



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Kenmore Primary School was inspected in April 2016. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in June 2016

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.

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 June 2016 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

Continue to share the best practice learning and teaching across the school to ensure that tasks and activities are at the right level to challenge and support all learners.

Evaluation of progress and impact:

- Collegiate meetings always focus on how to improve practice through research and linking practice to the needs of our pupils and current ideas about effective learning and teaching.
- All staff visit other teachers' classrooms and identify aspects of good practice that they will adopt in their own practice
- The Headteacher and Principal Teacher share good practice and national guidance.
- All staff regularly contribute to TeachMeet, Pedagogoo and other sharing events and plan to hold these regularly in house next session.
- Through collegiate discussion all teaching staff are becoming familiar with the newly introduced National Benchmarks to assess pupil progress through discussion and moderation at both Local Management Group and school level.
- Assessments have been regularly carried out to identify gaps in learning and

target pupils who need individualised learning programmes.

- Sharing practice and teaching strategies used across schools when working with children who have individualised learning programmes/strategies.
- Teachers researched barriers to learning in their own classes and applied the research to developing and trialling new and more effective approaches and strategies to more fully meet pupils' needs.
- All teachers engaged in research to inform collegiate discussions and identify and share best practice nationally and internationally.

Consistency of learning and teaching has been improved and through monitoring of learning, teaching and work in jotters and self-evaluations from pupils there is evidence that:

- The pace of their learning is good or very good.
- Pupils in P6/7 report that they are enjoying harder challenges and that their speed and agility in mental maths is improved.
- In all classes pupils report that they have learned French numbers, simple phrases and enjoy it very much.
- Pupils in P3/4/5 have very much enjoyed learning about number, body parts, colours and animals in Mandarin.
- All pupils report that they get help if they need it in class and feel well supported to learn reporting that they feel confident to ask for clarification, additional explanation or additional time to talk before a task.
- Pupils report that French and Maths have been fun to learn this year through use of games, songs and the introduction of Mathletics in P6/7.
- Pupils in P1/2 have been very motivated by applying their maths skills to cooking and learning outdoors.
- Through staff development activities all staff have increased confidence and skills in teaching.

Area for improvement

Continue to develop successful approaches to developing children's skills for learning, life and work.

Evaluation of progress and impact:

Listening and Talking:

- Improvement in the confidence of pupils to research and present their ideas
- Increased involvement in class discussions
- Challenging ideas and asking for and giving reasons- Why do you think that? How do you know?
- Improvement in their ability to discuss
- To disagree with the idea and not the person
- Justify their points of view
- Pupils identify own suggestions of subject areas for classroom discussion and debate.
- Be an effective part of a small and large group discussion
- Discuss subjects that are in the media such as Gender Stereotyping sharing their own points of view and listening to those of others and what the media is saying

- P7 Prefects have had increased opportunities to host events for parents and the community
- Listening and talking skills were linked to Blooms Taxonomy to further develop higher order thinking skills

Citizenship:

- P6/7 pupils working towards accredited John Muir Discovery award where they have been identifying, planning and conserving for community space at Dun Coillich.
- All pupils have had an opportunity to work with parents and community members to plan for developments in our community

Leadership:

- All pupils have been involved in, and very much enjoy and are motivated by, Genius Hour when they identify their own learning targets and work independently to develop skill, knowledge and understanding.
- Motivation has been increased for the P6/7 pupils in writing their own show this year for Christmas which was very much appreciated by parents and the community.
- P7 have Masterclasses where they identify areas for their own Maths skills that need improved and they work out fun ways to improve their own skills.
- P7 pupils are prefects and take on additional responsibilities for the school such as hosting the Celebration of Success.

Money, time and measurement

- Pupils in P6 and 7 budget effectively for their yearly ski trip and fund raise to meet the short fall using enterprising ideas and requesting support from the local community and their parents. The whole school contributes towards the raising of cash to develop the ethos of team responsibility and budgeting, saving with the excess being carried over. The consider ski hire, tuition, transport, accommodation and food- doing an online shop from ASDA.
- Each class has their own budget to spend as the class council sees fit. P6/7 have decided to spend some of their money on a class outing to the cinema budgeting for costs. This is developing an appreciation of saving up, raising funds, setting targets and goals and spreading the project over a year with the challenge to always think of new innovative ideas to maximise their profit for effort and outlay.

Headteacher: Laura McIntosh