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Date: 7 December 2018

To:
**All Parents and Carers of Pupils at
Glenluce 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

Dear Parent / Carer

LETTER REPORTING ON PROGRESS OF GLENLUCE PRIMARY SCHOOL SINCE EDUCATION SCOTLAND REPORT OF 9TH JANUARY 2018

Glenluce Primary School was inspected by Education Scotland in October 2017. The inspection focussed on: Leadership of Change; Learning, Teaching and Assessment; Ensuring Wellbeing, Equality and Inclusion 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 Glenluce Primary School since the publication of the Education Scotland report in January 2018. The report highlighted two main aspects for development. This letter sets out actions taken by the school in addressing these points.

Greater clarity is needed about the way in which the school plans to raise attainment for all learners. A clearer focus on using a range of data will improve the use of information on how well children are progressing.

A more robust tracking system has been implemented throughout the school. Pupils' progress in learning is now tracked within a level and through a level using the Curriculum for Excellence benchmarks and the new tracking system. Through this, teachers can predict where each child should be and the pace at which levels will be achieved. A regular and documented tracking meeting ensures that all staff are evaluating and monitoring the individual progress of all pupils. All staff are using a range of data to make informed decisions about progress and this will help raise attainment for all. Teachers are now keeping more robust records of progress and attainment for all. The Principal Teacher is the Stranraer Academy Cluster's Quality Assurance and Moderation Officer (QAMSO) and from this, the school has embarked on a moderation process with colleagues from another school. This will ensure that staff are making informed judgements whilst engaging in professional dialogue with colleagues across the local cluster. These improvements will be

monitored and evaluated to ensure that they are having the intended impact of raising attainment for all.

Improve learning, teaching and assessment, to ensure children's learning needs are well met and activities are at the right level.

Staff have embarked on a range of professional development courses to ensure learning needs are met. Across the school, all staff have now had Maths Recovery training to ensure the children's learning needs are met. Teachers in nursery and early years have attended training to help raise attainment in reading and writing and this training will be rolled out to all staff. The school partnership is working with another local school to look at learning, teaching and assessment through Visible Learning, thus allowing staff to engage in professional dialogue and implement good practice. The use of Snap Shot jotters and target setting has ensured that there is more and better interaction with parents and learners and the feedback from this has been positive from all stakeholders. The school and partner school have worked together to implement a more robust literacy programme which tracks progress and pace, thus ensuring that individual needs are being met.

Provide further opportunities which encourage children to think for themselves and become confident, independent learners.

The school has recently signed up to and commenced implementation of the UNICEF Rights of The Child programme and the aim through this approach is to be a Rights Respecting School, currently working towards Bronze award. This initiative helps pupils to be confident, respectful and independent. They are encouraged to voice opinions through committees and have the confidence to do so. It promotes self-respect and awareness of themselves and others. The aim is to have this permeate throughout the whole school and community. There is a pupil council and pupils are being consulted about school improvements and the vision, values and aims. Children are gaining confidence and becoming more articulate when talking about their learning. They are more able to identify next steps and what is needed to achieve these next steps.

Glenluce Primary 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

Gillian Brydson
Acting Director of Children, Young People & Lifelong Learning