



Education & Children's Services

HMle – Follow Through Procedures Progress Report to Parents

1 Introduction:

Cleish School was inspected in **April/May 2008**. The report on the inspection by her Majesty's Inspectorate of Education (HMle) was published in **September 2008**.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a very positive impact on a wide range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff, where possible, to take forward the areas identified in the original HMle 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 September 2008 identified three 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

Improve accommodation as identified in the report.

- Arrangements for security and access for those with restricted mobility were incomplete
- Two of the three classrooms were small and unsuitable for modern learning approaches
- There was no quiet medical area

Evaluation of progress and impact:

- In relation to the need to improve access for those with restricted mobility, Perth and Kinross Council has a phased programme for improvements. It is currently on Phase 4 of this programme with small schools, such as Cleish, due for action in Phase 5.

- Restructuring of classes, taking into account the capacity of classes available, has meant that class sizes better match available space allowing for active and experiential teaching approaches. An outdoor learning area has been created adjacent to the current infant classroom and this too serves to promote active learning through planned play and hands-on experiences.
- Although the structure of the school building is such that there is no designated medical room, school medicals are run on an appointment basis using the school dining room at appropriate times of the day.

Area for improvement 2

Ensure that all pupils are appropriately involved in decisions that affect their lives at school.

Evaluation of progress and impact:

- All pupils are members of a committee of their choice, meeting fortnightly, taking full responsibility for all decision making - planning, implementing and evaluating aspects of their committee remit. Whilst an adult is involved with each committee, P6 and P7 children have been trained to take on the roles of chairperson, secretary and treasurer. This has enhanced learners' involvement in the ethos and wider life of the school and developed a strong sense of ownership.
- Those children with IEPs contribute to the agenda of their annual ASN review meeting and have the opportunity to attend. In discussion with the support for learning teacher pupils identify their progress against previous targets and agree their next steps.
- Last session a small group self-evaluation task, undertaken by every pupil in the school, was conducted to gather pupil views on what works well and what could be improved, both in classes and in the wider school experience. The results of this exercise have helped inform the school's Self-evaluation and School Improvement Plan.
- All staff actively encourage pupil voice within learning and teaching by using a range of Assessment for Learning and cooperative learning strategies. Children now have regular opportunities to influence topic planning by suggesting and agreeing 'little questions' and appropriate learning activities. This has further enhanced learner motivation and is developing pupils' confidence in offering comments, opinions and suggestions.

Area for improvement 3

Strengthen arrangements to enable all pupils to make progress in line with their potential

Evaluation of progress and impact:

- The headteacher ensures that very good use is made of SEEMIS in supporting staff to regularly review predictions and thereby ensure appropriate pace and challenge for individual pupils.
- At termly review meetings with the headteacher, and on an ongoing basis, staff discuss pupil progress against targets. Concerns are identified and appropriate actions taken to address them.
- In target setting good account is taken of pupil potential to achieve a level in advance of national targets. In June 2010 figures showed that 71% of children had achieved reading levels in advance of national targets.
- Deployment of any allocated support staff has been targeted to address individual pupil needs and to enable all pupils to make progress in line with their potential. This has been reviewed regularly to ensure appropriate support has been given.
- In a recent pupil survey a few pupils remarked that they now “enjoy the challenge” in their learning tasks.

Headteacher: _____

Service manager: Anne Dalziel