

Your Ref:

Skills, Education and Learning Directorate

122-124 Irish Street

Our Ref: DISTRICT\INFO\QI\INDICES\ES\REPORTS\
NITHSDALE\MONIAIVE PS PS\LET001-GB\EG

Dumfries

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30 June 2020

To:

Any enquiries please contact:

**All Parents and Carers of Pupils at
Moniaive Primary School****Gillian Brydson**

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Dear Parent / Carer

**LETTER REPORTING ON PROGRESS OF MONIAIVE SCHOOL SINCE
EDUCATION SCOTLAND REPORT OF 25 JUNE 2019**

Moniaive School was inspected by Education Scotland in April 2019. The inspection focussed on learning, teaching and assessment and children's attainment and achievements.

As part of the quality reporting arrangements of Skills, Education and Learning Directorate, Dumfries and Galloway Council, I am writing to inform you of the progress made by Moniaive School since the publication of the Education Scotland report in June 2019. The report highlighted three main aspects for development. This letter sets out actions taken by the school in addressing these points.

Staff should continue to work together to set and agree high standards for effective learning and teaching. This should include an increased pace of learning, and well-matched tasks, activities and resources in all classes to provide effective support and increased challenge for all children.

Staff continue to build on the strong relationships across the school community to set consistently high standards of teaching and learning for all learners. Relationships are based on collaborative peer working, professional discussion and close reflection of learning and teaching. Staff look outwards to identify, evaluate, develop and match appropriate and stimulating resources to all classes and groups of learners.

Teachers and Learning Assistants continue to develop more effective questioning to improve children's Higher Order Thinking Skills across their learning, and to improve their confidence in talking about their learning with both adults and peers. Learning

conversations continue to focus closely on setting challenging and achievable individual targets.

Teachers are leading work on progression pathways in listening and talking as well as in numeracy and maths. This is leading to increased pace and challenge for all learners and is influenced by a more focused tracking and monitoring system. Assessment of learners' progress based on their prior learning and individualised next steps is providing well-matched learning tasks to support progress and achievement for all.

Focused interventions using Pupil Equity Funding has created increased equity, confidence, positive progress, and achievement for targeted pupils.

Teachers should make more effective use of assessment to inform their planning of learning and teaching, and to track and monitor all children's progress. They also need to continue to engage in a range of moderation activities to increase their understanding of national assessment standards.

Teachers have increased confidence in using the local authority four-stage model to determine children's progress and achievement through a Curriculum for Excellence level to improve the accuracy of their judgement. This is supported and challenged in more focused, and more regular attainment meetings between class teachers and the Head Teacher. Discussions note learners' progress and identify appropriate interventions to support next steps in learning.

Assessment and tracking of children's progress are now more closely aligned to the Education Scotland Benchmarks and all staff are working together to develop a more proportionate and structured whole-school approach to assessment. Across the school, the wider partnership and cluster staff continue to engage in and lead moderation activities developing a shared understanding of national standards and applying them to the setting.

These steps have increased confidence in teacher's professional judgements which supports much more robust teacher professional judgements of Curriculum for Excellence levels.

The school needs to offer increased and sustained opportunities for children to achieve.

Teachers continue to share learning intentions and success criteria in lessons and now place more emphasis on identifying with learners the skills being developed during children's participation in activities in school. This is enabling children to better understand what skills they are developing, how these can help them across their learning and how to relate these skills to life, learning and work. This increased focus on developing skills is evidenced through the more progressive planning approach to health and wellbeing groups, ensuring children and staff are clear about the skills being developed.

The school is now reviewing the range of opportunities children have both in and out of school. The tracking of opportunity, skills development and achievement is

currently being developed to ensure the school is able to identify children who may miss out on such opportunities.

Pupil voice activities have been further developed. There is now a wider range of pupil led groups who are supporting the school through their Rights Respecting Schools journey. Moniaive Primary has recently achieved their bronze award from UNICEF and are now working towards the silver award, embedding this learning and ethos across the school community.

The whole-school community positively engaged in the inspection process, valuing, reflecting and acting upon the advice of the Inspection Team. During the current lockdown period, staff have worked hard to support home learning with a variety of stimulating, well-matched learning activities and a clear focus on supporting the wellbeing of all learners. The school now plans to review the curriculum rationale to reflect the improvements made and the ongoing improvement journey.

Moniaive 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
Director Skills, Education and Learning