



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Aberuthven Primary School was inspected in June 2015. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in August 2015.

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

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas 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.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in August 2015 identified two 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 - Support all staff and parents to apply consistent approaches to supporting children's learning and behaviour.

Evaluation of progress and impact:

Further training for teachers and support staff on the Restorative Approach, sometimes combining with staff from other schools in the local area, has led to more consistent use of good listening at Aberuthven and the acceptance that in general, problems can be solved calmly. The need to understand what has gone wrong and put things right is well understood by pupils and staff and has been shared with parents via the school's monthly newsletters (September and October 2015). A pupil forum on Restorative Approach in June 2016 shows pupils now feel very positively about how staff are listening to them, how they are listening to each other and also that in general, pupils feel any difficulties are being sorted out the best way they could be.

In relation to children's learning, the principles and vocabulary of Growth

Mindset have been implemented in both classes. Growth Mindset is an approach which encourages children to focus on their own individual progress and which stresses the value of hard work leading to improvement rather than natural talent. This approach has been shared with parents several times via newsletters and also at a bingo/curriculum evening where children helped present this to over half the families in the school.

Since implementing Growth Mindset there is a better and more co-operative atmosphere in both classes and more of a will in pupils to challenge themselves. They are much more likely to want to learn from each other and from their own mistakes rather than get downhearted. This has led to very positive outcomes in terms of learning.

Next steps:

Based on the results from the pupil forum, staff need to make clear they are listening by repeating back what children are saying during restorative conversations. Children will also be given more opportunities to discuss consequences and contribute ideas for potential consequences when someone has not made good choices in their behaviour.

With the change of staff next session, consistent use of the Growth Mindset approach will continue by ensuring that it forms a regular part of ongoing collegiate discussion, that its principles are included in every school achievement assembly and that it is monitored both formally and informally as part of the teaching and learning in class.

Area for improvement 2 - Working with partners, develop further approaches to supporting children with additional support needs.

Evaluation of progress and impact:

The Educational Psychology service has assisted the school well by attending and contributing to a variety of meetings held to plan for or review support for pupils. Regular productive meetings with the visiting Support for Learning teacher have been made possible by the change of her timetable so that she could visit Aberuthven at a time when teaching staff and the Head Teacher were not class-committed. This has led to useful consultation on a fortnightly basis and positive benefits for children. Over the session the Support for Learning teacher has recommended a number of useful approaches and resources for particular pupils, advised on the most effective formats for risk assessments and behaviour protocols and supported in Child's Plan meetings.

School staff have been supported and assisted by NHS Occupational Therapy in suggesting strategies and useful resources for pupils as well as helping to liaise with other agencies in deciding on appropriate referrals.

Support staff have been included in the compilation and evaluation of Individual Education Programmes (IEPs) for children who would benefit. This has made the IEPs more relevant in that they contain a fuller picture of

children's needs and next steps. Fortnightly meetings have also been set up for monitoring our regular targeted interventions such as Wave 3, Maths Recovery and Speed up Your Writing. This has led to more consideration of the impact of these interventions and potential changes of approach or assessments needed after consultation with the visiting Support for Learning teacher.

Liaison with outreach staff from the Inclusion team has brought valuable advice on a large number of strategies which have had considerable positive impact on pupils' ability to maintain a focus on learning and regulate their own behaviour.

Contact with other agencies such as Parent to Parent and Family Change has also been made regarding consultation and/or potential support for pupils.

Other information related to the inspection report:

This session, carefully planned and differentiated teaching and learning in reading has improved most of the older children's skills in reading and has led to a significant increase in attainment for the majority of pupils in regard to Accelerated Reader test scores.

Topics studied have continued to interest the children, linking well across the curriculum, and the quality of pupils' writing continues to be high. We now plan to focus on spelling and handwriting to ensure that this high quality is shown to best advantage.

Active maths has become embedded in practice leading to very positive results in our pupil forum on maths in term 3. Almost all children said they enjoy maths at school and feel that they are learning well from a variety of different maths experiences in class.

Our frequent, high-quality dramatic productions have continued to increase pupils' confidence throughout the school.

Headteacher: *Susan Gordon*

The school continues to make very good progress in overtaking the recommendations resulting from the inspection in June 2015.

Verified by

Kathleen Robertson QIO

20 June 2016