

Your Ref:

Education Services

Our Ref: DISTRICT\INFO\QI INDICES\ES\REPORTS\
NITHSDALE\PENPONT PS\LET001-CG\EB\RL

Woodbank

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20 November 2015

To:

Any enquiries please contact

Colin Grant

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

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Dear Parent / Carer

LETTER REPORTING ON PROGRESS OF PENPONT PRIMARY SCHOOL SINCE EDUCATION SCOTLAND REPORT OF 26 AUGUST 2014

Penpont Primary School was inspected by Education Scotland in June 2014. 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 Penpont School an evaluation of 'Very Good' for improvements in performance and learners' experiences. Meeting learners' needs, the curriculum and self-evaluation were awarded an evaluation of 'Good'.

As part of the quality reporting arrangements of Education Services, Dumfries and Galloway Council, I am writing to inform you of the progress made by the school since the publication of the Education Scotland report on 26 August 2014. The report highlighted two main aspects for development. This letter sets out actions taken by the school in addressing these points.

Continue to develop the curriculum in line with the school's plans.

The school has made very good progress in further developing the curriculum. The school worked closely with its partnership school, Closeburn Primary in revisiting the curriculum rationale and the overall structure of the curriculum, following the inspection by Education Scotland. In considering both the rationale and the structure of curriculum, it was important to recognise the uniqueness of Penpont Primary, the local context of the school and the relationship and co-operative working within the partnership which supports the pupils' learning.

The staff further developed the work previously undertaken in 'bundling' the Curriculum for Excellence Experiences and Outcomes to form an Interdisciplinary Learning Three Year Programme to include the Significant Aspects of Learning and the Learners' Statements.

In addition, the Literacy, Numeracy and Health and Well Being Experiences have been 'bundled' within each level, ensuring a coherent programme to deliver the core subjects.

Staff have reviewed and adapted planning formats, guidelines for assessment and recording pupil progress and coverage of the Es & Os to ensure breadth and depth of the curriculum. The revised procedures were implemented at the beginning of this session and will be kept under review by staff throughout the session. The pupils are fully involved in planning and evaluating their learning allowing for personalisation and choice.

Individual achievements by pupils have become a regular feature at the Pupil Forum each week, together with those of teams and whole school activities. Celebrations, such as the 150th Year Anniversary of the school last autumn are shared within the wider community. The outdoor classroom has been further developed with the purchase of additional resources and each class timetables weekly outdoor learning activities. The outdoor classrooms in both schools offer different opportunities for pupils. Staff are encouraged to work collaboratively to maximise the experiences for the pupils. This was evident in the Partnership Fun Day in June which was held in Closeburn this year, but will return to Penpont in 2016.

Continue to use self-evaluation approaches to ensure continuous improvement in children's learning.

The staff are fully engaged in the process of self-evaluation and are very reflective practitioners, engaging in professional dialogue within their own school and the extended partnership. They have a working knowledge of the Quality Indicators related to learning and teaching and apply them when planning and evaluating blocks of learning.

Opportunities to share learning and teaching, moderate standards and share resources across the partnership are planned for within the 'Teachers' Working Time Agreement.' Staff not only work collegiately within the partnership but are active members of a Teachers' Learning Community, as is the Head Teacher.

The Partner Head Teacher has a planned classroom observation timetable for each session when the focus is on the learning and teaching taking place within the classroom. A professional discussion between the Partner Head Teacher and the class teacher takes place at the end of each observation.

Pupil Profiles which involve the setting of targets and evaluation of progress were introduced last session and have been reviewed and adapted for this session. This, together with the introduction of 'Open Doors' every 6-8 weeks, allows parents to be much more involved in their child's learning. There are plans to introduce 'Learning Conversations' this session to further enhance the partnership with parents in their child's education.

Staff continue to track pupil's progress on a daily basis but, in order to monitor and moderate progress and attainment across the Partnership, a tracking spreadsheet for each class was developed and introduced last session. This has been further extended to include the 'Significant Aspects of Learning.' Examples of planned pupil assessment work are collated in their individual Achievement Folders and are available for parents to view at 'Open Doors' and Parent Contact Days/Evenings. The pieces of work clearly identify which Experiences and Outcomes and Significant Aspects of Learning (if appropriate) have been assessed.

The school has made good progress in implementing the recommendations from Education Scotland and is positioned to improve further. I congratulate all staff and the wider community on the progress made, in taking forward Education Scotland's recommendations.

Yours sincerely

Colin Grant
Director of Children, Young People and Lifelong Learning