

Your Ref:

Our Ref: DISTRICTA&EHODDOM PS\
HMIE\LET001-EG/GB/RL

25 May 2018

Children, Young People & Lifelong Learning

122-124 Irish Street
Dumfries
DG1 2PB

To:

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

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Dear Parent/Carer

LETTER REPORTING ON PROGRESS OF HODDOM PRIMARY SCHOOL SINCE EDUCATION SCOTLAND REPORT OF 21 AND 22 FEBRUARY 2017

Hoddom Primary School was inspected by Education Scotland in January 2016. The inspection focussed on: learning, teaching and assessment; the curriculum; young people's attainment and achievements and leadership and management. Inspectors engaged the school in a continuing engagement visit in February 2017. Education Scotland disengaged following this last visit, as a result of good progress made by the school.

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 Hoddom Primary School since the publication of the Education Scotland report in April 2017.

Improve the curriculum and the consistency in high quality learning and teaching.

The school continues to work towards embedding family learning in the early years. Parents have attended pre-writing workshops. Next steps will include evaluating the impact of the workshops and exploring ways of encouraging greater participation, later this session.

Independence is being encouraged in Nursery through children's involvement with snack organisation. Coming together for shared snack time allows the children to enjoy the social element and develop their skills during meal times.

Staff have been working collaboratively to improve transition between Nursery and P1. The transition period has been extended into the first few weeks of Term 1 with Nursery and P1 staff working closely to ease change. Early years staff have worked together to provide

greater opportunities for quality shared play experiences for the children in the Nursery and P1. Staff continue to engage with current research about play to inform their practice. Staff have undertaken professional learning to support children's development of early language skills: talking, listening and questioning. Early indicators are that approaches are beneficial and will support the development of reading and writing skills. A full evaluation of impact will be carried out in June 2018. Staff have also engaged in professional learning in the assessment of phonics acquisition. Intelligent use of attainment data has led to more effective monitoring and tracking of language development. The approach is having a positive effect on the school's ability to provide appropriate additional support and early intervention.

In literacy, the school is embedding a Reading Recovery programme which provides additional support for individual children. Early indicators are that the reading programme is making a positive difference to learner confidence and attainment. An end of year audit will be carried out in June 2018 to further evaluate the impact of this initiative and to identify next steps.

Staff professional development has also focused on creating a numeracy rich environment. Individual pupil aspiration is being raised through collaborative working with numeracy buddies and the development of a positive mindset towards maths. Staff are working collegiately to share 'small test of change' approaches, which are supporting the delivery of the school's Numeracy Strategy.

The Curriculum Rationale was finalised early in September 2017. This forms part of the suite of documents which inform whole school forward planning. Staff are working together to plan shared learning experiences which provide co-operative learning opportunities. These support the development of children's skills for life, learning and work.

Improve approaches to self-evaluation to ensure improved outcomes for all children.

All staff engage in regular meetings and collegiate development sessions provide an opportunity for reflection and identification of next steps, using national and local self-evaluation tools.

During this school year professional, collegiate discussions have focused on the development of a programme of learning for digital literacy, which provides a continuous pathway from Nursery to P7 for all children. The programme, which offers a greater range of digital learning opportunities, is in the early stages of being implemented. Evaluation will form part of the school improvement plan for Session 18/19.

As an ongoing process, Nursery staff continue to develop and refine Care Plans, through discussion and feedback from nursery parents. All school staff engage in learning conversations with pupils providing feedback about learning and next steps. Primary pupils and their parents are invited to shared learning conversations twice each academic year. These learning conversations help to shape the individual child's learning targets. Collegiate approaches ensure there is progressive skills development in Master classes. Experiences are evaluated and modified in response to self-evaluation, which is undertaken by pupils and staff after blocks of work. Individuals and outside agencies such

as Queen of the South Football Club support the delivery and development of a wide range of skills. Evaluation demonstrates that pupils find the experiences a rewarding way of developing skills for learning, life and work.

Through moderation activities, staff have continued to develop their confidence in making judgements about children's achievement of a Curriculum for Excellence level. Opportunities for shared planning, peer observation and discussion are embedded in the collegiate calendar. The school is making good use of assemblies to provide children with opportunities to share their learning journeys. Effort trophies are awarded six times each year. Parents and guardians are asked to share wider achievements with the school.

Hoddon Primary School demonstrates a good capacity for 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