



## Education & Children's Services

### HMI – Follow Through Procedures Progress Report to Parents June 2014

#### 1 Introduction:

Breadalbane was inspected in March 2013. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in May 2013.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a positive impact on a wide 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 May 2013 identified 2 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**

***Further develop approaches to tracking and monitoring in order to ensure Continuity and challenge across learning.***

##### **Evaluation of progress and impact: school**

Good progress has been made in establishing baseline information across the Broad General Education (BGE). The use of the council's information management system SEEMiS is being expanded across the school. There has been further scrutiny of the balance of pastoral and academic information passed on at points of transition with particular rigour now in P7 – S1.

Good progress has been made in the secondary department where each cohort's progress in all curriculum areas and subjects has been measured at key points in the year. Comparisons and feedback to departments have enabled staff to make more informed decisions about assessment and approaches to learning and teaching.

Dialogue with staff around tracking is continuous. Senior managers visited other authorities and other schools to look at tracking processes. The use of the PKC Indicators is increasing in terms of assessment decisions in literacy across the curriculum. A focus on skills and attributes work is on track for use at start of new session.

Primary and secondary principal teachers have the responsibility of leading the development of literacy and numeracy across learning. Good progress has been made towards establishing a range of assessment processes and resources to inform progress within literacy and numeracy in primary, and in updating information at key points of the year for all subject areas within secondary. Senior managers have an overview of the percentages within cohorts on track, below or exceeding Curriculum for Excellence (CfE) levels across all levels; professional judgements are now increasingly based on more informed and accurate assessment.

## **Area for improvement 2**

***Continue to develop the curriculum including progression in young people's learning from S4 to S6.***

### **Evaluation of progress and impact:**

In the secondary department, very good progress has been made in refining the curriculum to meet the needs of all learners. New arrangements, as recommended, for teaching S3 Masterclasses provide better breadth, depth and continuity in terms of coverage of knowledge and addressing gaps in learning as well as improved opportunity for progression into S4.

An Integrated Senior Phase provides greater choice for learners, in particular for S5 and S6 pupils wishing to access National 4 and 5 courses. Work has been undertaken to ensure greater economy of scale and there is very good evidence of improved vocational pathways within the Senior Phase in addition to an increased range of academic courses at lower SCQF levels.

Good progress has been made in increasing opportunities for wider achievement for senior pupils. Youth Services has been integral to design, delivery and evaluation of experiences. The number of services and partners in planning for accredited courses has increased and there is a better understanding of what is currently available within the campus and community which can be included in the wider achievement agenda.

Children and young people have increased involvement in contributing to and evaluating the curriculum. The Creative Industries Group has made a short film of children and young people talking about what makes a good lesson. There has been success in using the "You Said; We Did" approach to finding out information and sharing resulting changes and improvements. S5 prefects

have been introduced with their remits focusing on improvements that pupils can make for themselves, for example their levels of participation and contribution to school life. 24 young people have been involved in planning and evaluating learning rounds in the upper primary to S6.

The school is strong in the number of Skills for Work courses that pupils can access both within the school, and in partnership with Perth College. The PSE programme has been reviewed in light of the Evidence to Success research information which reflects the current views and needs of children and young people who are in or will be joining the Breadalbane community. The school has continued to develop effective and productive relationships with local services and agencies, for example; with local police, the Rotary Club and school health nurse in supporting young people and extending mentoring roles. Regular dialogue has led to better partner colleagues presence, communication with and support for young people.

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