualised plans are developed alongside a visible planning model, whereby staff and pupils plan learning together within the four contexts of the curriculum. This highly responsive approach ensures all pupils experience a more personalised and progressive curriculum.
- Inset day programmes have included a focus on developing pupils' skills across the curriculum using Bloom's Taxonomy. Staff and pupils have identified the skills and knowledge they are gaining and displayed annotated photographs evidencing this.
- Curricular programmes are being further developed in Mathematics, Literacy and Science, which have also been enhanced by the purchase of new resources.

NEXT STEPS

- Develop a three year curricular programme to ensure that all curricular areas are covered at appropriate levels.
- Further develop pupils' awareness of, and ability to talk about, the skills and knowledge they are attaining as they progress through the curriculum.
- Further develop curricular programmes of study to support teachers' planning and to ensure progression and coherence.

Area for improvement 3

Enable teachers to share practice and build on their evaluations of learning and teaching.

Evaluation of progress and impact:

- Teacher collegiate activities and inset days are carefully planned to create opportunities for regular professional dialogue to take place. This has enabled staff to discuss their practice in detail and share views and ideas. A positive culture of collaboration and shared responsibility is being engendered.
- Learning and teaching is evaluated weekly, with teachers using prompt questions based on the seven principles of curriculum design to gauge the effectiveness of their own practice. Staff also record information related to pupil progress, highlighting those who need challenge or support. This process has enabled teachers to reflect on their own skills and areas for development to continually improve learning experiences for pupils.
- Teaching staff are into their second year of being involved in the Tapestry programme which involves teachers being part of a professional learning community. This opportunity has enabled staff to work alongside cluster schools to develop skills in implementing a range of formative assessment strategies in the classroom. Teachers have participated well in sharing good practice and discussing next steps with their peers. This has ensured that children have benefited from a more coherent and consistent approach to assessment across the school.

NEXT STEPS:

- Planned collegiate activities will include a focus on Curriculum for Excellence Practice and Principles Papers as a basis for professional dialogue.
- Develop moderation activities and 'learning round' visits to support staff development and ensure a consistent approach in evaluating learning and teaching across the school.

Headteacher:

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Date: 5.11.14

Quality Improvement Officer:

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