



Education & Children's Services

HMIe – Follow Through Procedures Progress Report to Parents

1 Introduction:

Tulloch Primary School was inspected in **May 2010**. The report on the inspection by her Majesty's Inspectorate of Education (HMIe) was published on 29th **June 2010**.

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 HMIe 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 on 29th **June 2010** identified two 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

Review the management of additional support needs throughout the school.

Evaluation of progress and impact:

The school has developed a unified approach to identifying and addressing learning needs across the school. The Senior Leadership Team work closely with staff to ensure learning needs are met through focussed work on caseloads.

Pupils and their families are further supported with the introduction of a monthly integrated team meeting involving police, social work, health and community link workers.

The Additional Support Needs (ASN) teaching staff team meet on a regular basis to ensure that there are better outcomes for pupils with ASN across the school. This is achieved through a focussed and planned approach to support

including accessing support from outside agencies.

Pupils throughout the school have their needs identified and IEPs with appropriate, progressive, measurable targets are then established. Pupils are involved in the planning process and all staff use child friendly language. Meetings take place with all stakeholders to review and create IEPs and there is an increase in parental understanding and involvement.

The use of space across the school has been reviewed to ensure more effective use of resources to better support specific learning, physical, emotional and behavioural needs.

Area for improvement 2

Ensure high-quality learners' experiences across the primary stages

Evaluation of progress and impact:

All staff have been involved in developing a more consistent approach to implementing strategies to ensure effective learning and teaching and the principles of Curriculum for Excellence (CfE). The following work has ensured that a variety of learning styles are catered for, increasing opportunities for pupils to be involved and succeed in their learning.

All staff revisited Assessment is for Learning (AifL) strategies and all teachers now consistently use learning intentions, success criteria and feedback in Language and Maths. Almost all children are able to discuss their next steps in learning.

All staff have been trained in cooperative learning and this approach has had a positive impact on pupils' social skills and relationships in almost all classes. All staff are beginning to use active learning approaches to teach writing, and most children can now use specific strategies to improve their writing. All children use A4 writing jotters to build up an overview of their learning and achievement.

All staff worked together to moderate writing across the Local Management Group (LMG) using agreed guidance and this has improved understanding of achievement with early, first and second levels.

Primary 4 & 5 class teachers have embedded new systems for teaching core reading and all other teachers are now trialling these, having observed good practice at P4 & 5. Children in these classes are very positive about the new approach and staff have observed improvements in motivation and reading ability.

Primary 6 & 7 class teachers have embedded active learning within spelling and all other teachers are now trialling new strategies in this area.

Teachers have participated in modelling new practices and peer observation among class teachers has been started as a way for improvements to be extended consistently across all stages of the school.

Headteacher: _____

