



## Education & Children's Services

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

#### 1 Introduction:

**Oakbank Primary School** was inspected in June 2013. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in September 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 June.

#### 2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in September 2013 identified 3 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

Continue to develop children as independent learners who know their own strengths and what they have to do to improve.

##### Evaluation of progress and impact:

- Most teachers are now providing clearer, well considered Learning Intentions and Success Criteria. This is supporting children's learning more effectively and many are now able to demonstrate they understand the purpose of their learning and what they are trying to achieve in a learning activity. We will continue our focus in this area to ensure a greater consistency throughout the school through our engagement with the Tapestry programme
- Teachers are now planning regular times for children to reflect on their learning and achievements. During this time children have learning conversations with staff and peers which is supporting their understanding of and helping them to articulate their strengths in learning and what they feel they need to improve. We will now provide opportunities to support deeper reflection which will further improve their ability to evaluate their success in learning
- Through the use of Achievement Jotters, children have been encouraged to record their special achievements. This process has helped almost all children to recognise and share their successes in and out with school with parents/carers, staff and peers.
- Learning Lunches have provided a valuable opportunity for Senior Leadership Team (SLT) to talk to children about all aspects of their learning experiences in school. We will continue to organise these and other informal times to allow children to showcase their learning
- Through ongoing collegiate work in developing open tasks, our learners are beginning to take more responsibility for their learning within given tasks.

## Area for improvement 2

Ensure lessons provide suitable challenge and support to meet children's individual learning needs.

### Evaluation of progress and impact:

Learner engagement and differentiation have been a major focus of development this session, in both collegiate work times and Learning Rounds.

Almost all teachers took part in Learning Rounds which provided opportunities for teachers to observe each other in class, reflect upon teaching strategies and share best practice. Observed lessons by SLT and the School Improvement Team have also focused on these themes.

As a school good progress has been made in this area in that:

- across the school in many lessons, teachers are now providing well-judged differentiation and this is better supporting children's learning. We will continue our work in this area to ensure greater consistency of this approach is evident in lessons
- lessons are now less teacher-led with children taking more responsibility in terms of personalisation and choice in learning which has led to a noticeable improvement in learner engagement.
- teachers have continued to work with staff in other schools to develop a shared and improved understanding of standards in aspects of literacy and numeracy
- good practice in learning and teaching is shared at staff collegiate sessions and during In Service days by the SLT and staff; this is promoting a more consistent approach to high quality learning experiences for learners.

### Next steps

*We will continue a whole school focus on Open Tasks which will lead to more learner-ownership of pace of and challenge in learning. Through continued engagement with Perth and Kinross Indicators and Significant Aspects of Learning (as published by Education Scotland), teachers will increase their understanding of progression in learning through the curriculum.*

## Area for improvement 3

Teachers should develop their approaches to planning, assessing and tracking children's progress to ensure they achieve to their full potential.

### Evaluation of progress and impact:

- Through collaboration with HMI and the Local Authority, the school has streamlined its approach to planning children's learning. The approach being developed and used by staff places much greater emphasis on intended learning outcomes. Early feedback suggests that it is supporting teachers and learners having a clearer focus on the intention of learning rather than task.
- Teachers are now using a wider range of assessment information, share planned assessments with stage partners and plan together across levels taking account of prior learning
- The SLT have closely monitored assessment and tracking. The information gathered forms the basis of discussions with the class teachers during termly planning meetings which has in turn led to more appropriate differentiation, pace and challenge being planned for by almost all staff.

### Next steps

*We will explore the idea of shared planning and learning displays to encourage a more visible and interactive approach with which learners can engage. In collaboration with our Quality Improvement Officer and other schools we will continue to evaluate and develop this new approach to planning.*

Headteacher: Moya Dawson 25.9.14