



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

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

The school, with support from the Local Authority, prepared a full plan for improvement which has had a good 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 September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **August 2018** identified three 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

The school should develop greater continuity across the early level. In doing so, it should involve the nursery class more in the life and work of the school.

Evaluation of progress and impact:

- In June 2018 we moved classrooms so that P1/2/3 is next to the Nursery, this has allowed us to create shared activity areas between the two rooms. Children from the Nursery and P1/2/3 can utilise this area jointly, as a result the children are enjoying a broader range of shared active learning experiences targeting their needs and abilities.
- Changes implemented after the inspection, including learning and teaching approaches and a review of the learning environment, have had a very positive impact on learning and enhanced working relationships across the early years. This has resulted in staff planning together to secure better outcomes for the children and this has had a positive impact on attainment in the early years.
- We have employed an Early Childhood Practitioner (ECP) using Pupil Equity Funding (last session and this session) in P1-3. The class teacher and ECP work closely together to plan and provide targeted support for individuals and small groups. This has supported the learners to make good progress.

- The ECP works in the P1-3 classroom and the Nursery and this provides continuity between Nursery and P1-3 which supports children in transition and joint learning activities.
- P1-3 and Nursery use play areas jointly including outside. There are regular planned opportunities for free flow where Nursery can come into P1-3 and vice versa. As a result, children who are working towards their key milestones and early level can do so in an appropriate, supportive environment. It also provides challenge for Nursery children who are ready to access extended elements of early level. This strengthens transition links.
- The Nursery staff and P1-3 teacher share planning for contexts and activities. There is a more play-based approach in P1-3 and activities are linked to Literacy & Numeracy which provides opportunities to reinforce learning.
- P1-3 utilise the Nursery outdoor area for problem solving/experimenting and exploration using loose parts.
- Nursery staff have revised their planning format and are currently implementing a more streamlined version. There is a more Play based approach in P1-3 and activities are linked to Literacy & Numeracy which provides opportunities to reinforce learning.
- Seesaw profiles are started in Nursery to share learning experiences with parents. Last session these were continued in P1/2/3 and are continuing this session. See Saw profiles are now being used in P3-7. This strengthens links with parents and the feedback has been very positive.
- The P1/2/3 teacher has worked closely with Collace and Nursery staff to discuss lesson planning and the structure of lessons to ensure consistency across Early Years.
- New pergola funded by parent council has given us a shaded outdoor learning classroom for the children to promote learning outdoors.

Next Steps

- Staff will continue to identify a dedicated planning time to discuss joint activities and plan responsively based on the needs of the children.
- The outdoor area is currently under development to ensure it meets the needs of the children. Examples of some of the development areas are: Music, Role Play, construction with loose parts, den building and sensory shed.

Area for improvement 2

To support the improvement of children's attainment, the staff team should work together to ensure high quality learning experiences across the curriculum. In doing so, staff should continue to develop their understanding and use of assessment and moderation.

Evaluation of progress and impact:

- During In Service Collace and Balbeggie staff worked together to identify a shared understanding of what makes a good lesson. We discussed key aspects of differentiation within multi-composite classes. We looked at how to plan effectively to meet the needs of all the children in our class. As a result of this monitored lessons have demonstrated that there is a clearer structure and the needs of the children are being met by more focussed differentiation and learning activities.
- Staff have discussed creating Learning Intentions and including the children when creating success criteria and the importance of using appropriate language. This has ensured that the children understand what they are learning and the steps they need to follow to achieve success.

- Staff have attended Local Management Group (LMG) collegiate sessions which focussed on the moderation of writing. Pupils across the LMG completed pieces of writing which had a common theme. Staff discussed and shared the pieces of writing and took part in professional dialogue to ensure a shared understanding of the level of work expected for children working securely. As a result, the staff are more confident in assessing and moderating writing. Both staff and children have a greater understanding of the progress towards next steps.
- We have created a Writing framework to be used as a planning and assessment tool. This is currently being implemented and will be evaluated and updated. Consistency across the school will be improved as there is a clear progression pathway in writing.
- This session the focus is on Numeracy with staff using Number Talks in class to improve pupil understanding and confidence in talking about strategies they use within the four operations of Numeracy.
- Our pupil trackers have been updated, and they are now even more focussed and include the Benchmarks which enables staff to identify children's progress in line with National expectations. It is also now clearer for staff to use the Benchmarks to support their judgement more accurately of when a child has achieved a level.
- Following a training session from Perth and Kinross Council Data Research Team the staff are more confident in reviewing data and identifying children who require targeted support and appropriate interventions.
- Tracking meetings are held throughout the year and focus on pupil progress. Results from Scottish National Standardised Assessments are reviewed and analysed and used to inform planning, assessments and groupings in class.

Next Steps

- To continue to build consistency in moderating writing we are working with staff from Collace Primary.
- LMG collegiate activities this session will focus on Numeracy and using Number Talks to develop confidence in using a range of mental maths strategies.
- Continue to review data on a regular basis using the spreadsheets to ensure early identification of pupils requiring support.

Area for improvement 3

Improve further the school's approaches to self-evaluation. In doing so, the school should increase the pace of change to ensure a stronger focus on securing better outcomes for all children.

Evaluation of progress and impact:

- During In Service days staff work together to evaluate the progress of the school towards the outcomes within the School Improvement plan and update the action plans with progress and identify further next steps. This gives the staff time to reflect on their work within the wider context of the school. Through these collegiate discussions the staff become more familiar and evaluative of progress.
- A series of five planned Collegiate sessions focussed on the challenge questions from HGiOS4, ensuring all staff have a clear understanding of the high expectations we aspire to. As a result of these sessions the staff are more confident in evaluating their practice and the progress of the school.
- Parents are invited to meet with the Headteacher during the last term to discuss their views on

our self-evaluation. This gives them the opportunity to work in partnership with the school and their views are valued. The parents can share their views on the strengths of the school and contribute towards identifying next steps.

- A pupil and parent friendly School Improvement Plan (SIP) is created so that the language used is easier to understand. The children can then reflect on their learning linked to the Improvement Plan and understand their contribution and the important role they play in the progress of the school.
- We have successfully achieved our Bronze Rights Respecting Schools Award and are now working on our Silver action plan.
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Next Steps

- Continue to invite parents to for their input on specific aspects of the self-evaluation. Gather the views of the pupils on the progress of the SIP.
- Review approaches to evidencing impact of improvement activity.

The school has made progress in taking forward improvements as highlighted by HMI. They will continue to take forward the next steps identified in this report, with support and challenge from the local authority.

Headteacher: Linda Stewart

Quality Improvement Officer: *Kim Ramsay*