

Your Ref:

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BRYDEKIRK PRIMARY\LET001-CG\EB\RL

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Education Services

Woodbank
30 Edinburgh Road
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To:

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

Any enquiries please contact

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Dear Parent / Carer

**REPORT ON PROGRESS OF BRYDEKIRK PRIMARY SCHOOL SINCE EDUCATION
SCOTLAND'S INSPECTION REPORT OF 11 FEBRUARY 2014**

Brydekirk Primary School was inspected by Education Scotland in December 2013. The inspection focussed on: 1) How well children learn and achieve; 2) How well the school supports children to develop and learn and 3) How well the school improves the quality of its work. Education Scotland awarded the school an evaluation of 'Good' for improvements in performance, learners' experiences and meeting learning needs. The curriculum and self-evaluation were awarded an evaluation of 'Satisfactory'. The report also highlighted three main aspects for development. This letter sets out how the school has taken these forward.

Increase pace and challenge in children's learning to ensure that all children achieve their best.

The school has undertaken a number of planned developments to ensure pupils are making good progress through Curriculum for Excellence levels. Staff are now providing more pace and challenge in lessons for pupils. They consider prior levels of attainment when setting targets for individual children in Numeracy/Maths and Literacy/English. Targets are set with pupils and parents. This has had positive impact in terms of ensuring clarity in pupils' targets, including the level of support required. Teachers also involve all in determining the resources and in planning the learning and teaching approaches to improve children's progress. This has proved successful and has had positive impact, challenging individual pupils and groups of learners.

Staff have worked together to determine how to use information from assessments, and as a result, are now better placed to secure improvements throughout the school in Numeracy and Mathematics, Reading and Writing. This has given teachers and pupils more

confidence to set targets and evaluate progress more accurately. There are plans to use target setting and evaluation of progress in other areas of the curriculum. Results from recent standardised assessments, and in-class assessments at the end of a block of learning, along with teachers' judgments indicate that increased pace and challenge is ensuring that children are attaining. Increasingly, pupils are demonstrating skills that allow them to successfully complete tasks as they progress through CfE levels. Accelerated Reading levels and observations of pupils' work in Literacy/English and Numeracy/Maths evidence increased use of their skills, when compared to prior levels. Overall, this shows that children's performance is improving over time. Staff share and discuss information about children's progress at planned raising attainment meetings. The information is also shared with pupils and parents.

Staff are now more familiar and have a better understanding of using Curriculum for Excellence Experiences and Outcomes when discussing assessment and progress with pupils and parents. As a result, pupils are motivated and eager to participate in their learning. Staff's use of higher order questioning and the organisation of learning have improved children's critical thinking. Teachers provide quality feedback and this has made the children more aware of their progress, their strengths and next steps for improvement. They are also more aware of how they can contribute effectively to the life of the school.

Further develop the curriculum to ensure progression, coherence and continuity in learning.

The school has agreed a Curriculum Overview and are using planning sheets which were discussed with Education Scotland to plan for depth and progression in learning and to enable the pupils to develop and use their skills in real life situations. Staff now have a better understanding of what children are expected to learn within and across the levels, taking account of children's prior knowledge and pupils' progress in learning. They have become more confident when planning learning experiences to develop pupils' skills and are planning for learning using Curriculum for Excellence experiences and outcomes across curricular areas. Staff have begun to strengthen the coherence and progression between learning and teaching and assessment. They are making connections across subject areas to ensure that planning learners' experiences include breadth, challenge and application of skills in different contexts.

Recently, staff have attended In-Service training in relation to the significant aspects of learning and the progression frameworks. This will help to maintain focus on assessment at the planning stage. A programme of learning to facilitate progression, coherence and continuity in learning in Health and Wellbeing has been developed.

Develop self-evaluation further and involve staff, parents and children in evaluating the work of the school.

Staff are working together to take forward the action points within the School Improvement Plan. Pupils, parents and staff are given opportunities to express views and to give valued feedback. The overview of the curriculum has been influenced by overall views of the context of the school and wider community. Following evaluation of progress, staff continue to recognise pupils' skills and attributes and all are encouraged to further develop their skills through the opportunities provided. Staff are now sharing information in a consistent,

planned way, and are gathering evidence which demonstrates that developments are having a positive impact on learners' experiences. The learners contribute more effectively to the school and its community and they benefit from using their skills in real life contexts. This was demonstrated in a recent enterprise project which involved the pupils, staff and the community when all worked together to produce a history of the village. They worked with a local hotelier and author - interviewing, identifying key locations and selecting relevant information. The booklet was sold locally and abroad to past residents of Brydekirk. Pupils' skills were also applied in a real life context when they hosted and performed in their first village pantomime, in a valuable and successful partnership with the community.

The school has developed a more consistent, reflective and manageable way to record individual pupils' progress. This facilitates conversations with pupils and parents to set targets and agree next steps. In this way staff, pupils and parents share reflections and this helps in evaluating and improving learning and teaching to impact positively for learners.

Both the Pupil Council and the Parent Council make effective contributions, taking responsibility for improving the work of the school. The Pupil Council has regular minuted meetings, where suggestions from the school community, parents and the wider community are discussed and actions for improvement, such as playground rules and use of equipment are determined. In a recent project, the Community Council and Parent Council worked together with the pupils to provide equipment to improve learners' experiences. A 100 square and a large planter were given to the school to develop the outside area. This had been identified within the Improvement Plan. A recent, jointly planned Burns' Supper was highlighted in evaluating the work of the school.

The school has made progress in implementing recommendations from Education Scotland and is well placed to improve further. I congratulate all staff, pupils and parents, as well as the wider school community, on the progress made in taking forward the recommendations.

Yours sincerely

Colin Grant
Director of Children, Young People and Lifelong Learning