

Session 2023 - 2024

School: Dulloch Primary School	Date of Visit: 26.04.24
LP Partners: Cairneyhill PS Pitreavie PS Lesley Henderson	
Education Manager: Sarah Else	

Overview of focus/format of LP visit: (Please be very clear on focus/purpose of visit)

Professional Dialogue, classroom visits and focus group sessions to observe and validate the school's work around the use of Quality Improvement Methodology with a particular focus on Literacy. The school articulated their journey within this area over the last 3 years and shared detailed data and analysis to provide evidence of improvement in attainment and learning.

Outcome/Strengths identified:

- The learning partnership team were made to feel very welcome by all within the Dulloch School community during their visit and in particular the children who were polite, well-mannered, and willing to engage in discussion with visitors about their learning. The school values of Respect, Belong & Grow were evidently embedded across the school.
- The senior leadership team led by the highly effective headteacher have a very good understanding of what self-evaluation evidence is telling them and this then informs strategic planning.
- The planned approach to learning by enquiry through the use of improvement methodology led effectively by the depute headteacher is empowering teaching staff to take the lead on improvements and to engage in professional learning which leads to impact on learning experiences for children in their classes.
- Improvement planning is based on rigorous evidence which is not only understood by senior leaders but also by class teachers and so this supports them to improve learning teaching and assessment and outcomes for children across the school.
- There is clear evidence from classroom observations and attainment data that school improvement activity is leading to improved outcomes for children who are making good progress in learning as a result.
- From classroom observations class teachers were using assessment data to inform the focus for learning in each of the classes visited and this was building children's writing skills through the use of tools for writing. Where observed, more able to children were being given individual targets to challenge them where this was required.

- From classroom observations and focus groups, children were experiencing a much more individualised approach to learning particularly around target setting and were aware of how this was linked to prior learning and assessment.
- Staff in a focus group spoke very positively about the changes to their practice that being involved in leading and implementing improvement methodology had brought about and the impact this had on planning for learning and teaching. This is then resulting in children in their classes having much more tailored approaches to learning with specific and measurable targets around learning.
- The staff focus group spoke positively about their involvement in school improvement and the need to create urgency (Kotter's Steps to Change) around a change project to ensure shared understanding from all within the community. This not only was shared with the staff team, but also by children across the school who could talk confidently about their involvement in improvement methodology approaches and how this benefited them in their learning.
- Children in focus groups and during classroom observations spoke confidently about the positive impact that teacher professional learning and involvement in improvement methodology has had on their own learning and how this helps them to do better and improve further.

Areas for Improvement/Planned Next Steps

- As a small action you may want to consider revisiting your jotter presentation standard to ensure that all are in agreement with this, it is fit for purpose and that this is applied consistently by all staff across the school.
- It would be beneficial to ensure that writing is displayed in classes as part of celebrating success to highlight where children have met success criteria and to exemplify what a good one looks like.
- Staff should consider planning for opportunities for children to link their current learning to other curricular areas and prior learning to ensure the transference of skills across the curriculum.

Headteacher:

Laura Spence