



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Muthill Primary School was inspected in **February 2017**. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in **April 2017**.

The school, with support from the Local Authority, prepared a plan for improvement which has had a positive impact on a 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 2017.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **April 2017** identified one main point for action:

As planned, continue to develop curriculum frameworks to ensure progression and coherence in children's skills for learning, life and work.

This has been split by the school into four related components. This section evaluates the progress made to date in addressing each of the component action points and the resulting improvements for pupils and other stakeholders.

Area for improvement 1:

Develop progressive pathways in numeracy and literacy.

Evaluation of progress:

Consultation with pupils and parents identified that confidence in numeracy strategies and skills could be improved, which is reflected in tracking and

monitoring data for some learners. Monitoring in literacy, particularly reading, also evidenced gaps in learner engagement and confidence for some of our older pupils.

Numeracy and literacy (reading) resources have been evaluated by staff, and the Big Maths resource purchased for use across the school to support children's mental number and number processes. Staff received training and are integrating strategies within their numeracy lessons.

Staff and learner consultation identified a requirement for non-fiction group reading materials, as well as a more varied selection of group novels for older pupils, along with support materials for staff. Extensive research was conducted to identify the right resources for Muthill Primary; the final decision was Oxford Press supplemented by some Scholastic teacher resources, to provide the required range of resources and progression scale.

Staff have participated in writing moderation with other cluster partner schools to strengthen their professional judgements and share good practice of effective pedagogy.

Evaluation of impact and next steps:

Pupils are beginning to demonstrate greater understanding of appropriate numeracy strategies and methods to complete tasks in learner discussions. Moving forward, we anticipate that learner confidence and attainment will continue to improve as strategies become more embedded.

A skills progression framework will be developed to ensure a consistent approach across all classes in numeracy understanding. Pupil-led workshops will be held for parents in order to strengthen confidence and engage parents in their child's numerical journey.

Our new group reading resources are intended to raise levels of motivation, engagement and attainment in reading for both learners and their parents. We plan to further develop Muthill as a 'reading school' by creating a pupil-led lending library and nurturing a general love of books for all.

Staff will extend their engagement in the moderation process by planning and moderating holistic literacy and numeracy assessments based on class contexts for learning.

Area for improvement 2:

Develop systems to track skills for learning, life and work across all aspects of learning for all pupils.

Evaluation of progress:

Muthill Primary learners have focused on skills for learning, life and work primarily through their membership of school committees. Consultation with staff and pupils identified the need for a system to track these skills for the individual learner in a broader context, and also that the existing Learning Journey Journals were becoming less effective in capturing children's learning and progress .

Whole School Planning Meetings have been introduced; learning and assessment has been planned with a clear skills focus, initially using the PKC Skills Framework, and this is shared with pupils and parents using Parent Plans.

Learning Journey Journals have been redeveloped in consultation with a volunteer pupil group, updated in all classes and shared with parents / carers.

Evaluation of impact and next steps:

Pupils demonstrate an increasing ability to identify and describe skills in their learning and wider achievements. Our next step is that the language of skills will become more consistently used and firmly embedded as our work in this area progresses.

Staff and pupils will develop a framework for skills development, detailing appropriate language, questions, progression and assessment and reporting strategies.

Learning Journey Journals have increased pupil ownership and provide a clearer picture of individual pupil learning and progress. These will continue to be improved and developed in consultation with pupils, parents / carers and staff.

Area for improvement 3:

Develop curriculum programmes which support progression and coherence in skills development.

Evaluation of progress:

A change in the number and structure of classes at Muthill Primary necessitated a fresh approach to structuring and delivering interdisciplinary learning. A 3 year 'context for learning' cycle, introduced to address the needs of composite classes, is now more embedded; this bundles Curriculum for Excellence Experiences & Outcomes and associated Education Scotland benchmarks for Social Subjects, Science and Technologies across Early, First

and Second Level learning.

Further curricular areas, such as HWB, RME and Music, have also been integrated into the cycle.

Evaluation of impact and next steps:

Our 'contexts for learning' cycle provides a more coherent approach for pupils, who are able to identify links and apply their learning.

Staff and pupils will develop suggested clusters of focus skills for learning, life and work for each context for learning, to support progression and coherence in skills development.

Area for improvement 4:

Develop pupil skills in listening to each other and building on each other's responses.

Evaluation of progress:

Muthill Primary pupils were recognised to be confident and articulate speakers, however, they were less proficient at developing discussion themes to their full extent, by listening to and building upon each other's spoken contributions.

Staff have engaged in research-related professional enquiry work, focusing on listening, talking and thinking skills through peer coaching, which they have shared with wider audiences at the Scottish Learning Festival. Specific learning experiences to target and improve listening skills have also been delivered.

Evaluation of impact and next steps:

Evidence-informed teaching practice has impacted positively on pupil attainment and achievement as active listeners. Learners demonstrate increased awareness of listening skills and strategies, and are able to assess their own progress.

Staff will continue to embed previous enquiry work in listening, talking and thinking skills across all classes. They will also apply this approach to develop further aspects of classroom practice, including growth mindsets and self-regulation.

Headteacher Rachel Bell:

Rachel N. Bell

Quality Improvement Officer, Mark Neil:

M. Neil