

Your Ref:

Our Ref: S:\Schools District\Schools  
Information\Quality & Improvement Indices\ES  
(HMI) KEEP\School ES Reports and docs  
KEEP\Nithsdale\Primary\Loreburn Primary

To:

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

**Children, Young People & Lifelong  
Learning**

Education Services  
122-124 Irish Street  
Dumfries DG1 2PB

Any enquiries please contact

**Gillian Brydson**

Direct Dial (01387) 260403

E-mail:- [gillian.brydson@dumgal.gov.uk](mailto:gillian.brydson@dumgal.gov.uk)

Dear Parent / Carer

**LETTER REPORTING ON PROGRESS OF LOREBURN PRIMARY SCHOOL  
SINCE EDUCATION SCOTLAND REPORT OF 23<sup>RD</sup> MAY 2017**

Loreburn Primary School was inspected by Education Scotland in March 2017. The inspection focussed on the school's self-evaluation for self-improvement and children's attainment and achievements.

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 Loreburn Primary School since the publication of the Education Scotland report in May 2017. 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 assessment and sharing standards to ensure all children make appropriate progress.**

Teachers gather evidence from observations, pupils' work and assessment information to maintain focus on raising attainment. Through consultation with the Headteacher, pupil's individual needs are identified and planned for. The impact of interventions is monitored to ensure progress. A member of teaching staff is leading use of the Authority's Quality Assurance and Moderation Framework to moderate and agree with colleagues Curriculum for Excellence achievement of a level.

The current Numeracy and Mathematics and Literacy (Talking and Listening, Reading and Writing) planners and trackers have been revised to take account of Education Scotland's Benchmarks. As a result, teachers are more confident in identifying a child's progress within a level, and when they have achieved a level. This has resulted in most of learners achieving the level at the appropriate time across Literacy and Numeracy.

In writing, the school now has a common approach and time allocated to the teaching of writing. Having implemented the changes, staff continue to gather samples of writing and moderate to agree the standard, using revised criteria aligned to the national benchmarks. There has been an improvement in the attainment in writing at all stages. For Listening and

Talking, staff worked collegiately with cluster colleagues to moderate using the benchmarks. More structured opportunities have allowed children to further develop their skills and improve attainment in this area. Holistic assessment is now incorporated into context planning and staff will moderate this next session.

In the upper primary, joint planning and learning experiences provide opportunities for staff professional learning and collaboration. Pupils have benefitted from teachers sharing their expertise in areas such as French and Health. This session Primaries 1, 4 and 7 have undertaken the Scottish National Standardised Assessments (SNSA) and staff will analyse this data to further inform professional judgement.

### **Improve approaches to self-evaluation to ensure all children experience consistently high-quality learning and teaching across the school.**

Staff regularly evaluate the school's progress against the School Improvement Plan priorities, using quality indicators in the national document, 'How Good Is Our School?4' (HGIOS?4). Staff are now more explicit about teaching the skills the children are developing. The school identified a need to raise attainment in maths and 'Samson Maths' and 'Maths Facts in a Flash' has been piloted this year. Professional dialogue and informal classroom monitoring has shown a consistent approach to teaching mental maths across the school. This has resulted in raised pupil confidence and competence.

All staff continue to complete termly evaluations of learning and teaching within their classroom and use this to address any gaps in knowledge and skills. Classroom observations and feedback highlight areas of strength and areas for improvement. Feedback from observations has become more structured, self-evaluative and identifies next steps to improve practice. Most staff continue to self-evaluate and seek good practice within the school. They regularly engage in professional discussion with stage partners. In addition, to develop their knowledge, some staff have observed other colleagues beyond the school community. This is impacting positively on learning and teaching within the classroom. Next session, this looking outward approach will continue with focus on one of the priorities from the school improvement plan. Staff are encouraged to reflect using the professional standards and HGIOS?4. They now provide more opportunities for learners to engage with focussed feedback.

Loreburn Primary is very aware of, and continually tries, to remove barriers to learning. Next session, the school will focus on the national issue of mental health and wellbeing and a Nurture Room will be introduced.

### **Extend opportunities for children to participate in and lead aspects of school improvement.**

Children have reviewed the school's values and having collated their 'top ten'. They are seeking parental involvement in finalising Loreburn's core values for regular reflection by the whole school community.

Children now have more opportunities for personalisation and choice. They choose their class contexts for learning, which includes what and how they would like to learn. Children take responsibility for participation in the life of the school; for example, taking roles such as playground leaders and assisting in the dining hall. To maintain focus on skills development and experiences, the children are involved in decision making on types of activities to be included, and how they link to the curriculum. A group is now developing a method to record their participation and achievement. They will present this to the rest of the school for approval.

Pupils in the upper stages will create employability links to agreed activities. A recent pupil survey indicated that children have a positive outlook about school. They enjoy their learning in class. Most pupils stated they would like greater opportunity to learn through creative activities and learning outdoors. The school has begun to implement this, and it will be included in the next school improvement plan. Children would like more after school clubs and parents have offered their support to implement this. The publication of Education Scotland's "How Good Is OUR School?" will provide further opportunities for children to evaluate and lead developments.

Loreburn School demonstrates 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

A handwritten signature in black ink, reading "Gillian Brydson". The signature is written in a cursive style with a large initial 'G' and 'B'.

Gillian Brydson  
Head of Education