



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Luncarty Primary School was inspected in March 2015. The [report](#) on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in April 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 28 April 2015 identified two main points for action. The Education and Children's Services (ECS) Follow Through Visit took place on 2 March 2016 and was undertaken by a team comprising a Quality Improvement Officer and a peer Headteacher (also an Associate Assessor with HMI). 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 improve the curriculum to ensure children make suitable progress in all areas of their learning.

Evaluation of progress and impact:

- This session there has been a focus on writing to ensure children experience appropriate pace and challenge across all classes. Staff have made effective use of available resources and guidance from Education Scotland to arrive at a common understanding of standards and expectations through and across levels. As a result of more consistent approaches the improved quality and content of children's extended writing is evident at all stages.
- All teaching staff reviewed Science and planned together ensuring a clear pathway and progression of skills identified from Nursery to P7; Staff worked together to produce a Science curriculum framework and

tracker and are using these to plan for and assess progression in children's learning. Children are now experiencing greater challenge in both investigative science skills and their thinking.

- There has been a whole school focus on implementing Scottish Government **Language Learning in Scotland: A 1+2 approach**. All children P1 to P7 have frequent opportunities to experience French through daily routines and are responding positively to this: feedback from children has been used to inform teachers to reflect on the impact of their approaches. Staff training has been critical in ensuring that all children make progress in line with expectations in this curriculum area. To date staff have made effective use of available resources and guidance from ECS and Education Scotland. Through in-school collegiate and The Teacher Learning Community (TLC) model they have successfully worked together to develop a progressive approach for learning.

Next Steps

- Continue with our programme of ongoing curricular review and development ensuring consistency, pace and challenge. Specific focus in session 2016-17 is the review of Numeracy and Social Studies.
- Maintain a focus on the implementation of **Language Learning in Scotland: A 1+2 approach** to ensure all children experience consistent progressive learning in modern languages.

Area for improvement 2 – Ensure self-evaluation leads to consistently high-quality learning and teaching across all stages

Evaluation of progress and impact:

- Through the Teacher Learning Community (TLC) model, teachers have successfully worked together to focus on providing a progressive approach for learning French. This has impacted positively on children's learning and is evidenced in their confidence in using everyday language and curiosity to learn more about the language.
- Nursery to P7 staff evaluated the effectiveness of their visible planning in providing children with increased opportunities to be involved in planning for and reflecting on their learning. As a result almost all children confidently discuss their strengths and challenges.
- Staff continue to openly discuss their reflections of their practice. The focused development on writing this session involving P1 to P7 teaching staff working as a whole staff, in small teams and across stages has resulted in more consistent approaches and improved the quality and content of children's extended writing at all stages.
- In Nursery, the focussed development on literacy and numeracy has been to extend high quality learning experiences to the outdoor environment. As a result, children's curiosity and inquiry is being further extended.

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.
- Continue to 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 on further improvement in this area.

Headteacher:

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Quality Improvement Officer:

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Date:

2 March 2016