

Your Ref:

Our Ref: DISTRICT\INFO\QI INDICES\ES\REPORTS\
WEST\LESWALT\LET001-GB\EG\RL

21 August 2017

To:

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

**Children, Young People & Lifelong
Learning**

Woodbank

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LETTER REPORTING ON PROGRESS OF LESWALT PRIMARY SCHOOL SINCE EDUCATION SCOTLAND REPORT OF AUGUST 2016

Leswalt Primary School was inspected by Education Scotland in June 2016. 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 Leswalt School "Very Good" for improvement through self-evaluation and "Good" for learners' experiences, improvements in performances, meeting learning needs and the curriculum.

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 Leswalt School since the publication of the Education Scotland report in August 2016. The report highlighted two main aspects for development. This letter sets out actions taken by the school in addressing these points.

Increase challenge in children's learning to ensure that all children achieve their best.

Leswalt Primary has further developed their in-school "Rainbow Tables" to continue momentum in mental recall and extend thinking by incorporating links with division. "Random Rainbows" has also been introduced to ensure the more able are continually being challenged, once they have demonstrated a sound knowledge of core multiplication facts. This new scheme will be launched at the start of next session as part of a Numeracy workshop with parents to increase parental engagement in learning and teaching.

The Pupil Council recently suggested that the school "Rainbow Spelling" scheme is also revisited to ensure that all pupils are continually challenged with "Spot Check Spelling". This has subsequently been incorporated into the school improvement plan for next session. The wider achievement STAR awards scheme has been refined across the stages to

ensure greater emphasis on skills and attributes for life and work. This scheme ensures that all children are challenged to achieve their best both in and outside of the classroom. The tracking and monitoring procedures in school have been developed to analyse pupil attainment in relation to standardised assessment data. This overview provides a summary of individual pupil circumstances and performance, and is the basis for attainment dialogue with the Headteacher to ensure all pupils needs are being met through identifying any gaps and ensuring subsequent intervention.

All staff have recently undertaken training in "Tableau". This additional data analysis tool can now be used to better inform individual pupil planning and support timely intervention. Next steps will see Pupil Equity Funding being allocated in order to address any gaps identified through the data analysis of pupil attainment.

"Learning superheroes" were introduced in Primary 1-4 by the partnership Principal Teacher, to develop growth mind-sets in pupils. This is aimed at addressing the children's beliefs about their learning and intelligence. The initiative was shared with parents through an assembly presentation and subsequent parental information guide. "Learning superheroes" are having a positive impact on pupil motivation and engaging parents – as subsequent learning conversations illustrated. Next steps will see learning superheroes being revisited and extended.

Proceed as planned to refine the curriculum with a stronger focus on developing children's skills.

All children are now more aware of their strengths and next steps in learning. The school has developed a learning conversation format which engages pupils, parents and staff in dialogue and target setting, three times a year. End of term pupil reflections also encourage children to consider strengths that term, and consider next steps for the term/years ahead. Pupils are also reflecting on their work through focussed assessment dialogue with the class teacher and attainment dialogue with the Headteacher.

Staff professional development has involved engagement with recently released national benchmarks which are the standards and expectations for education. All staff attended a consultation event with Education Scotland and engaged in professional dialogue regarding skills progression in literacy and numeracy. Subsequently, writing planners have been adapted to include recently released benchmarks. This provides clarity to staff in skills progression and reduced bureaucracy by providing guidelines for assessment and moderation, as part of the planning process. The Principal Teacher is finalising the new cluster maths planners, also in relation to the national benchmarks to ensure that the skills progression in the learning and teaching of maths and numeracy is in alignment with the national guidelines. These new planners will be in operation at Leswalt Primary from August 2017.

All staff have also engaged in an audit of learning and teaching of skills in technologies. This has identified areas to be developed which are being addressed with further professional learning (Barefoot Training) and sharing of resources across the partnership. All staff have also been involved in the development of skills within science learning and teaching through cluster development with Scottish Schools Education Research Centre (SSERC). This has involved additional resources being introduced into school and staff have increased knowledge and skills in the learning and teaching of science. This will be further extended as Leswalt staff look at the science national benchmarks and ensure the science programme of study is progressively developing pupil skills in line with National expectations.

A music programme was embedded across the partnership. Staff development with "Charanga" led to regular, progressive quality music lessons being delivered.

Leswalt Primary demonstrates a very good capacity for further improvement. This is the result of the hard work and commitment of the Headteacher, staff and children. There is a high level of parental involvement in the life and work of the school. The school also demonstrates capacity for further improvement as parental involvement is being extended with meaningful engagement strategies already evident, and further engagement planned for the future.

I wish to congratulate all within the school community on their progress over the last year.

Yours sincerely

Gillian Brydson
Head of Education