



Education & Children's Services

Education Scotland Inspection – Follow Up

Progress Report to Parents

Introduction:

Dunning Primary School was inspected in **March 2015**. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in **May 2015**.

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 Head Teacher, Principal Teacher and staff have worked co-operatively with Authority Staff to take forward the areas identified in the original inspection report as requiring development and the authority fully 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 2016.

Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **May 2015** identified three main points for action. This section evaluates the progress made to date in addressing these action points and the resulting improvements for pupils and other stakeholders.

Area for improvement 1:

"Continue to develop approaches to challenge children in their learning"

Evaluation of progress and impact:

As almost all of our pupils (91-99%) are already making very good progress, we had to look very closely to determine what could help make a difference. Pupils taking even more responsibility for their individual learning and the link between the level of effort made by a pupil and their progress were identified as an appropriate focus for development.

We have introduced quarterly **Interim Reports** for Literacy, Numeracy and Health and Wellbeing. These Interim Reports are designed to be an additional and brief 'snap shot' to focus and inform about the levels of effort and the progress a pupil is making in their learning from term to term, without adding too significantly to teacher workload. They

provide information in the areas that staff identified as the most important as they impact on all other learning i.e. Numeracy, Literacy and Health & Wellbeing.

The reports are in the style of the Interim Reports issued by the cluster Secondary School, using the same terminology and will support transition for our P7 pupils.

The intention is that teachers will, in the new session, be able to build in time in class to discuss individual reports with pupils, prior to issuing the reports to parents. The focussed discussions between teachers and pupils will help the pupils identify what they should/could do to improve i.e. their next steps and therefore also help them to take more responsibility. The focussed nature and the quality of the conversations will be crucial in continuing to drive standards forward. Sharing this information with parents via the four Interim Reports and also via the two Parents' Meetings, allows us all to support the pupils to make the best possible progress.

All staff report that the Interim Reports have provided a clear focus for discussions at Parents' Evenings. Staff also report that the Interim Reports are supporting discussions with pupils about their learning.

Parents have reported their appreciation of pertinent information regarding their children's effort and progress and that they are more empowered in being able to encourage and support their children in a focussed manner.

A trial in P3/4 where pupils have been self-assessing effort levels using the same terminology as the Interim Reports has resulted in pupils choosing appropriate next steps. Across the school, we have seen increased effort levels in almost all pupils and this is beginning to positively impact on progress.

- We introduced a new whole school **Presentation Policy** for 2015-2016 to encourage even higher expectations and standards when applying spelling, handwriting and presentation across all learning. This was shared with pupils and parents. Staff, pupils and parents are more aware of our shared expectations and most pupils have raised their application across all learning.
- We have introduced a '**Write at Home**' project where pupils are regularly issued with open ended homework writing tasks. These are supported with differentiated and challenging learning intentions and success criteria across Early, First and Second levels along with relevant guidance (including parent help sheets).

Staff, pupils and parents have a raised awareness of the expected progression through Early, First and Second levels in writing and therefore have an increased understanding of appropriate challenge. In discussions with the Parent Council, parents have reported family enjoyment and engagement in these homework tasks. Pupils have used the pieces of writing in peer and/or self-assessment activities.

Area for improvement 2: “Continue to develop the curriculum to ensure progression in all aspects of children’s learning”

Evaluation of progress and impact:

- We introduced ‘**Carousel**’ this session in order to raise staff awareness of progression of learning, to aid familiarisation of the ‘Significant Aspects of Learning’ and ultimately, to increase challenge for **all** our pupils. Every alternate week, teachers have planned and delivered discrete curricular areas to every class throughout the school. Staff use the Curriculum for Excellence Experiences & Outcomes and the ‘Significant Aspects of Learning’ to plan and to assess learning.

The introduction of ‘Carousel’ has provided the opportunity for pupils to experience depth and breadth of learning with appropriate pace of progression. Staff have become more familiar with the ‘Significant Aspects of Learning’ for the curricular area they are currently planning and delivering and most pupils have benefitted from appropriately challenging learning & teaching.

- The ‘**Write at Home**’ project includes a coherent progression framework for writing skills development enabling pupils to identify appropriate and challenging aspirations with the support of their parents. Staff, pupils and parents now have a raised awareness of the expected progression through Early, First and Second Curriculum for Excellence levels in writing.
- French is now well embedded across the whole school as part of the National 1+2 initiative. All six permanent teaching staff attended a week long immersion course in France which significantly raised confidence and skill in teaching French throughout the school. The ‘Platform’ (a Planning Tool) is used to ensure appropriate progression. Pupils are experiencing very good learning and teaching in French and are progressing very well through appropriate levels. This has also been validated by Education Services 1 + 2 Languages Development Team.

Area for improvement 3: “Improve the discussions between staff and children so that they are clearer on their next steps in learning”

Evaluation of Progress and Impact:

- We have worked closely with the Creative Learning Network Team all session to improve the quality of discussions between staff and pupils by further developing:
 - Effective questioning
 - Creative planning (including pupil voice)
 - Peer and self evaluation
 - Pupil reflection (weekly tweets)

Across the school staff have reported increased awareness of using effective questioning and this has been observed in classroom monitoring observations. All classes have participated in creative planning with pupils leading learning and teaching

through 'What's In The Box?' mini-projects. Through effective questioning, pupils have been encouraged to evaluate their learning and all pupils write at least one weekly tweet, sharing their reflection on their learning and how they might apply it in the future. Three pupils from each class are selected (on a rota) to share their tweets at our weekly Achievement Assemblies.

- The newly introduced Interim Reports have been shared twice this session with parents and have been used to focus on individual pupils' effort and progress in Literacy, Numeracy and Health & Wellbeing. They are beginning to form the basis of focussed discussions between staff and pupils/parents. We have trialled using the terminology used in the Interim Reports with some classes, with the children being encouraged to consider their effort and their next steps. The focussed nature and the quality of the conversations will be crucial in driving standards forward.

Across the school, almost all pupils have increased effort levels in at least one area and this is beginning to positively impact on progress. Pupils are becoming more aware of specifically what to focus on in order to continue making improvements and achieving their next steps in learning.

Headteacher: Danielle McPhee 4 May 2016

Quality Improvement Officer: Kathleen Robertson 4 May 2016