



## Education & Children's Services

### Follow Through Progress Report to Parents

#### 1 Introduction:

**Errol School** was inspected in **January 2016**. The report on the inspection by Education Scotland was published in **March 2016**.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a positive impact on a range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original Education Scotland report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September.

#### 2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **March 2016** identified two main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

##### Area for improvement 1

Develop approaches to teaching and learning to ensure the learning needs of all children across the school are met fully.

##### Evaluation of progress and impact:

- This session we have improved teacher understanding of universal and targeted support through instructor led presentation and activities to reinforce knowledge. This has resulted in increased understanding of the staged intervention model and expectations of universal support in the classroom
- A new positive behaviour and relationships policy has been developed as a result of a survey undertaken with stakeholder and in conjunction with earlier work within the school on values.
- All staff have undertaken training on Restorative Approaches led by our pupil support teacher. Staff now have a greater understanding of the rationale underpinning this approach and are starting to implement key

questioning techniques when investigating issues with children.

- A Nurture type experience has been introduced to support a small group of pupils to improve their social and emotional skills. This is in its early stages of development but initial feedback suggests that the pupils enjoy the activities and are making steady progress towards improving their social and emotional development.
- The school has successfully introduced highly individualised curriculum plans to support learners with the development of appropriate skills for life learning and work through carefully planned activities. This is allowing individual learners to experience success in their learning and is equipping them with skills for the future.
- We have formalised supported break / lunchtimes as a staff led activity to support pupils who find the playground environment challenging. This allows all pupils to have a successful social interaction time in a structured environment with an activity of their choosing.
- Specific approaches are being introduced across the school through team teaching to increase children's emotional literacy. Early feedback suggests that the children enjoy the "Emotion Works" approach and are beginning to talk more openly about their feelings.
- Transition processes between nursery and P1 have been enhanced through regular planned opportunities to share learning across the two stages. It is anticipated that this will lessen anxiety and make smoother transitions. The children in both stages plan jointly to reinforce learning in the breakout space, choosing appropriate activities responding to their interests.
- This year all teachers have worked with our learners to ensure the curriculum at Errol is as visual and responsive as possible. All teachers plan experiences and outcomes with the pupils and share learning with home, highlighting key learning for the term and how pupils can be supported at home.
- An ASN actions file has been created to monitor and ensure actions arising from Child's Plan Meetings are completed and next steps identified. This is designed to enable the speech and language therapist (SLT) and pupil support teacher (PST) to extract key data easily when required. This is ensuring the needs of our learners are regularly reviewed and approaches adapted to suit individual need.
- With the introduction of the developmental milestones tracker and Early Years indicators staff have an improved system to track, plan and discuss with SLT next steps for children. It is anticipated that this will lead to smoother transitions between Nursery and Primary 1.
- Using the new Perth & Kinross tracking system with staff has ensured improved quality discussion regarding pupil attainment and achievement. Planning and tracking meetings focus on pupil attainment, progress in learning and planned assessment. These discussions allow staff and senior leadership to identify and target support and challenge where required.
- Team teaching approaches, between class teacher and PST, are becoming embedded to support literacy. This is impacting positively on learners through engagement in their learning environment without the

need to extract individual pupils for targeted support.

### **Next Steps**

- Implement positive behaviour and relationships policy through engagement with parents, pupils and staff.
- Continue to embed the “Emotion Works” programme across the school to improve emotional literacy
- Further embed Restorative Approaches throughout the school.
- Extend the development of team teaching approaches to support pupils in their classroom environment.
- Pursue further opportunities for staff to liaise with other professionals to share good practice and extend expertise to support individual pupils.
- Further explore the use of ICT/Apps to support learners in their learning environment.

### **Area for improvement 2**

Develop further approaches to ensure that self-evaluation consistently leads to improvements in children’s learning

#### **Evaluation of progress and impact:**

- Teaching staff completed their second year of participation in the Tapestry programme which involved teachers being part of a professional learning community. This has enabled staff to work alongside cluster schools to develop skills in implementing a range of formative assessment strategies in the classroom. This has ensured that children have benefited from a more coherent and consistent approach to formative assessment across the school.
- Across the school, the range and consistency in use of assessment for learning strategies has improved. Children have increased opportunities to reflect on their work and peer-assess the work of others. They are able to give examples of how this helps them to understand their progress and can identify skills that they have improved and those they need to work on.
- Staff have the opportunity to attend collegiate sessions which focus specifically on facilitating the sharing of good practice and to discuss the progress and impact of the school improvement plan. This has greatly improved professional dialogue across the school and has ensured that the focus of self-evaluation activities leads to improvements in teaching and learning and to positive outcomes for learners.
- A survey on perceptions of pupil behaviour was undertaken by staff and parents. The results indicated that all stakeholders agreed with our values and that these were the driving influence in all we do. The survey identified that the majority of parents and teachers thought that the Class Dojo system ( a digital educational tool) is effective in supporting home school communication. Feedback from parents

indicated that they valued this approach as a communication tool to prompt pupil-parent dialogue about learning and as a motivator of positive behaviour.

- All staff agreed that Restorative Approaches benefit children in their relationships with others. The parental survey showed that almost one third of our parent group are not adequately informed about Restorative Approaches and plans are in place to address this.
- All teaching staff evaluated our school against the HGIOS4 Quality Indicator 2.4 (Personalised Support) and as a staff team identified strengths and areas for development. We evaluated features of highly effective practice and identified as a team our immediate next step; we are developing the further involvement of support staff in the planning for individuals and groups of learners. This is evident in the planning of the nurture experience, skills development and soft start groups.
- We were invited to participate in self-evaluation of the impact of the 1+2 initiative, with Education Scotland. This involved an evaluation of current work in school to develop the French language. The evaluation involved a series of classroom visits, parental feedback and focus groups with pupils. We await final collated feedback from this Pan Tayside evaluation.
- The school has recently undertaken an audit to identify strengths and resources in learning and teaching approaches to writing.

#### **Next Steps**

- Continue to ensure that all stakeholders are clear in the purpose and connection to school improvement of all self-evaluation activities.
- Embed the use of the Class Dojo system across the school.
- Host an information evening on Restorative Approaches and how they will benefit our children to ensure that our parent group has a comprehensive understanding of the approach and its rationale.
- Make full use of the national self-evaluation documents to engage with stakeholders in quality assurance.
- Continue to build regular time into collegiate schedules to revisit and review the impact of improvement and development work to ensure that self-evaluation leads to positive outcomes for learners.
- Continue to develop leadership across the school utilising the skills and interests of staff and children.

Headteacher: *Mr Graham Donnachie*

The school continues to make very good progress in overtaking the recommendations resulting from the inspection in March 2016

Verified by  
Bernadette Scott  
Quality Improvement Officer  
February 2017