

Education & Learning

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Dumfries

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A&E\CANONBIE PS\LET001-GB\EB\RL

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To:**All Parents and Carers of Pupils at
Canonbie Primary School**

Any enquiries please contact

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Dear Parent / Carer

**LETTER REPORTING ON PROGRESS OF CANONBIE PRIMARY SCHOOL SINCE
EDUCATION SCOTLAND REPORT OF SEPTEMBER 2018**

Canonbie Primary School was inspected by Education Scotland in June 2018. The inspection focused 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 Education and Learning, Dumfries and Galloway Council, I am writing to inform you of the progress made by Canonbie Primary School since the publication of the Education Scotland report in September 2018. The report highlighted two main aspects for development. This letter sets out actions taken by the school in addressing these points.

Develop high quality learning, teaching and assessment approaches to ensure children are engaged in appropriately challenging learning experiences.

All staff have undertaken a refresh of the authority's Learning and Teaching Policy and have used this as a basis to reflect against high quality learning, teaching and assessment approaches. They have increased the pace and challenge for learners who have become more engaged in their learning, through identifying learning targets and how they can improve their work. Feedback from learners was that classwork was now appropriate and challenging. Attainment has increased across the school. Teachers now ensure there are more opportunities to use literacy and numeracy through outdoor learning experiences which are more stimulating and engaging. Staff have continued to work with partners to improve learning including family learning workshops and STEM (Science, Technology, Engineering and Maths). Staff use a variety of Assessment for Learning techniques. All



staff have participated in a variety of professional learning opportunities, such as the development of learners' thinking skills, which has had a positive impact upon teaching and learning. Staff will continue to ensure that high quality learning, teaching and assessment processes and programmes are embedded consistently.

Strengthen approaches to self-evaluation, including monitoring and tracking children's progress, to raise attainment.

All staff were involved in the cycle of self-evaluation including the creation of the school improvement plan, using quality indicators in the national document How Good Is Our School? 4 (HGIOS? 4) to evaluate against. Use of HGIOS? 4 and Curriculum for Excellence benchmarks has resulted in teachers having a better understanding of standards of achievement of a level. Pupils, parents and staff are now active participants in whole school improvement planning. Teachers are now able to monitor and track learners more closely to ensure progress for all by actively participating in a more formalised tracking and monitoring programme. Raising attainment in literacy and numeracy was identified as a priority through discussion of data and review of learner progress in regular attainment meetings. Scottish National Standardised Assessments were carefully used to identify gaps in learning, to create action plans and to close attainment gaps. The local authority's Closing the Literacy and Numeracy Gap programmes have now been embedded across the school, resulting in increased attainment in Literacy and Numeracy. Staff will continue to develop and monitor the impact of self-evaluation processes to challenge and identify appropriate next steps.

Canonbie Primary School demonstrates a good capacity for future improvement. This is the result of the hard work and commitment of the Acting Headteacher, Depute 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 (Curriculum & Quality)