



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Royal School of Dunkeld was inspected in May **2014**. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in **June 2014**.

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.

The headteacher, principal teacher and staff have worked co-operatively with authority staff to take forward the area 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 2015.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **June 2014** identified one main point for action. This section evaluates the progress made to date in addressing this action point and the resulting improvements for pupils and other stakeholders.

Area for improvement:

Continue to build on the high-quality education and care being provided for all children.

When considering how best to build on the high-quality education and care being provided, the school decided to choose four areas, highlighted as good practice during the inspection, to further develop and embed. These areas, or approaches to learning and teaching, were newly developed the previous year and an evaluation and review of their effectiveness would enable the school to ensure consistency in the high standards they were delivered.

The four approaches chosen were: Profiling, Pupil Self-assessment, Celebrating Achievements and Spelling.

Evaluation of progress and impact:

Profiles – Learning Folders, Show Off Books and Profiles

Evaluation of Progress

- *Staff, pupils and parents evaluated and reviewed profiling practices in 2013 –2014. These evaluations were used to create a Profiling Guidance Paper detailing our whole school approach.*
- *Our Profiling Guidance Paper sets out expectations at all levels and there is now a consistency of approach at the different levels.*
- *Teachers create opportunities for pupils to assess their skills progression in all areas,*

displaying self-assessments for Curricular Areas and their Skills for Life, Learning and Work in their profiles.

- *Profiles are shared with parents and carers at regular 'Sharing our Learning' events.*

Impact

- *There is a consistency of approach to profiling across the school.*
- *Profiles now reflect the quality and variety of learning in the class, with far more evidence of children's self-assessment.*
- *Pupils are more confident and articulate when reflecting on their learning in all areas. They are more able to talk about their skills and next steps for improvement.*
- *There is a raised awareness in staff, pupils and parents of the Skills for Life, Learning and Work, with staff becoming more aware of the need to plan for and provide pupils with regular opportunities to develop, consolidate and evaluate their skills.*

Pupil Self-assessment

Evaluation of Progress

- *Self-assessment 'Skills Sheets' were evaluated and reviewed by staff, pupils and parents in 2013 – 2014. These evaluations were used by staff to design more pupil-friendly and manageable 'Skills Ladders' for all levels of Maths. This process involved class teachers working together to moderate the skills for maths within and across levels.*
- *Skills Ladders for maths and Skills Sheets for writing are used by pupils from Nursery to P7 to evaluate their learning and to identify their own next steps.*
- *Skills Ladders and Sheets are shared with parents and carers at regular 'Sharing our Learning' events.*
- *Pupils evaluate their Skills for Life, Learning and Work regularly, with a classroom Skills Wall showing the progression of the term's skill, and the pupil's most recent self-assessment of their ability to use the skill.*

Impact

- *Pupils are more confident in describing their learning, progress and next steps.*
- *Class teachers use the Skills Ladders to inform planning and assessment and learning and teaching better meets the needs of all individuals in a class.*
- *Parents are becoming more aware of the progression of skills within the levels of the Curriculum for Excellence.*
- *Pupils can now identify when they would use their skills, in and out of school and in the future. Older pupils can now identify which skills they would need for different jobs.*

Celebrating our Achievements

Evaluation of Progress

- *The Royal Tree of Achievement is now used by all pupils from Nursery to Primary 7 to share and celebrate their personal achievements.*
- *Assemblies are held fortnightly now to allow for more achievements to be celebrated.*
- *Class teachers keep a record of achievements and special mentions to track that all children are given the opportunity for personal achievement. Pupils are encouraged to share achievements, no matter how big or small, by their class teachers.*
- *We now provide pupils with a number of additional ways of gaining achievements.*
- *All pupils from Nursery to Primary 7 are members of a citizenship group, with action plans for School Improvement. There are many opportunities for individuals to take on leadership roles and responsibilities in these groups, creating further chances for gaining personal achievements.*
- *Primary 7 pupils have all gained the John Muir Award this year, with the plan of this*

extending to Primary 5 and Primary 6 next year.

- We will be able to build on and extend the work of pupils participating in the Dynamic Youth Awards as Youth Heritage Ambassadors - History Hunters.*
- The Pupil Council are creating in-house accredited Crown Awards for all pupils to apply for.*

Impact

- Pupils feel valued and recognised.*
- Pupils are inspired by the achievements of others and more likely to participate in activities leading to achievement.*
- It is now a lot easier to gain an accredited achievement / award at school.*
- Parents are now more likely to share their child's achievements with the school.*

Spelling

Evaluation of Progress

- As a cluster, Highland Perthshire schools all decided to have Spelling in our School Improvement Plans for 2013 – 2014. Our school decided to continue with this as a focus for 2014 – 2015.*
- Baseline information was collected at the beginning of the year, giving us information about the spelling needs of all classes and individual pupils. This information was analysed by class teachers and our Pupil Support Teacher.*
- Class teachers reviewed the current approaches to teaching spelling and developed approaches to be used at different levels.*
- Active spelling activities were planned, along with the explicit teaching of spelling rules and editing processes.*
- Zero tolerance words were selected for each class, with pupils being required to check these words in all pieces of writing.*
- An end of year assessment of Spelling is to be completed, to analyse the progress made within the year and to review the approaches used.*

Impact

- Pupils are enjoying spelling activities more.*
- There is greater success for children in their weekly spelling tests.*
- Pupils now have more strategies now to spell unfamiliar words and to edit their spelling.*

Headteacher:

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Quality Improvement Officer:

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June 2015