



## **Education & Children's Services**

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

#### **1 Introduction:**

**Viewlands Primary School** was inspected in October 2014. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in January 2015.

Staff have worked with officers from Education Services to take forward the areas identified in the original HMI report as requiring development. With support from Education Services, the school prepared a plan for improvement which has had a positive impact on a range of aspects within the school. This report provides information about progress made and the impact of the planned developments.

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 on 13<sup>th</sup> January 2015 identified two main points for action. The Education and Children's Services (ECS) Follow Through Visit took place on 17,18 November 2015 and was undertaken by a team of three Quality Improvement Officers, an Inclusion Manager and a peer Headteacher. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for children and other stakeholders.

##### **Area for improvement 1 – Continue to develop the curriculum to bring about improvements in children's learning and to raise attainment**

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

- Planning and tracking meetings focus specifically on pupil attainment, progress in learning and planned assessment. These discussions enable senior managers and teachers to identify and agree priorities for additional support and challenge. Staff are making effective use of available resources and guidance from ECS and Education Scotland to review and improve planning formats. This is enabling teachers to be more flexible and responsive in their planning to meet a range of learning preferences and needs. Baseline assessment information for reading, spelling and numeracy is used in tandem with teachers'

professional judgements. This use of such data is helpful in identifying where additional learning support is needed and where the level of challenge in learning should be increased.

- Whole school learning themes have enabled staff to plan together across curriculum levels ensuring there is a clear pathway and progression of skills identified from Nursery to P7; for example the work in Scottish Food Week and the recent focus on Anti-Bullying and Internet Safety. This approach is taking cognisance of children's previous and intended future learning experiences. Staff have worked together to produce curriculum frameworks for literacy and health and wellbeing and are using these to improve progression in children's learning.
- In most classes children now have frequent opportunities to contribute to the planning and evaluation of their learning. They are able to talk confidently about the progress they are making and almost all can identify their next steps for improvement in literacy and numeracy. They also understand what they need to do to achieve this.
- The improved quality and content of children's extended writing is evident at all stages. Children are able to discuss the purpose and audience for their written work. Across the school there is evidence that children are using a variety of writing genre.
- Feedback from children and the findings from the recent audit of resources are being used to enhance the range of reading resources used across the school. Children now have a greater selection of non-fiction texts. Teachers are using the recently created Viewlands' literacy curriculum framework to focus on key reading skills at each stage, for example when developing comprehension skills. Across the school children are engaging with a range of texts and approaches to reading.
- Across the school there is an improved briskness to the pace of lessons. Children have increased opportunities to work independently and for uninterrupted lengths of time. Almost all teachers structure activities to provide appropriate support to groups of children as required.
- Children are responding positively to the structure and routine of daily mental agility activities. Regular assessment of core numeracy skills and raised expectations for each learner are further improving children's ability to retain and apply key skills and concepts.
- Vertical groupings of children have been successfully created across all curriculum levels providing planned opportunities for all children to work together and offer achievements beyond classroom learning. Recent activities have focused on health and wellbeing. Many children are also developing their leadership skills in taking responsibility for

organising and leading a variety of clubs including art, drama, singing, netball and construction.

### **Next Steps**

- Continue the focus on developing reading skills including a focus on vocabulary acquisition and phonics within the early years.
- Maintain rigorous approaches to tracking and monitoring children's attainment.
- Further develop children's involvement in planning and evaluating their learning experiences.
- Continue to review and refine contexts for learning with a focus on relevance, local interests and skills development across the school Nursery – Primary 7.
- Incorporate staff and children's ideas to increase contribution to, and leadership of, the whole school community improvements.

### **Area for improvement 2 – Continue to use self-evaluation approaches to implement agreed improvements effectively,**

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

- Through the Teacher Learning Community (TLC) model, teachers have successfully worked together to focus on providing quality feedback for children. This has impacted positively on children's learning.
- Across the school, the range and consistency in use of assessment for learning strategies has improved. Children have increased opportunities to reflect on their work and peer-assess the work of others. They are able to give examples of how this helps them to understand their progress and can identify skills that they have improved and those they need to work on.
- The Senior Management Team (SMT) have continued to talk with children about their learning and have reviewed the quality of their work. This approach has influenced teachers' planning and practice, for example in how teachers provide written feedback to children which is now more specific to how well children have met success criteria and details what is required for improvement.
- Staff are openly discussing their reflections of their practice; they value the opportunity to work together across levels and as a whole staff. Frequent moderation activities in both whole staff and smaller groups

are enabling staff to discuss attainment, progression in learning and achievement in more depth.

- Senior managers provide staff with the opportunity to attend additional collegiate sessions which focus specifically on facilitating the sharing of good practice and to discuss the progress and impact of the school improvement plan.
- Key themes have been identified from feedback provided by parents; for example more opportunities to share in their children's learning. As a result all classes have continued to provide showcase afternoons. These sessions enable parents to work on activities, often led by children, which are designed to show the range of learning experiences and skills covered within a planning block. Evaluations have been extremely positive. They highlight how valuable the experiences have been in supporting parental understanding of curriculum development, learning and teaching approaches and how they can support their child's learning at home.
- The school website is now more regularly updated with information for parents about the life and work of the school. The school plans to develop and use the skills of staff and pupils to populate class pages.

### **Next Steps**

- Continue to ensure that all stakeholders are clear in the purpose and connection to school improvement of all self-evaluation activities.
- Continue to build regular time into collegiate schedules to revisit and review the impact of improvement and development work.
- Continue to develop leadership across the school utilising the skills and interests of staff and children.
- Use the findings from senior managers' consultations with children and visits to classes as a focus for collegiate discussion. This will lead to a sharing of areas of strength in learning and teaching, and for focusing further improvement in this area.

Headteacher:

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