

Education & Learning

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WEST\BELMONT PS\LET001-GB\EB\RL

4 October 2019

To:**All Parents and Carers of Pupils at
Belmont Primary School**

Any enquiries please contact

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Dear Parent / Carer

**LETTER REPORTING ON PROGRESS OF BELMONT PRIMARY SCHOOL SINCE
EDUCATION SCOTLAND REPORT OF JUNE 2018**

Belmont Primary School was inspected by Education Scotland in February 2018. The inspection focussed on: leadership of change; learning, teaching and assessment; ensuring wellbeing, equality and inclusion 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 Belmont Primary School since the publication of the Education Scotland report in June 2018. The report highlighted two main aspects for development. This letter sets out actions taken by the school in addressing these points.

Continue as planned to build on the strengths in learning and teaching to improve further the use of assessment for learning strategies and to increase the pace of learning for more able children.

Teachers observe each other's lessons providing feedback which supports them to identify areas for improvement. These improvements in learning and teaching have resulted in additional opportunities for children to further progress and apply their developing skills in Numeracy and Maths and in Literacy and English across the curriculum.

Teachers are using a range of assessment approaches, particularly in literacy and numeracy, to identify children's progress. This information is being well used to support improvements in planning for learning and teaching. The school has reviewed and updated



assessment rubrics (aligned with Education Scotland Benchmarks) which are assisting both pupils and staff in determining and agreeing progress. The rubrics in addition are being successfully used to identify next steps and ensure that pace and challenge is bringing about improvement in attainment for all pupils.

A range of initiatives have been further developed and implemented to secure the best outcomes for all learners. A number of these approaches have already proved to be very successful with, for instance, improved attainment in Numeracy and Maths during Session 2018/19 across Early, First and Second Levels of Curriculum for Excellence following staff training across the school in Maths Recovery strategies. The results from this year's Scottish National Standardised Assessments show that on average in excess of 25% of our pupils at P1, P4 and P7 are attaining the highest banding performances in both Reading and Numeracy and Maths, highlighting the success of the school's approaches to increasing the pace of learning for our more able pupils. The school will from Session 2019/20 focus on improving performance in Writing for all learners, with particular emphasis on the pace of learning for more able children, given that 14.5% performed at the highest banding in this outcome.

Continue as planned to build on the use of relevant and challenging context to raise children's attainment and deepen their understanding in literacy and numeracy.

Teachers use questions well to promote children's curiosity and interest. In lessons observed by the School Management Team teachers were asking questions which probed children's thinking, encouraged more comprehensive responses and involved pupils in justifying their answers. Teachers plan activities across the school which set children's learning in meaningful, real life contexts. This is impacting positively on improving children's understanding of what they are learning and the purpose of this learning. Following a review of indoor and outdoor play within Early Level children's investigative and creative skills are being further developed through the availability of well selected resources in addition to a more open ended and challenging approach by the Early Years Team to better engage children in their learning.

Initiatives supported by Pupil Equity Funding are having a very positive impact on children's learning experiences and are supporting improved attainment and achievement. The school has made significant progress towards raising children's attainment and achievement across all stages and the approaches are having a marked impact on children's learning. As a result, attainment in literacy and numeracy is improving. Overall, children are making good progress in literacy and numeracy.

In Session 2018/19 most children attained or exceeded national expectations in the Curriculum for Excellence. The performance across P1, P4 and P7 in literacy and numeracy was significantly in advance of national averages. School staff will continue to develop strategies for raising attainment in literacy and numeracy, endeavouring to continually ensure that learning and teaching approaches are carefully planned at the correct level of challenge.

Belmont Primary School continues to demonstrate very good capacity for improvement. This is the result of the hard work and commitment of the Headteacher, Senior Management Team, all staff and children. I wish to congratulate all within the school community on their progress over the last year.

Yours sincerely

Gillian Brydson
Head of Education (Curriculum & Quality)