

Your Ref:

**Skills, Education and Learning Directorate**

122-124 Irish Street

Our Ref: DISTRICT\INFO\QI\INDICES\ES\REPORTS\  
WEST\GARLIESTON PS\LET001-GB\EG

Dumfries

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**To:**

Any enquiries please contact:

**All Parents and Carers of Pupils at  
Garlieston Primary School**

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Dear Parent / Carer

## **LETTER REPORTING ON PROGRESS OF GARLIESTON PRIMARY SCHOOL SINCE THE EDUCATION SCOTLAND REPORT OF APRIL 2019**

Garlieston Primary School was inspected by Education Scotland in February 2019. 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 Skills, Education and Learning Directorate, Dumfries and Galloway Council, I am writing to inform you of the progress made by Garlieston Primary School since the publication of the Education Scotland report in April 2019. The report highlighted three main aspects for development. This letter sets out actions taken by the school in addressing these points.

### **Continue to develop approaches to learning and teaching to enable children to take a greater lead in lessons and activities.**

The Head Teacher and staff continue to demonstrate commitment to ensure all children achieve their full potential. All staff have attended Visible Learning training, which has been developed with all pupils and encourages them to take more responsibility for their own learning. Recent surveys have shown that pupils now have greater awareness of their next steps in learning and that they can identify their strengths more confidently. Learning Conversations and Personal Learning Planning are now beginning to support learning more effectively in class with pupils having more say in what they learn.

All pupils across Garlieston Primary School are part of a pupil voice group. With renovations to the school building complete, children are now able to make better use of the outside area. Outdoor learning, including gardening skills have been led by the Eco-

Committee, who have successfully renewed their Green Flag status with Eco-Schools Scotland. A new Health and Wellbeing Group has been organised and leads activities within the playground. Pupil Council, Eco-Committee, Junior Road Safety Officers and House Captains have organised and led activities for charity, special events and topics which have also given them responsibility and developed confidence in leading learning.

Curriculum Workshops have been introduced this year to support parents in their child's learning. Pupils have planned and led these sessions, explaining to parents what they are learning in different areas of the curriculum. Children are demonstrating increased confidence when explaining strategies to their parents which further embeds learning.

The school staff will continue to look for opportunities to engage pupils in leading learning while endeavouring to meet the four capacities.

**Staff should continue to develop a clear and shared strategy for raising attainment and achievement for all. In doing so, develop further approaches to assessment to ensure an appropriate pace, breadth and depth in learning is achieved.**

Pace of learning continues to be a focus and more time is given to embed learning which is supporting pupils to apply skills learned to new situations. Time has been taken to ensure pupils experience breadth and depth in learning and are not moving too quickly through the Curriculum for Excellence levels. Staff, in partnership with pupils, are gathering a range of assessment information to enable more robust tracking of pupil progress. Pupils have more say in choosing this information which has built confidence in their own self-assessment.

Moderation of pupil work has occurred with staff from the partnership school to improve accuracy of judgements and assessment. Teachers are using a range of assessment approaches, particularly in literacy and numeracy, to identify children's progress. This information is being used well to support improvements in planning for learning and teaching. Additional support plans are in place to support learners to make better progress. These are now more robustly scrutinised at termly tracking meetings.

Most children are on track to achieve appropriate Curriculum for Excellence levels in Literacy and Numeracy. A daily literacy programme has been devised to support the development of key early literacy skills. In numeracy, concrete materials and updated resources have been purchased. With increased time spent teaching numeracy strategies, pupil confidence in this area has developed greatly with learners able to choose correct strategies and use concrete materials more successfully.

Learning Ladders are displayed on walls and in Personal Learning Plans, supporting learners to discuss their learning journey with focus and more clarity. This approach is raising attainment as staff are more focused on learning paths for pupils. This is beginning to impact on pupils' ideas of how they would like to progress their learning and is fostering confidence and independence.

School staff will continue to develop strategies for raising attainment, endeavouring to continually ensure that learning and teaching approaches are carefully planned at the correct level of challenge and pace.

**Continue to improve further the school's approaches to self-evaluation to ensure greater rigour and impact.**

The Principal Teacher has been involved in observing learning and teaching in our partnership school. Written and oral feedback from observations is more detailed. This has benefitted professional dialogue and further supports staff collegiate professional learning. Staff peer observations across the partnership have begun and are more focussed. Continued moderation activities between staff and our partner school staff has raised confidence in setting an expected standard across the partnership. Staff are becoming more confident with benchmarks which is impacting on raised attainment.

Through a robust tracking and monitoring system, staff have a sound knowledge of individual children and their families which ensures equity for all through their use of Pupil Equity Funding and Additional Support for those who require it. Tracking meetings between staff, senior management and Additional Support for Learning staff have become more robust ensuring targets are set for every pupil to enable progression. Support from the Learning Assistant / Class Teacher is identified as well as resources.

New initiatives have had time to be further embedded and are more robustly scrutinised. Parent Council, and the wider Parent Forum, have been involved in self-evaluation activity to support the school moving forward. Consultation shows that most parents/carers are supportive of the school's plans for improvement and the identified next steps. The school incorporates suggestions from parents into the School Improvement Plan and has benefitted from new equipment and resources purchased by Parent Council.

The school community will continue to focus on self-evaluation processes to show greater rigour and the impact that changes are making and to inform future progress.

Garlieston Primary School demonstrates a good capacity for future improvement. This is the result of the hard work and commitment of the Headteacher, staff and children. I wish to congratulate all within the school community on their progress over the last year.

Yours sincerely



Gillian Brydson  
Director Skills, Education and Learning