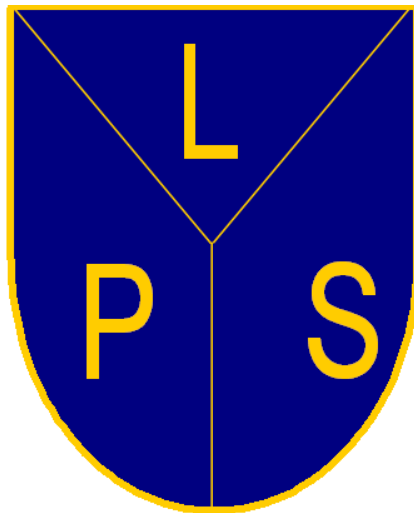


Longhaugh Primary School

Internal Audit

November 2013

Final Report



Overview

The internal audit was a thorough look at the work of our school. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. We looked at some particular aspects of the school's recent work, including the maths provision across the school, use of ICT and supporting vulnerable children. As a result, we were able to find out how good the school is at improving children's education.

The three main reasons for our audit are

- (1) promote continual improvement;
- (2) evaluate and report on our capacity to improve;
- (3) provide assurance to users on the quality of education

Staff engaged well in the whole process and many positives have come from it. There are clear areas of strength in the school – staff commitment to getting it right being a key one. There are also a number of areas that need to be developed and these will be part of year 2 and possibly year 3 of the current school improvement plan.

How Was Evidence Gathered?

All staff were issued a questionnaire pertinent to their role at the school. All teaching staff had one Professional Support Visit either from SMT, Colleague or Mr. Jim Coyle (HT Hayshead Primary Arbroath) or Mrs. Morag Cooney (QIO)

All staff were part of a focus group, facilitated by a colleague, on school improvement.

Primary 4 – primary 7 children completed a questionnaire and representatives were part of a focus group.

Parent completed a questionnaire and a representative group were part of a focus discussion group.

The Senior Management Team collated the most recent self-evaluation evidence which forms part of the report also.

QI 1.1 Improvements in performance

Overall quality of Achievement

Strengths:

- Re-launch of in school house system
- Improved leadership roles amongst mainly senior pupils
- Extra-curricular clubs are well attended particularly football, netball, choir and drama
- School are better at identifying pupils achieving within learning, without necessary attaining
- Children are willing and able to speak to a wide range of audiences
- Pupils have good opportunities to build partnerships with the local community through visits to care homes, nursery etc. developing skills for life and work.
- Excellent use of Twitter both at whole school level and class level in P5/6

Aspects for Development:

- Develop folios to include wider achievements
- More consistent approach to promote wider achievement

Standards of attainment over time

Strengths:

- Recently introduced tracking system keeps staff well informed of pupil progress
- Robust and rigorous analysis of baseline data has led to a change in support for learning, targeting identified children more effectively
- More structured attainment meetings have proved challenging, however has allowed teachers professional judgement to form a more rounded picture of each individual child
- LAC children and those at risk of missing out are well tracked, and at present there is no evidence of any significant gap
- Data provided to the school by the authority presented a fairly bleak overview of attainment however once these figures were fully analysed, it showed almost all children are progressing at age and stage appropriate level
- Information gathered from children who were part of the moderation progress were reflective of baseline testing and of teacher professional judgement
- Children who require additional support to reduce barriers to learning are being well supported by Mrs McKinney
- Good high quality discussions take place between CTs and Mrs McKinney to identify targeted support

Aspects for Development:

- Continue to develop use of a wide range of assessment tools and information including NAR, formative and summative assessment
- To identify attainment trends and learners progress over time
- Monitor and measure the impact of the provision for children accessing the Jigsaw room (for significant periods of time)
- More rigorous and robust records of pupil attainment must be implemented within LSG, and should be shared regularly with SMT
- For lessons observed, differentiation and pace and challenge needs to be addressed within LSG
- Deployment of staff needs to be reviewed regularly and tailored to suit need

English Language

Strengths:

- RWI already beginning to have an impact on groupings and attainment
- EYP used effectively as a Reading teacher
- Pupils have good opportunities for writing in a variety of contexts
- Writing is delivered effectively within LAC across all stages
- Effective procedures for moderation of writing
- Literacy World used effectively in the upper school
- Good use of ICT to enhance learning & teaching (flipcharts, you tube and Web 2)

Aspects for Development:

- Coherent Literacy programmes to be devised and implemented in LSG
- Listening & Talking programme to be developed (Working Group)
- Presentation of work needs to be improved and more emphasis placed on handwriting

Mathematics

Strengths:

- Good structure to the majority of Maths lessons, with evidence of IMM
- Beginning to group children more effectively, in particular to stretch and extend the more able
- More effectively supporting learning in Maths
- Good use of Active Maths across all stages, however this does need further developed
- Pace and challenge on the whole was good, however must ensure differentiation to meet needs of all learners

Aspects for Development:

- Continue and maintain this approach and structure to maths delivery including a plenary session and IMM activities
- IMM to be further developed across the school to ensure that pupils have the ability to transfer these skills to other aspects of learning
- Develop of programme of work to ensure progression through the Es and Os
- Develop use of ICT in Maths

Impact of improvement plan

Strengths:

- Staff involvement and engagement with improvement plan, including working groups last session and the majority of working groups this session have made progress
- Improvement plan is having a positive impact on L& T within school
- Self- evaluation feeds well into priorities for improvement plan
- HT ensures that priorities are discussed and reviewed with staff

Aspects for Development:

- Detailed improvement plan for LSG is essential, linking to main SIP where possible
- Although SE process is good, should be articulated with staff on amore regular basis
- Parents need to be more involved in School Improvement Plan

QI 2.1 Learners' Experience

How well do children learn and achieve

Strengths:

- Almost all pupils are motivated and eager participants in their learning
- Pupils are polite and well behaved
- A positive start has been made to involving pupils in planning their learning experiences
- Children are actively involved in their learning, with the majority of pupils being encouraged to show curiosity
- In most cases, very good account is taken in planning and delivery of learning & teaching of Higher Order Thinking Skills

- In all lessons there is evidence of appropriate LIs and SC directly linked to Es and Os
- Young people who are at risk of missing out or disengaging from learning are given good support from all staff, in particular the Jigsaw Room
- Leadership roles, particularly with our senior is very strong
- P5 & P5/6 in particular work hard to recognise and celebrate wider achievement at class level

Aspects for Development:

- There is some evidence of pupil involvement in generating SC, however this has to be developed further
- The work being undertaken within the Jigsaw Room now needs to be measured for impact eg, Boxall, ABL and Dundee's desired outcomes
- Communication between LSG & sending school has to be developed to ensure consistency across learning
- In some cases, pupils can be passive in their learning, with some evidence of dead time
- While there is good examples of feedback in almost all classes, enriching feedback is a developmental priority

QI 5.1 The Curriculum

How well does the school help children to learn?

Strengths:

- Curriculum for excellence and the seven principles of curriculum design are well embedded across the school
- Strong programmes now in place for RME, Science and aspects of Literacy
- New planning format involves young people in the planning process, and has created better opportunities for interdisciplinary learning
- Many staff show innovative practice when delivering the new curriculum
- Through close reference to BTC 4 Skills for life, learning and work are beginning to permeate the curriculum across most stages
- LSG and work within the Jigsaw room have had a significant impact on a number of children with serious barriers to learning, being able to access the curriculum
- RWI is now a significant part of the Early level literacy programme, with a significant number of staff now trained and confident at delivery
- The development of the curriculum is based on self-evaluation

Aspects for Development:

- **ICT to support and enhance learning, particular attention to local authority whole school plan**
- **Tracking Experiences and Outcomes**
- **Programmes of study for IMM and Problem Solving need to be developed**
- **Programme of study for Listening & Talking should also need to be developed**
- **More account needs to be taken of parents views when forming and shaping the curriculum**
- **More account needs to be taken of HWB permeating the curriculum at all stages**
- **Bounce back resource needs to be part of HWB programme of study and embedded at all stages**
- **SMT must share social goals regularly as part of whole school approach to HWB**
- **More structured planning with an emphasis on HWB needs to be developed in LSG and Jigsaw Room with specific targets for individual children**
- **Transition between stages needs to be developed and improved**
- **Develop whole school homework policy**

QI 5.3 Meeting Learning Needs

Strengths:

- **There is a whole school nurturing approach, with a very positive ethos ensuring our young people feel safe secure and valued**
- **Across the school almost all staff deal with young people with care and sensitivity**
- **Our shared vision, values and aims form the basis of positive relationships**
- **The Jigsaw room provides a supportive inclusive environment for children experiencing social, emotional and behavioural difficulties**
- **Across the school many children are actively involved in their own learning**
- **Initial work with school family, development work has proved successful;**

Aspects for Development:

- **Individualise programmes have to be much more robust and used as a working document. Class teachers have to be involved in these, and refer to these as working documents**
- **Individualise planning in LSG has to have more of an impact and inform planning for reintegration back into mainstream**
- **Partnerships between LSG and sending schools have to be developed to ensure the same shared targets for pupils**
- **Build on initial good work on learning conversations between staff and pupils**

- Continue to work towards single child's plan, including involving other agencies
- Ensure Support for learners is targeting the right pupils
- Staff need to be more confident at using ABL strategies to best meet the needs of all learners
- Further develop learners' profiles

Comments on teaching for effective learning

Strengths:

- Almost all lessons observed were good or better and in one case excellent
- All lessons were very well structure including Lis, SC and good reference to Es and Os
- Pace and challenge was overall good
- Observed lessons from external visitors were very positive, highlighting particularly the effective use of co-operative learning
- All staff have very positive relationships with pupils
- All staff work particularly hard to ensure positive outcomes for pupils
- Staff are using stimulating contexts to capture interest and engage young people in learning, particularly middle to upper stages
- Increasingly a variety of pedagogy to enhance learning
- Effective questioning came out strong, good variety of open and closed questions
- Teachers are skilled at using ICT to enhance lesson delivery, particularly use of flipcharts

Aspects for Development:

- More evidence of feedback to identify next steps and improve learners' progress, with more reference made to these targets
- In a minority of cases there is still dead time, appropriate activities need to be made available
- Still some evidence of lessons being teacher led
- More evidence of pupils using ICT to enhance learning experiences

QI 5.9 Improvement through self-evaluation

How well does the school improve the quality of its work?

Strengths:

- **Robust programme in place for self-evaluation targeting 5 main QIs plus three year rolling programme for all remaining QIs**
- **Robust and rigorous professional support package in place for all staff, including PRD**
- **Self-evaluation findings lead directly into school improvement plan**
- **Staff are very involved in all aspects of self-evaluation process including internal audit, open voice, professional dialogue and discussions with staff**

Aspects for Development:

- **Involve parents and pupils more in self-evaluation process**
- **A more regular sharing of findings from self-evaluation**
- **Better system in place to ensure annual review in support staff**

Parent Focus Group Response

Question	Response
Have you noticed any differences in the school over the last few years?	<ul style="list-style-type: none"> • Communication much better • Like oldest & only system for letters • Like newsletter layout, easier to read, not bombarded with too much information • Enjoy reading twitter, good balance between learning & communication • Much more notice now of events etc. which allows time to organise • Would like more information about whole school not just about class children are in
Would you say your child is happy coming to school? Supported? What is their impression of behaviour? (classes/corridors/dining hall etc)	<ul style="list-style-type: none"> • Children very happy coming to school • Happy 99% of time, if not completely happy does not tend to be school issue • Children comment on behaviour overall being good • Children very well mannered & polite
How does the school involve you in supporting your child's learning?	<ul style="list-style-type: none"> • Like labels in diary, when children say they are doing nothing at school, can refer to these • Labels about learning also mean they can support with this or speak to CT about difficulties • Would like consistency, as not all classes share learning, at times just communication • Parent evenings very informative • Open doors are very popular and allow parents to find out more about learning • Would be better if not always a Friday as not all parents can attend • Weekly in P1 was too often
Do you feel that you are listened to/ that staff are approachable?	<ul style="list-style-type: none"> • Majority of staff very approachable, some more than others • Never turned away, always someone available to listen • Notes in diaries responded to immediately • Any concerns always dealt with
Would you feel confident that any concerns would be addressed?(e.g. anti-bullying)	<ul style="list-style-type: none"> • Concerns always dealt with quickly & effectively
Do you think that the school's methods of communication with parents are timely/appropriate? (e.g. newsletter, website, text alerts re absence, letters, parent contact evenings etc)	<ul style="list-style-type: none"> • Text messages, good reminder if you have forgotten to inform school of absence • Excellent methods of communication • More parents using twitter • Like two parent evenings • First parent evening too early • Would like 'Meet the teacher' event in term 1
Does the school actively acknowledge your child's achievements (dept. ad hoc letters, stamps in planners, certificates, awards etc?)	<ul style="list-style-type: none"> • Like praise/recognition in diaries but could be more consistent • Children like stickers at dinners • Enjoy star awards and sharing at home • Green trip

Parent Questionnaire

What stage(s) is your child (children) Please tick all that apply

P1 P2 P3 P4 P5 P6 P7

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	The school helps my child to be more confident	29	33			1
2	My child enjoys learning at the school	39	24			
3	My child's learning is progressing well	41	21			1
4	My child is encouraged and stretched to work to the best of their ability	35	24	1		3
5	The school keeps me well informed about my child's progress	33	29	1		
6	My child feels safe at school	32	29	2		
7	My child is treated fairly at school	36	25			2
8	I feel staff really know my child as an individual and support them well	34	29	1		
9	My child benefits from school clubs and activities provided outside the classroom	26	27	1		4
10	The school asks my views	19	38	4		2
11	The school takes my views into account	24	34	2		2
12	The school is well led	36	27			
13	Overall, I am happy with the care and education my child gets in school	42	21			

Pupil Questionnaire

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	The school is helping me to become more confident.	96	49	3		2
2	I enjoy learning at school.	78	40	5	1	5
3	I am getting along well with my school work.	72	56	3		3
4	Staff encourage me to do the best I can.	103	29	1	1	
5	Staff talk to me regularly about how to improve my learning.	80	48	2		3
6	I get help when I need it.	100	27	1	1	2
7	Staff listen to me and pay attention to what I say.	94	34	2		3
8	I have a say in making the way we learn in school better.	65	57	5	1	5
9	Staff expect me to take responsibility for my own work in class.	104	27	1		3
10	Staff and pupils treat me fairly and with respect.	88	37	4		2
11	I feel safe and cared for in school.	98	32		1	1
12	I have adults in school I can speak to if I am upset or worried about something.	105	23			3
13	I find it easy to talk to staff and they set a good example.	76	49	2	2	5
14	Staff make sure that pupils behave well.	101	31	1		1