



Education & Children's Services Forgandenny Primary School HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Forgandenny Primary School was inspected in May 2016. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in August 2016.

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.

The Headteacher, Principal Teacher 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 September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in August 2016 identified one main point 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 -

“Continue to strengthen assessment and moderation and use the data to ensure all children experience appropriate pace and challenge across the curriculum.”

Evaluation of progress and impact:

Assessment and Moderation: The staff team agreed that further professional dialogue was required to ensure that, across the school, there was a clear shared understanding of what is required to evidence progress at each level. A focus on the areas below has led to increased staff confidence in assessment and moderation:

- Staff are familiarising themselves with the new benchmarks for all curriculum areas and incorporating these into the planning process. This is leading to a clearer focus on key assessment priorities.
- Staff collegiate sessions around the “Achievement of a level” model have further strengthened understanding of breadth, challenge and application.
- Moderation of writing with another school has taken place to support understanding of “achievement of a level”.
- Whole school learning contexts allow teachers to plan assessment tasks and moderate planning together.
- We have continued to develop our visual planning in all classes. Teachers regularly take part in moderation of visual planning boards. We have also hosted many visitors from both PKC and other local authorities who want to learn more about our method of planning. Sharing of ideas has led to further development of visual planning. As it becomes more interactive, learners are increasingly making links between different areas of learning and are more able to challenge themselves in the application of their skills.
- Moderation of writing within school to ensure progression. As part of our whole school planning we have started to plan together for some aspects of literacy and agreed a writing focus for the block. This has allowed us to moderate a particular genre of writing and to more clearly see the progression across levels.
- P5/6/7 teacher worked closely with two other schools to plan a Scottish History learning context including assessment tasks. The “sharing learning” event also provided a more informal opportunity for moderation.

Next steps

- Teacher judgement will be assisted by the introduction of national standardised assessments next session.
- Continue to develop use of benchmarks in planning and assessment
- Professional Learning Network groups (within Local Management Group) with an initial focus on writing
- Moderation sessions for planning and assessment with a group of similar size schools has been arranged for next session.
- Agree whole school standards as a result of further moderation activities.
- Increase peer observation of classroom practice within the school.

Use of data: Using the Perth & Kinross tracking system with staff for a second year has ensured improved quality discussions about pupil attainment and achievement. Planning and tracking meetings focus on pupil attainment and progress in learning. These termly discussions allow for staff and senior management to identify and target support and challenge to individuals or groups of pupils where required. Our tracking data indicates that most Forgandenny pupils are making good progress against national expectations and some are exceeding them.

Next steps:

- Maintain a rigorous approach to tracking and monitoring
- Involve Pupil Support Teacher in tracking discussions

Headteacher:

Fiona Allan

The school continues to make very good progress in overtaking the recommendation resulting from the inspection in May 2016

Verified by
Bernadette Scott