



## Education & Children's Services

### HMI – Follow Through Procedures Progress Report to Parents

#### 1 Introduction:

**Alyth Primary School** was inspected in **January 2018**. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in **April 2018**.

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 September.

#### **Areas for Improvement – Evaluation of Progress:**

The initial inspection report published in April 2018 identified two main points for action which has resulted in 3 main improvement outcomes. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

<b>1.</b>	<p><b>Develop a wider range of approaches to self-evaluation for improvement and ensure that these are used consistently across the school and nursery to bring about improvements.</b></p> <p><b>Evaluation of progress and impact:</b> <b>Involvement of staff, parents, pupils and partners in the school evaluation process.</b></p> <ul style="list-style-type: none"><li>• The school continues to develop strong and effective partnerships with parents and the wider community. For example, the current review and refresh of the vision, values and aims has helped to involve parents in the life and work of the school in a meaningful way.</li><li>• There is a new approach to taking forward the implementation of the School Improvement Plan using Collaborative Action Research Groups (CAR Groups). As a result, all teaching staff are involved in leading school improvement through planning, assessing, implementing and evaluating the outcomes.</li></ul>
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- Staff have engaged positively with the key tools to be used in self-evaluation activities including How Good is Our School 4? and the How Good is Our Early Learning and Childcare?
- Support staff are taking on leadership roles and are leading interventions such as 'Lego Therapy' and the 'Alyth Youth Partnership' group. Verbal feedback from them and pupils is positive, and they report the interventions are leading to improvements in listening skills, sharing and taking turns.
- In the Nursery each practitioner leads on an element of the improvement plan. For example, one member of staff trained in supporting parents and children to learn together (PEEP).
- Nursery staff have led stay and play sessions and received very positive feedback from parental evaluations.
- Partners from the community have led sessions in Mindfulness and Yoga which have had a positive impact on pupil concentration and readiness to learn.
- The introduction of the Primary School App has improved communication from the school.

**Increase opportunities for pupils to be involved in school decision making and taking forward leadership roles in the school.**

- P7 House Captains to take on leadership roles within the school. They have planned for 'House Events' and are involved in leading whole school assemblies to inform the wider school about developments.
- The Pupil Council have used How Good is OUR School? (Education Scotland 2018) to help the Council, through focus groups and questionnaires, identify next steps. The Pupil Council also successfully led a whole school Health Week.
- Digital Leaders (pupils) within the school are being selected through an interview process and are being trained to take on that role within the school.

**Continue to involve pupils in evaluation of their learning and in identifying next steps.**

- The 'My Learning' tool has been adapted and reviewed to ensure an increasing confidence amongst learners in engaging in reviewing their own learning supported by learning conversations and target setting.
- In a recent visit (January '19) by PKC colleagues it was noted that pupils have an increasing ability to talk about their learning targets; the learning journal supports this.

**Next Steps**

- Teachers are sharing plans verbally and visually with pupils; a next step is to provide opportunities for pupils to lead and influence that planning.
- Effective moderation of 'My Learning' journals to ensure greater consistency about how the journals will involve pupils in evaluation of their learning and identifying next steps.
- To ensure that self-evaluation activities and data support the improvement priorities of the school.

2.	<p><b>Continue to improve staff's skills in analysing a range of data and evidence to raise children's attainment.</b></p> <p><b>Evaluation of progress and impact:</b>  <b>Up-skilling staff skills in data analysis to raise attainment</b></p> <ul style="list-style-type: none"> <li>• Perth and Kinross Council Corporate Research Team have provided IT training sessions to all teaching staff. Through this teacher's knowledge and understanding of how to analyse attainment data using the Perth and Kinross Tracking and Attainment Suite has improved.</li> <li>• A new digital system has been developed to help the school look further into 'closing the gap' statistics; it enables interventions to be documented and reviewed regularly. The data provides a clearer focus for discussions during planning and tracking meetings.</li> <li>• Planning and tracking meetings (Nov, Mar and May) focus on pupil attainment, progress in learning and planned assessment. Baseline assessments in literacy and numeracy ensure that children are grouped and planned for accordingly.</li> <li>• In the Nursery class, through using a focused approach to planning in line with the 'Strong Start 2s' development trackers, developmental milestones and early level targets staff plan learning experiences more effectively.</li> </ul> <p><b>Moderation</b></p> <ul style="list-style-type: none"> <li>• The SMT recently undertook training sessions in moderation and plan to cascade this to staff during collegiate sessions.</li> <li>• Nursery/P1 work together effectively using Es and Os in Nursery and a focus on Developmental milestones to support transition.</li> <li>• Teaching staff worked with colleagues across the Local Management Group to moderate standards in Numeracy and Mathematics. They have used a range of assessments as a result to measure children's progress in Numeracy and Mathematics.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• To analyse the Scottish National Standardised Assessments (SNSA) to help teachers' professional judgements about a child's progress and identifying next steps in learning both for individuals and groups.</li> <li>• Continue to build staff skills in data analysis through collaboration with colleagues and use of monitoring and tracking tools.</li> </ul>
3.	<p>The attainment gap will be narrowed as a result of targeted interventions in literacy and numeracy.</p> <p><b>Evaluation of progress and impact:</b>  During their visit in January, Quality Improvement Officers (QIO) noted a clearer focus on raising attainment was evident. QIO colleagues also saw how the use of our PEF is having a positive impact on children's readiness for learning.</p>

**Raising Attainment in Literacy**

- Paired reading has been introduced in 2 classes: P6/7 and P3/4. Data has been gathered from baseline assessments and the impact will be measured through further assessments over the school year. The intention is to implement this intervention across the school.
- The 'Talk for Writing' resource was shared with staff as a way of increasing pupil vocabulary and it is being embedded in practice to enhance children's writing skills.
- Staff have been trained to deliver the 'Hi-Five' Literacy intervention to targeted groups of pupils and baseline assessment have been completed. Groups of learners are now ready to begin this programme.

**Raising Attainment in Numeracy**

- Evidence has been gathered across the school through a range of maths assessments and common themes for improvement have been identified.
- 'Big Maths' and 'Sumdog' have been introduced to support pupil engagement with numeracy and mathematics. Early indications show these are having a positive impact on attainment.
- Staff have developed a maths strategies parent information leaflet. This will be shared with parents through the school app.
- Working in collaboration with other schools across Tayside, we are developing increased opportunities for staff to engage in high quality professional learning.

**Formative Assessment**

- Staff engaged in professional reading and discussed current practice around formative assessment. As a result, teachers implemented the use of mixed-ability learning, growth mind-set and talk partners. A positive impact is evident from teacher feedback and classroom observations.

**Next Steps**

- Analyse end of intervention assessment data in literacy and numeracy to assess the impact on children's learning and identify and plan future interventions.
- Further develop consistency in our approach to planning, use of formative assessment and reporting to support effective learning and teaching.

Headteacher:

Connie Letford

Quality Improvement Officer:

Scott Haxton