

Your Ref:

Education Services

Our Ref: DISTRICT\INFO\QI
INDICES\ES\REPORTS\KIRKGUNZEON PRIMARY

Woodbank
30 Edinburgh Road
Dumfries DG1 1NW

22 April 2016

To:

Any enquiries please contact

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

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Dear Parent / Carer

LETTER REPORTING ON PROGRESS OF KIRKGUNZEON PRIMARY SCHOOL SINCE EDUCATION SCOTLAND REPORT OF 24TH MARCH 2015

Kirkgunzeon Primary School was inspected by Education Scotland in February 2015. The inspection focussed on: 1) How well children learn and achieve; 2) How well the school supports children to develop and learn and 3) How well the school improves the quality of its work. Education Scotland awarded Kirkgunzeon Primary School an evaluation of 'Very Good' for meeting learning needs. Improvements in performance, learners' experiences, curriculum and improvement through self-evaluation were awarded an evaluation of 'Good'.

As part of the quality reporting arrangements of Education Services, Dumfries and Galloway Council, I am writing to inform you of the progress made by Kirkgunzeon Primary School since the publication of the Education Scotland report in March 2015.

The report highlighted three main aspects for development. This letter sets out actions taken by the school in addressing these points.

Continue to refine the curriculum in line with Curriculum for Excellence

Staff have worked collectively with the other two schools in the Partnership to further improve programmes of learning for Literacy, Numeracy and Health & Wellbeing so that they are robust. These programmes have also been designed to be used flexibly, taking account of the variety of class compositions that can change yearly. The Significant Aspects of Learning and progressive Learners Statements now feature predominantly within the planners, enabling staff to provide focused assessment of children's learning.

The new planning formats take note of recommendations to improve links across the curriculum, informed by relevant contexts for learning. Flexibility is now incorporated to encourage staff to plan learning opportunities which develop skills for life and work and to plan in a more cross-curricular manner. Resources are being shared very effectively across the Partnership to support planning for learning and teaching.

As part of self-evaluation activities, the school's curriculum rationale will be reviewed.

Further develop the school's approaches to tracking children's progress

The school has very rich and varied data regarding pupil assessment, attainment and achievement. Staff have collectively worked to analyse the ongoing data and identify effective strategies to ensure continued progression in learning for all pupils. The analysis of this information is now contributing to in-depth, quality professional conversations within the staff team, wider Partnership team and with other relevant agencies where required.

Learning conversations with pupils are now more embedded within classroom practice and as a result of the development of new reflection logs across the Partnership; pupils are now setting their own short term targets. Parents are encouraged to review these targets with their children and to contribute to evaluating progress. For some children, links with pupils and teachers in other schools, particularly within mathematics, has proven to be an effective way to maintain pace and challenge. Staff have effectively shared data to discuss challenge in their learning at an appropriate level. They have collaborated well on a number of projects.

Build on the self-evaluation processes to ensure ongoing improvement

A calendar of self-evaluation activities for the year ahead was established at the time of writing the School Improvement Plan. Focussed classroom monitoring has been taking place within school and across the Partnership. The Principal Teachers come together once every term and as part of their regular development, the improvement plan is revised and updated taking account of progress. Planning formats have been regularly reviewed by the wider staff team and adjustments made and shared when appropriate. Staff are developing pupils' skills to reflect on their own learning and use appropriate language and terminology. This is an ongoing development and is evident within the classroom ethos.

Parents are regularly informed of progress through Headteacher updates at Parent Council meetings. During these, feedback is often sought on aspects of development. Evaluative comments are recorded whenever there is an open event – in particular, those that are attended by members of the extended family. Feedback is then shared with the wider staff team. Parents were invited to a joint Partnership information evening that explained the rationale and Curriculum for Excellence levels. For those who attended, this was a valuable opportunity to ask questions and clarify the learning for their individual child.

Many of the development recommendations from the inspection were to build upon secure and effective existing practice. I am confident that Kirkgunzeon Primary School is well placed to continue to improve. This is the result of the hard work and commitment of the whole school community. Pupils and staff benefit from working together across the partnership, resulting in high quality learning and teaching. I wish to congratulate all within the school community on their progress over the last year.

Yours sincerely

Colin Grant
Director of Children Young People and Lifelong Learning