

**EAST DUNBARTONSHIRE COUNCIL  
EDUCATION SERVICE**

**HMIE FOLLOW THROUGH REPORT**

**May 2016**

**The following areas for improvement were identified in the inspection by Education Scotland carried out in November 2011.**

- 1. Improve the consistency of learning experiences across the school to enable children to take more responsibility for their learning –good progress has been made taking this forward.**

**Strengths**

- Children are polite, well behaved and support each other very well both in classwork and throughout the life of the school. They interact well with visitors and are happy in class. They feel safe in school and are cared for by a nurturing staff.
- In all classes children are showing independence and motivation during activities in both Literacy and Numeracy; teachers are using Task Boards to ensure all pupils are aware of what they should be doing; they clearly show differentiated tasks for groups. Children are confident in using them. These are referred to throughout lessons.
- In most classes pupils worked well together in paired discussions and in all classes links were made to prior learning. Children can organise themselves efficiently and quickly during group tasks with minimal adult intervention. They are supportive and encouraging of each other, recognising differing strengths and skills within the class.
- The environment for learning is supportive with examples of work on display throughout the school. Children's literacy work is displayed on the Star Writer's Wall to demonstrate progression throughout the year and it is linked to the progression framework. In all classes there is a Numeracy Wall and Literacy Wall which is supporting learning. Outdoor learning is being encouraged to extend the learning experiences of the children and children are able to bring to life skills they have been learning e.g. gathering data for bar graphs, measure and child led science enquiry.
- Children in the early stages can clearly articulate their learning and the active approaches taken in Literacy and Numeracy. They work in groups with differentiated tasks for each group clearly displayed. These tasks are discussed by the teacher so that they fully understand what they should be doing. They can relate earlier learning within a different context e.g. sounds learned previously into a new task.
- Children are given opportunities to relate their learning to real life experiences; within the local community gathering data from street observations, in order that the children can see the practical application of the skills they are developing. Children in the upper stages could discuss how their learning in Maths and numeracy related to real life contexts and learning across the curriculum.

- Children in the upper stages spoke confidently about their learning and social roles in cooperative learning and were able to articulate how they learned different skills using this methodology.
- In Literacy children in the upper school engaged well with a shared text, each child having a clear role in the group discussion; clarifying the meaning of words; identifying rhetorical questions, emotional language etc. They were able to articulate how they would be successful in their learning and this was evaluated against the success criteria at the end of the lesson.
- Children are given clear and purposeful feedback throughout the school allowing children to speak with confidence about what they need to do to improve their learning. This was particularly evident in Writing work and it enabled children to identify their next steps. Feedback is now purposeful throughout the school and can be used by the children to improve their learning allowing them to talk more confidently about how they apply their skills across the curriculum and in real life contexts.
- In the upper school the children had targets on their desks, which they were able to articulate and identify how they could improve their learning. These targets are reviewed regularly.

**2. Increase the pace of improvement of the curriculum through clearer focus on what children will learn by enabling staff to take a lead role in developments – good progress has been made in taking this forward**

Strengths

- The Head Teacher and staff have worked in partnership with pupils and parents to ensure that a clear curriculum rationale has been developed with the gospel values of the school at its heart. The rationale has been developed to ensure that there is a clear shared ownership of it. A child friendly wordle has been created and is in display in all classrooms. The rationale was further used to carry out self -evaluation by turning the rationale statements into questions for evaluation by staff and parents. Children, staff and parents are now aware of what makes St Machan's unique and the context in which their school operates. The children also are clear about what they learn and why they are learning.
- A clear and consistent format for forward planning is in place for all classes, this includes the use of the Education Scotland Significant Aspects of Learning and Progression Frameworks. As a result a clear skills progression in all curricular areas are now clearer. Assessment used in Assessment week are now clearly planned around the Significant Aspects of Learning and Progression Frameworks. Teaching and Learning meetings support this planning to ensure that it reflects the learning needs of the children in the class.

- The school engaged with East Dunbartonshire Council's Numeracy Hub. Based on clear self-evaluation the staff identified 'measure' as the area which would be addressed within this Hub. Staff created lessons with measure as a focus and engaged in moderation activities which included creating assessment for children at the start and the end of the teaching block. These were moderated using the Significant Aspects of Learning and Progression Frameworks. As a result of this initiative evidence is showing a clear improvement in children's skills. The school have also developed a Numeracy Policy which includes a robust template of a good numeracy lesson. This model is going to be used in future developments.
- Cluster curricular initiatives and moderation activities with other schools continue to make a strong headway. Staff are enthusiastic about developments which have taken place in RERC, Technology, Numeracy and ICT. They are active in the moderation work being carried out and appreciate the direction these developments are being led and look forward to future initiatives. The impact of these is now being seen in the class where there is a progressive ICT programme in place and where teachers are more confident in delivering ICT and the RERC course is embedded.
- It is clear throughout the school that children understand about what they are learning. Evidence on class walls of pupil thoughts and evaluations are succinct.

**3. Build on the effectiveness of self-evaluation to bring about a greater consistency in learning and teaching and continued improvements to the pace and challenge in learning for all children – very good progress has been made taking this forward.**

- A rigorous calendar of monitoring is in place with pupil progress monitored through jotter sampling, pupil focus groups, class observations. Regular and focussed class visits are in place. These are followed by more focused teaching and learning meetings with teachers are in place where pupil progress is discussed within the context of the seven design principles. This contributes to a clear cycle of Quality Assurance which includes assessment weeks. Less formal short visits (5 minutes) provide support for staff and help share effective practice.
- Systems for assessing, monitoring and tracking children's progress are in place and assessment data is analysed to evaluate pupil progress and plan for the next steps in learning. Assessments driven by Significant Aspects of Learning and the Progression Frameworks are ensuring that children are being assessed with a focus on next steps in learning. This is helping to inform professional dialogue, planning, challenge and support for children. SIMD data is used within tracking so that they can be closely monitored and supported in their learning. All teachers know the children in their classes of the lowest SIMD and these children are part of discussions at teaching and learning meetings. Strategies and supports are in place for those children should they be needed.

- The tracking also includes the tracking of wider achievement. Children have the opportunity to share their achievements at the weekly assembly. Children who do to have opportunities for achieving outside school are targeted and given opportunities to access wider achievements.
- Moderation is now embedded into the practice of the school and time is clearly set aside in the collegiate calendar to do this.
- The school regularly consults with parents, children and staff through a variety of ways. 2 stars and a wish questionnaire given to parents and many of the wishes overtaken. Parents continue to be consulted regularly on the school and the service it provides. The Pupil Council children have worked in partnership with parents to bring about improvements in the playground area, which they appreciate.

The headteacher and her staff are now well placed to take the school forward within this established cycle of self-evaluation to ensure continued consistency in teaching and learning. The Education Quality Development Service will continue to provide support to the Head Teacher and the staff on a regular basis.