



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Robert Douglas Memorial Primary School was inspected in **February 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 *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 September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published on 24th April 2018 identified 3 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 – Strategic driver: CREATIVITY

Continue to develop the rationale for the curriculum in line with national guidelines in creative and innovative ways, taking due account of the school's unique context.

Evaluation of progress and impact:

- The school Vision, Values and Aims have been reviewed and refreshed with the school community to reflect the views of learners, parents and staff, taking account of the unique school context.
- The development of a wider achievement framework has created further opportunities for the development and application of skills and opportunities to contribute to the wider community.
- Across the school we have created universal opportunities for children to engage in high quality outdoor learning experiences - we are beginning to see early signs of more purposeful play in school and have reports from home which demonstrate that skills are being applied at home.
- There is a greater continuity of experience for children across the early level. Purposeful play based learning experiences focussing on the development of skills are supporting increased pace and challenge.
- Across the school cohorts of children are significantly more engaged in their learning though creative targeted interventions, including nurture, forest schools and the development of the HUB.

Area for improvement 2 - Strategic driver - PRACTITIONER ENQUIRY

Fully develop leadership across the school community of staff, children, parents and partners, linked more explicitly to evidence based school improvements which impact on all across the school.

Evaluation of progress and impact:

- Strong relationships have ensured that a culture of high expectations, challenge and professional dialogue and are central to improving outcomes for learners.
- All teachers and some support staff have actively engaged in the practitioner enquiry process
- Identified areas for improvement have been meaningful and related to increasing pace and challenge
- Almost all teachers now understand the importance of collecting baseline data in order to plan for change
- Teachers are able to talk about increased engagement through specific practitioner enquiry examples
- Professional dialogue indicates that that teachers are becoming increasingly solution focussed and exploring different strategies to support pace and challenge

Area for improvement 3 - Strategic driver – PACE AND CHALLENGE

Ensure consistency of high quality learning and teaching, with increased pace and challenge leading to improvements in children's attainment.

Evaluation of progress and impact:

- Through the robust self - evaluation framework of the observation week, ECPs and teachers are increasingly using data, with support to identify and plan interventions
- The SMT use a wider range of data and are able to concisely select, share and manipulate data to plan for change and challenge
- We have explored different methods of collecting data (rubrics) that will be helpful in planning for next steps –e.g. forest schools
- There is detailed tracking of individuals across all class groups and stages – this is supporting the strategic improvement agenda
- Evidence shows that there is a greater focus on the planning for skills, through key assessment tasks

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