

**Education & Learning Directorate**

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Your Ref:

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

23 June 2021

To:

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

Any enquiries please contact:

**Jim Brown**

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Dear Parent / Carer

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

Locharbriggs Primary School was inspected by Education Scotland in May 2018. The inspection focussed on leadership of change, learning, teaching and assessment; children's attainment and achievements and ensuring wellbeing, equality and inclusion. Inspectors engaged the school in a continuing engagement visit in February 2020. Education Scotland disengaged following this last visit, as a result of good progress made by the school against the main aspects for improvement.

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 Locharbriggs Primary School since the publication of the Education Scotland report in June 2020.

**Build on the promising start to improving the health and wellbeing of the whole school community. Develop meaningful ways for staff to support children's understanding of their own health and wellbeing. Continue to promote respect and develop an ethos of positive relationships with everyone feeling valued and their voices heard.**

Wellbeing of children and families is central to day-to-day work of the nursery class. Children are happy and confident in the setting, developing self-help skills and taking

responsibility for their own safety. This continues to build children's self-confidence. Adults listen to and take forward children's opinions and thoughts. The language of wellbeing continues to be highlighted in everyday work, supporting children to develop an awareness of what it means to be safe, healthy, achieving, nurtured, active, respected, responsible and included. Parents are actively encouraged to become involved in the nursery class. During lockdown, the nursery class ran virtual PEEP sessions and engaged with families online through Learning Journals.

The Head Teacher is approachable and visible within the school and remains a highly effective leader of change. The Head Teacher and staff collaborate well with the wider community to ensure the best outcomes for children. Virtual meetings with parents have ensured effective lines of communication are maintained despite the COVID-19 restrictions.

The school continues to prioritise wellbeing. As a result of the Wellbeing Strategy, relationships across the school are highly positive and based on mutual respect. Approaches to positive behaviour continue to be implemented successfully, with children feeling valued and listened to. Children's achievements are celebrated, and a 'Kindness Award' continues to be a positive addition to school assemblies. Older children are given the opportunities to be good role models for the younger children in and around the school.

**Improve leadership at all levels and approaches to self-evaluation that raise attainment. Improve the monitoring and tracking of all children including those with additional support needs in the nursery and across the primary classes.**

'Planning in the Moment' practice underpins the adult/child engagements within nursery and the environment is changed with and by the children. Observation of play helps staff identify children's prior knowledge. Children are becoming leaders of their own learning with individualised next steps. The nursery has extended opportunities for outdoor play and discovery with the installation of a new cabin, a loose-parts play area and enhancements to the nursery garden. All staff reflect confidently on what is working well and what needs to improve. Children in nursery have greater responsibility in leading further change.

The school has established effective approaches to monitor and track children's progress across key aspects of their learning. A wide range of assessments and interventions are routinely used to support literacy, numeracy, and health & wellbeing. With their learners, teachers identify targets using child-friendly success criteria. Most children are aware of their learning targets and know what they have to do to achieve success.

Approaches to self-evaluation outline strengths and areas for improvement. Staff and parents value the Head Teacher's commitment to school improvement and have taken opportunities to share their views. Teachers take responsibility for leading aspects of school.

The Principal Teacher supports teachers to track and monitor progress effectively. Meetings are held regularly to discuss the progress of all children, including those with additional support needs. Learning Assistants are deployed strategically to support

children's learning. The school makes appropriate use of Pupil Equity Funding (PEF) to target support in numeracy and literacy.

Pupil voice and leadership skills continue to develop through school committees and action groups. These groups support the school's self-evaluation processes. Through participation in these groups children are developing skills for learning, life and work.

**Continue to develop high quality learning and teaching. Ensure children in the nursery lead their learning and that it takes account of their needs and interests. In addition, focus on developing all children's skills as responsible citizens.**

Progress has been made in improving the quality of learning and teaching. In the nursery class, adults have a good understanding of how children develop and learn. Children's needs and interests are developed through play and through opportunities to initiate and lead their learning. There remains development work to be undertaken on questioning and higher order thinking skills and staff will revisit aspects of teacher questioning in the coming session. The school continues to embed the refreshed Learning and Teaching Policy. Expertise within the early years team had been developed through the TLQ (Talking, Listening and Questioning) training programme. Skilled questioning is being used by teachers through stories and the emotion works programme.

The school ensures that children are involved in planning their next steps in learning. This helps children to better understand themselves as learners and the progress they are making. Children continue to lead a number of initiatives in their school with pupil voice groups continuing virtually during periods of remote learning.

Due to the COVID pandemic, some development activity has taken place during periods of school closure and the main focus has been on the recovery phase. As a result, some areas will require further development. However, Locharbriggs Primary demonstrates good capacity for future improvement. This is the result of the hard work of the Headteacher, Nursery Manager, Principal Teacher, staff team and children. I wish to congratulate all within the school community of Locharbriggs on their progress over the last year.

Yours sincerely

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