

Woodbank

30 Edinburgh Road

Dumfries

DG1 1NW

Your Ref:

Our Ref: DISTRICT\INFO\QI\INDICES\IES\REPORTS\
NITHSDALE\AE PRIMARY\LET001-GB\EB\RL

2 June 2017

To:

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

Any enquiries please contact

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Dear Parent / Carer

**REPORT ON PROGRESS OF AE PRIMARY SCHOOL SINCE EDUCATION SCOTLAND
REPORT OF 14 JUNE 2016**

Ae Primary School was inspected by Education Scotland in April, 2016. 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 Ae Primary School an evaluation of 'Good' for learners' experiences and meeting learners' needs. The curriculum, improvements in performance and improvements through self-evaluation were awarded an evaluation of 'Satisfactory'. As part of the quality reporting arrangements of Children, Young People and Lifelong Learning, Dumfries and Galloway Council, I am writing to inform you of the progress made by Ae Primary School since the publication of the Education Scotland report in June 2016. The report highlighted three main aspects for development. This letter sets out actions taken by the school in addressing these points.

**Continue to develop monitoring and tracking of children's progress to ensure
children attain as highly as possible**

The school has reviewed its approaches to monitoring and tracking children's progress. Pupil Learning Plans (PLPs) are used as a tool to encourage children to talk about, and reflect on their learning. These support learning conversations with staff and parents. The children confidently engage in reviewing their own learning and the work of the school. They are also starting to use evaluative language in the report of their PLP.

In literacy, the Big Writing resource has been used to secure improvement in children's skills in writing. All pupils have completed baseline assessment activities. Further assessments over the course of the session show that children's skills, knowledge and understanding have progressed. As a result, there is increased teacher confidence in the

delivery of learning and teaching in writing across the school, ensuring that pupils attain as highly as possible. Confident teacher judgements together with use of the national benchmarks and an appropriate range of assessments are confirming improvements in attainment in writing. Almost all pupils have gained confidence and achieved progress as they are more familiar with, and aware of, the criterion scale to which they are expected to write. Almost all children are attaining appropriate levels and a few have exceeded these. Staff have made use of assessment information and results from Primary One to Primary Seven. There is now a robust tracking system in place to ensure that attainment over time is considered for all stages, with the main focus on literacy and numeracy. Within numeracy, staff have participated in cluster collegiate sessions to develop a common understanding of progression in key numeracy skills. Staff have improved knowledge and skill in using diagnostic assessment with the implementation of Stages of Early Arithmetical Learning (SEAL). This will result in increased progress and pace of learning for identified pupils.

Continue to develop approaches for self-evaluation

Staff have engaged in development meetings as a school and partnership, revisiting the use of Assessment for Learning techniques. They have assessed themselves against the following: sharing learning intentions, success criteria and targets and goals. Staff work effectively as a team. There is a strong ethos of sharing practice across the partnership with development meetings scheduled for staff to offer peer support and challenge. Staff are beginning to make use of the document 'How Good is Our School?' HGIOS4, focussing on key areas linked to the quality indicators within the School Improvement Plan. The pupil PLPs evidence that children are confidently engage in reviewing their own learning and the work of the school.

Parents have had opportunities to support improvement by participating in a range of formal and informal activities; for example, consultations and open afternoons. Across the partnership, an ethos of professional engagement and collegiate working is evident with all staff leading a Numeracy Night for all parents. This is helping to lead to continuous improvement in learning and teaching and improved outcomes for the learners.

Continue to develop the curriculum as planned

This session, key areas within the curriculum have been addressed: Literacy –Writing; Numeracy – using Higher Order Thinking Skills and Maths Recovery intervention; French and Digital Literacy.

The appointment of new staff in the partnership is providing the opportunity to review the development of the curriculum. The key focus has been within Numeracy. Staff are beginning to review the programme of learning in order to address the delivery of learning and teaching mental maths. Partnership and cluster collegiate sessions support staff professional learning. These also offer opportunities for professional dialogue. The development of these curricular areas have had a positive impact on the children's learning. They demonstrate confidence in their writing because staff have expected high levels of attainment and achievement in this curriculum area. Within digital technology staff have attended development sessions to apply in class. They follow a programme of learning that allows children to gain confidence in the use of ICT within the class. This was evidenced through the work they produced in ICT and Art, this session.

Ae Primary School demonstrates a very good capacity for continuous 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
Head of Education