



## Education & Children's Services

### HMI – Follow Through Procedures Progress Report to Parents

#### 1 Introduction:

**Milnathort Primary School** was inspected in **October 2012**. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in **November 2012**.

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.

The Head Teacher, Depute Head Teacher and the wider staff team 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 which was published in September 2013.

#### 2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in November 2012 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**

*Continue to develop the Curriculum*

##### **Evaluation of progress and impact:**

- Nursery – P1 transition in learning was a major focus session 2012-13. We have moved to a model where pathways through the Early Level Experiences and Outcomes (Es and Os) have been identified and learners' progress is clearly aligned to Es and Os at point of transition. The impact of this is that P1 staff now have a clearer picture of each child as a learner.
- The introduction of Group Time in Nursery with a clear focus on learning ensures that children have more structured access to "formal" learning experiences in the informal setting that is nursery, where the focus is still firmly child led and based on play and

learn approaches.

- Increasingly class teachers' plans are focused on skills and Experiences and Outcomes as opposed to being activity/resource led. This ensures that the skills in every lesson are clearly defined and the criteria for success in each task are clearly understood; as a result children are better able to engage with their learning, understanding the relevance and opportunities to transfer skills to other contexts.
- Staff continue to engage in professional dialogue at collegiate sessions and INSET. The recently introduced Professional Dialogue Groups add value to this: the focus at these sessions is on pedagogy and areas of research. The impact of increased reflection is being evidenced in, for all staff, an enhanced understanding of current themes and a willingness to develop their approaches to learning and teaching.

### **Area for improvement 2**

*Ensure that pace and challenge of learning are matched consistently well to the needs of all children*

#### **Evaluation of progress and impact:**

- Termly Learning Discussions between class teachers and the Senior Management Team (SMT) have maintained the focus on progression in learning. SEEMIS data at individual learner level is scrutinised with class teachers, aligning hard evidence to Perth and Kinross Indicators, specifically at P1, P4 and P7. There is greater emphasis at these Learning Discussions on how class teachers plan to ensure challenge, using data as a benchmark.
- Learning Journeys introduced during session 2012-13 serve to both evidence progress to SMT and the next class teacher as well as to parents/carers. SMT review Learning Journeys each term as part of our Self Evaluation Framework (triangulation of weekly plans, homework and evidence of learning). This audit forms a key component of termly Learning Discussions with class teachers, is documented and, where appropriate, actions are recorded and revisited.
- Good practice in learning and teaching is shared at staff collegiate sessions. Staff share their approaches to assessment, evidence gathering and provision of responsive learning experiences. This has been beneficial in promoting the provision of consistently high quality learning experiences. Staff are also engaging in regular Professional Dialogue sessions, where the focus is on pedagogy, enabling staff to reflect on their own current practice and how this might improve for the benefit of learners.

### **Area for improvement 3**

*Continue to develop procedures to track children's attainment and progress.*

## Evaluation of progress and impact:

- Assessment has been a major focus of development as evidenced in teachers' weekly plans where, increasingly, appropriate assessment activities are planned for. Staff are involving children in assessment as evidenced in Learning Walls, portfolios of work, Learning Logs and Learning Journeys (newly introduced session 2012-13 to both evidence progress in learning and to better inform parents/carers of learning). Assessment forms the basis of high quality discussions at termly scheduled Learning Discussions between Class Teachers and the Senior Management Team.
- A staff School Improvement Team (SIT), with a focus on tracking, has introduced a framework for recording progress in maths/numeracy which is being trialled this session with a view to being adopted as policy. During the current session 2013-14 the Tracking SIT is developing a language/literacy tracking format to be trialled this session and to be adopted 2014-15.
- We have made greater use of SEEMIS (our management information system) in terms of being a focus of evidencing progress in learning at Learning Discussions. This data is cross referenced with hard evidence, combined with greater use of the Perth & Kinross Indicators, and as a result both class teachers and SMT now have a clearer picture of each child as a learner. We are now taking this forward at Local Management Group (LMG) level with the formation of a Moderation Working Group made up of representatives from all LMG primary schools, with a view to arriving at a common understanding of attainment and achievement in literacy across the levels of Curriculum for Excellence.
- The SMT has continued to ensure pupils have opportunities to discuss and review their learning and progress. Learning Journeys evidence progress in learning and are the focus of discussion with learners at Learning Lunches. SMT then share feedback with teachers ensuring that learners' views are included in our monitoring processes and acted upon.
- Primary headteachers in our locality have been identified as Lead Professionals working with Maths and English Principal Teachers in Kinross High School. (Milnathort PS headteacher is the Lead Professional for Maths/Numeracy). This will result in an improved model of cross sector working with shared understanding of attainment/achievement. In turn this will improve progression in learning for our learners as they move from P7 to S1.

Headteacher: Sandra McColgan

Date: 30 October 2013

Quality Improvement Officer:

*Anne Dalziel*