

Education & Learning Directorate

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Your Ref:

Our Ref: DISTRICT\INFO\QI\INDICES\ES\REPORTS\
NITHSDALE\CBRIDGE PS\LET001-JB\EB\RL

25 June 2021

To:

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

Any enquiries please contact:

Jim Brown

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Dear Parent / Carer

LETTER REPORTING ON PROGRESS OF CARGENBRIDGE PRIMARY SCHOOL SINCE THE EDUCATION SCOTLAND REPORT OF JUNE 2020

Cargenbridge School was inspected by Education Scotland in March 2020. 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 Education and Learning Directorate, Dumfries and Galloway Council, I am writing to inform you of the progress made by Cargenbridge School since the publication of the Education Scotland report on 16th June 2020. The report highlighted three main aspects for development.

This letter sets out actions taken by the school in addressing these points.

Streamline the school's priorities for improvement to ensure a greater focus on improving attainment.

Cargenbridge Primary School is making progress towards more streamlined priorities for improvement. The Headteacher and staff have continued to retain focus on learning and teaching and raising attainment. To ensure consistent approaches, the school has widened the range of resources to meet the needs of individual children - with greater focus on improving attainment in literacy and numeracy. In both subject areas, teachers have continued to refer to the skills, knowledge and understanding set out in A Curriculum for Excellence experiences and outcomes and the benchmarks.

In literacy, to meet children's individual support needs, Clicker 7 was introduced to improve writing. Introduction of the Nesy programme at all stages has resulted in children's greater confidence to spell a range of words – including tricky words. As a result, most children are now able to transfer skills in all genres of writing. The Nesy programme is also improving most children's decoding and reading comprehension skills.

The school has introduced Literacy Ladders as an intervention to support the development of children's skills in reading. The Education and Learning Directorate's resource ensured appropriate challenge and progression in children's learning during COVID-19 lockdowns. There is evidence of positive impact as learners sustained progress in reading while learning at home. The resource engages the children in a wider range of texts and as a result they are motivated and want to read. Use of Literacy Ladders to raise individual children's attainment in reading will continue as needed.

To improve learners' attainment in Numeracy, Education and Learning Directorate's '*Developing Number Knowledge*' approach was introduced at the P2 and P3 stages. There are early signs that this approach is developing learners' understanding and application of core number skills – as the building blocks for further development through 'Number Knowledge'. Given this positive impact, the school will now embed the approach as the current cohort progresses through the stages. In the Nursery Class, staff continue to provide opportunities to develop children's skills in literacy and numeracy. This session, development of outdoor resources has provided further opportunities for greater focus on developing children's literacy and numeracy skills.

The school's next steps will be to continue to streamline the improvement priorities through on-going self-evaluation and the School Improvement Plan (21-22), which has prioritised learning and teaching approaches and raising attainment in literacy and numeracy in both the school and Nursery Class.

Continue to improve learning and teaching across the school, ensuring an appropriate level of pace and challenge for all learners.

This session, the Headteacher and staff continued to focus on the quality of learning and teaching. Teachers' planning ensured appropriate pace and challenge in learning for individual children. To mitigate against impact of Covid 19 on learning and teaching, approaches were developed and adapted to include online learning. There was a review of these approaches and further changes were made to ensure appropriate pace and challenge in learning. One to one, group and class live Teams online meetings were held to support and challenge children while learning remotely. Online learning also facilitated children's learning at an appropriate pace – relevant to the home situation. After the second lockdown, parents were asked for their feedback on remote learning, and all gave both positive views on the support they received and areas for improvement. This information was then used to further review the school's remote learning opportunities.

Staff engaged in professional dialogue to discuss what constitutes effective pace and challenge in learning. They participated in relevant professional learning opportunities. During tracking discussions with Class Teachers, the Headteacher retained focus on pace and challenge in learning to meet individual children's needs and appropriate interventions put in place where identified.

In Nursery Class, the staff have used more effective questioning to develop children's thinking. The nursery environment, both indoors and outdoors, has been developed with

increased opportunities for challenge. As a result, children have been more involved in developing areas of the nursery. They have had more freedom to use resources across the provision and are not confined to one area. Staff in the nursery have included more opportunities for responsive planning and are resourcing areas to follow the children's interests and to provide more challenge.

Through the School Improvement Plan (21-22), the school will continue to maintain focus on pace and challenge in literacy and numeracy through the introduction of effective learning and teaching approaches in school and the Nursery Class.

Promote learning about equality and diversity to ensure children gain an understanding of the wider world in which they live and will work.

Cargenbridge Primary School has created a plan to promote equality and diversity, ensuring clear actions were in place. The plan will be developed further next session to ensure children have a better understanding of the wider world around them.

The online Relationships, Sexual Health and Parenthood Scotland resource, which has a clear focus on diversity, has been used successfully from P5-7 and will be introduced from P1 next session. '*Compassionate Connected Classroom*' resources have been embedded from P5-7 and children have reported that they have a better understanding of the different challenges others face. As a result, they have more empathy for how everyone is different. These resources will continue to be used next session.

This year the school has supported children from very different situations during lockdown and remote learning. Different support mechanisms were put in place for children and their families. Across the school and Nursery Class, staff have continued to look out resources which will help children learn about diversity and equality. This focus will be continued next session.

The pace and progress against the Education Scotland recommendations were adapted in response to Covid 19 related challenges. During lockdowns, the Headteacher retained focus on online learning, the recovery curriculum and also health and wellbeing of staff and learners in the school and Early Learning and Childcare (ELC) setting.

Since the Education Scotland inspection, and considering particular challenges encountered due to the Covid-19 pandemic, Cargenbridge Primary School has continued to demonstrate a good capacity for future improvement, and they have shown that they can build on the positive start made. 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

Jim Brown
Head of Education (Curriculum & Quality) and Chief Education Officer