

Your Ref:

Our Ref: DISTRICTINFO\QI\INDICES\ES\REPORTS\
A&E\NETHERMILL PRIMARY\LET001-GB\EB\RL

9 November 2018

To:

**All Parents and Carers of Pupils at
Nethermill Primary School**

Any enquiries please contact

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Dear Parent / Carer

**REPORT ON PROGRESS OF NETHERMILL PRIMARY SCHOOL SINCE EDUCATION
SCOTLAND REPORT OF 28 NOVEMBER 2017**

Nethermill Primary School was inspected by Education Scotland in September 2017. The inspection focussed on the school's self-evaluation for self-improvement and children's attainment and achievements.

As part of the quality reporting arrangements of Children, Young People and Lifelong Learning, Dumfries and Galloway Council, I am writing to inform you of the progress made by Nethermill Primary School since the publication of the Education Scotland report in November 2017. The report highlighted three main aspects for development. This letter sets out actions taken by the school in addressing these points.

**Continue to develop self-evaluation and planning for improvement involving the
whole school community in well-planned change which improves outcomes for all
children**

The school uses self-evaluation processes across the school year to gather the thoughts and opinions of parents, pupils and wider stakeholders. Information gathered from these questionnaires is included within the school's improvement plan and good progress is being made in implementing these actions.

Following on from parental feedback, the school has introduced termly surgeries to provide more frequent opportunities for parents to come into school and discuss their child's learning. A series of open afternoons and assemblies are held across the school year to share learning with parents. Staff are currently compiling support leaflets for parents about how they can help with their child's learning at home. The effectiveness of the School Surgeries will be evaluated at the end of the school year and staff will continue to provide opportunities for parents to share in their child's learning. Staff and parents will continue to work collaboratively to move the school forward.

Continue to develop robust moderation, monitoring, tracking and assessment approaches to raise attainment and achievement for all children.

A new tracking and monitoring system has been introduced at Nethermill Primary following the inspection. Staff meet termly to discuss pupil attainment and progress in learning and are making predictions on when individual children will achieve Curriculum for Excellence (CfE) levels in reading, writing, listening and talking and maths. This provides a more focused approach to the attainment meeting and staff and the head teacher are clear on interventions to support and challenge children's learning. It also creates a focus for pace in learning and ensures individual children are making appropriate progress through levels. Staff are at the early stages of interpreting SNSA data and will continue to engage in professional learning in this area. Staff will continue to engage in attainment discussions with particular focus on pace and challenge in learning.

Quality Assurance and Moderation activities have taken place across the Nethermill /Johnstonebridge Partnership and wider Lockerbie cluster. This has provided staff with opportunities to share standards with stage partners and agree on what achievement of a level looks like. Staff are using holistic assessments in Literacy, Numeracy and Health and Wellbeing to plan for assessment as part of learning.

These moderation activities will continue this session and will continue to reinforce staff understanding of achievement of a CfE level.

Further develop a range of opportunities for staff to work with each other and other schools to improve learning and teaching, understand and apply national expectations. Continue to raise attainment in literacy and numeracy ensuring all children are making appropriate progress.

Staff have been working collaboratively across the partnership and wider cluster to share expected standards in relation to Curriculum for Excellence. These discussions have been particularly beneficial to staff and have supported their judgements in relation to achievement of a level.

Staff have implemented 'Effective Feedback' and 'Assessment is for Learning' approaches across both classes with a focus on learners having a clear understanding of what they need to do to improve. Targets for learning are set across the school year and pupils are encouraged to evaluate and reflect on their progress during discussions with staff. Pupils evaluate the learning at the end of lessons, blocks of teaching as well as termly to ensure there is understanding of concepts being taught. In the upper stages, pupils are encouraged to explain their thinking through interactive notebooks in maths and numeracy. Teachers focus on developing children's thinking skills to ensure understanding across learning. Staff have also been involved in the review of the curriculum design and are ensuring progression pathways are coherent and provide opportunities for learners to progress appropriately. Curriculum review will continue this session with particular focus on Maths and Numeracy to replace the Lockerbie Loops previously adopted by the cluster. Attainment meetings across the school year will also continue to provide focus for pace and challenge in learning.

Staff in the upper stages have undertaken training in 'Maths Recovery' and are using this approach to teach Maths and Numeracy. 'Catch up Numeracy' intervention is in place and

pupils are working with the Learning Assistant to overcome any gaps in their learning. This intervention is still in the early stages. The school intends to invest in resources to support learning and teaching in Maths and Numeracy across all levels.

I am confident that Nethermill School demonstrates a very good capacity for future improvement. This is the result of the hard work and commitment of the Headteacher, staff and children. I wish to congratulate all within the school community on their progress over the last year.

Yours sincerely

Gillian Brydson
Acting Director, Children, Young People & Lifelong Learning
