



## Education & Children's Services

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

#### 1 Introduction:

Pitcairn Primary School was inspected in October 2010. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published in December 2010.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a very positive impact on a wide range of aspects within the school.

Both the 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 December 2010 identified four 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 positive steps taken to develop further both the Curriculum for Excellence and learning through play in the early years.

##### Evaluation of progress and impact:

- Very good progress has been made to link all curriculum developments through the Curriculum for Excellence (CfE) 3 - 18 framework thereby ensuring a more coherent approach to school improvement.
- Through heightened collegiality and enhanced communication, members of our school community are fully aware of the purpose and principles of CfE and their roles and responsibilities to ensure the entitlements are met.
- Through the enhanced use of the learner voice in the school

improvement process, very good progress has been made to ensure learning is real and relevant to the interests and experiences of the child. To increase levels of motivation and engagement every opportunity is now sought to involve members of the wider community in supporting learning and teaching with their skills, expertise and knowledge, in particular, parents and family members.

- Satisfactory progress has been made to develop play in the Early Years. The classroom environment is more welcoming and resources are more effectively organised. Active play opportunities are beginning to be linked to specific learning intentions and relevant contexts. Careful consideration is given to the appropriateness of activities and how they can enhance learning opportunities for all children. Children respond well to the more focussed approach to their play and are starting to articulate the learning purpose of the activities they are involved in.

## **Area for improvement 2**

Improve tracking and monitoring of children's progress and involve staff and parents more in evaluating the work of the school.

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

- Very good progress has been made in implementing strategies to track and monitor pupil progress and attainment in literacy. Through a collegiate approach with other associated primary schools, progression of literacy skills across stages within CfE experiences and outcomes has now been clarified. The subsequent tracking resource is now used effectively to plan, track, monitor and moderate pupil attainment throughout the school and across several schools. Teacher/pupil, teacher/parent dialogue regarding pupil targets and progress has been enriched with the use of the 'I can' statements used within the tracking system.
- Very good progress has been made through the development and implementation process of the tracking resource to heighten the level of teacher confidence in determining with accuracy the level of literacy attainment on the continuum of learning, the appropriateness of pace and challenge and the next steps in learning. This has positively impacted on the quality of curriculum planning across the school.
- Very good progress has been made to enhance the level of involvement of parents and family members in the life of the school. Parents are regularly asked to give feedback on new initiatives and to contribute to specific developments with their ideas and opinions. Their valued comments are subsequently reflected in modifications to school protocol and curriculum developments which positively impacts on home – school partnership working. Through their enhanced involvement parents now play a crucial role in supporting classroom practice, delivering after school activities, raising funds and contributing to the school Parent Forum.
- Good progress has been made to embed self evaluation practices as a

core element to all school improvement activities. Staff and pupils regularly reflect upon specific elements of learning and teaching, either as individuals or collectively, recording their thoughts through discussions or through the formal auditing process. High level professional discussions are evident at collegiate and INSET sessions and these reflect the enhanced ability of the staff to think critically about the progress the school is making with regard to specific actions identified in the School Improvement Plan, as well as their personal contribution to the school improvement agenda and to their continuous professional development. Feedback from staff, pupils and parents indicates that all within the school community feel they now have greater involvement in the school self evaluation process and can see the impact of their efforts.

### **Area for improvement 3**

Improve attainment in literacy and English through increased consistency in learning and teaching approaches.

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

- Good progress has been made to develop more robust monitoring strategies to ensure learning and teaching across the school demonstrates continuity, coherence and progression. Children's progress, along with their learning styles, use of resources and the practitioners' approach to their teaching are monitored by the Senior Learning Team (SLT) on a regular basis. This is followed by a professional dialogue between SLT and the class teacher where a quality appraisal of the monitoring visit is discussed. Good practice and next steps to continuous personal development are identified and the teachers' reflective comments are recorded. The SLT also reflects upon all visits across the school and identifies whole school requirements for future literacy developments. These are then reflected upon and discussed at collegiate times.
- Four dates for benchmarking attainment are set at the start of the session. Evidence is gathered at these junctures regarding reading and writing attainment. Pace of progress for each pupil is identified and their attainment, in accordance with the stages within each CfE level, is noted. All staff are now work closely with the information gleaned from each benchmarking juncture and they modify and enhance their planning and teaching accordingly.
- Teachers are given the opportunity to visit their colleagues' classrooms to undertake a period of observation and involvement with another stage group. Visits are undertaken in accordance with a specific curriculum focus and a target of identifying one/two good teaching strategies which they are then expected to develop within their own classroom. This has heightened professional dialogue amongst staff and has encouraged good reflective practice.

#### **Area for improvement 4**

Increase the consistency of challenge across the school to meet the needs of all children more effectively.

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

- Very good progress has been made to further enhance the curricular planning process through a collegiate approach where all expertise is drawn upon to identify progression of skills and knowledge within experiences and outcomes across the levels. This has resulted in greater clarity for each teacher as to the skills to be taught and the progression each child should make. A literacy skills progression chart has been developed to enhance continuity, coherence and progression across all stages.
- The tracking strategy, developed and implemented across the whole school, places each child on the continuum of literacy learning and identifies the next step for each child's progress. Teachers identify annual and termly targets for each child and track and review the progress made by them on a regular basis. Pace of learning can now be determined and the need of some children for additional support or greater challenge is identified and addressed through the planning and teaching process. Tracking evidence is regularly discussed between teacher and members of the SLT. The tracking strategy now ensures there is a consistent approach to monitoring pupil progress across the school.
- Recently introduced moderation activities across different schools in the Perth Grammar Local Management Group, have given teachers the opportunity to reflect upon their pupils' attainment, their current practice and the challenge they are presenting to all abilities within their own classes. Through their visits to other schools during INSET days they explore different approaches to learning and teaching, the variety of motivational contexts and the use of resources which also includes the outdoors. Positive comments have been received regarding this practice as it has given teachers a broader perspective about their practice and future developments.

Headteacher: \_\_\_\_\_