



**Perth and Kinross Council
Education and Children's Services**

**Extended Learning and Achievement Visit Report
Errol Primary School
18 & 19 January 2012**



BACKGROUND

To support the school in the process of self evaluation, a team of officers from across Education and Children's Services visited Errol Primary School on the 18 and 19 January 2012. The themes were subject to scrutiny through core Quality Indicators from *How good is our school?*

The school's Standards and Quality Report 2010-2011, the School Improvement Plan 2011-2012 and the school's own self evaluation pro-forma formed the core documentation for scrutiny and discussion during the visit.

During the Extended Learning and Achievement visit, the team carried out discussions with the management team and other staff, observed learning and teaching in classes, reviewed documentation including children's work and met with groups of children and parents/carers.

The strengths and areas for improvement identified as a result of the self evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Areas of positive practice

Overall children are making good progress with their learning.

Children are given good opportunities to take responsibility at school, for example the Eco Committee, buddy system, Playground Friends and the school house system. Their achievements both within and out with the school are celebrated in a variety of ways including assemblies, Special Mentions and the new school website.

At all stages within the school, children are polite and welcoming. They are respectful to each other and to adults. Children feel safe, protected and highly valued at school and are confident that they are listened to. The nurturing approaches, which are evident throughout the school, actively promote the care and welfare of all.

The school has developed a good range of strategies to meet the needs of learners who require additional support.

Children have access to a very good range of clubs, including science, dance, football, netball and a glee club, which build confidence and give the children enjoyment and the opportunity for success.

Well organised and effective transition arrangements are in place to support learners moving from Primary 7 to secondary and nursery into Primary 1, where children experience joint play opportunities throughout the school year.

The newly established nursery hub provision is providing support for children and families which is responsive to their needs.

Areas for improvement

Continue to develop and implement robust arrangements for tracking progress, including the use of the new tracking and reporting module in SEEMiS, to ensure pace and challenge across the school by June 2012.

Continue to develop strategies to record and evidence children's achievements in a manageable way, including the use of e-portfolios and the primary 7 profile, to ensure coherence and progression for all learners by June 2012.

Continue to develop a shared understanding of high expectations with immediate effect across the curriculum by;

- using the new Perth and Kinross Standards in literacy and numeracy
- developing approaches to establish shared standards in the other curriculum areas.

LEARNING

Areas of positive practice

Almost all children listen attentively to explanations and instructions and work well together. Most are actively engaged in their learning.

There are many occasions for children to work with their peers in other classes throughout the school resulting in a wider range of shared learning opportunities for all.

The approach to interdisciplinary learning gives children an opportunity to be involved in planning their learning.

The breakout areas provide well-structured and varied opportunities for play and active learning throughout the school.

Pupil Learning Folders contain a range of evidence of learning in different curriculum areas which is clearly linked to learning intentions.

The Eco Committee take responsibility for planning whole school experiences. A Food Festival was organised by the Eco Committee resulting in productive links with local food producers and the development of real life learning opportunities, such as a visit to Mackies crisp factory.

Areas for improvement

In order to ensure learners have a consistently high quality experience throughout the school, all staff need to work collaboratively to develop and embed effective approaches to learning and teaching by;

- continuing to focus on assessment for learning principles, particularly questioning, success criteria and feedback by June 2012
- embedding cooperative learning approaches
- continuing to develop the cohort folders and reviewing their use and impact by October 2012.

Further develop approaches in gathering evidence of progress in learning to ensure children are fully involved in the process.

Develop children's skills to become more fully involved in planning, thinking and talking about their learning so they are able to reflect on and articulate their next steps.

Ensure that the range of external development opportunities teachers participate in, including the local management working groups, impact more fully on children's learning.

LEADERSHIP

Areas of positive practice

The headteacher demonstrates a comprehensive knowledge of children and families within the school community. A high level of pastoral support is provided for all.

The recent re-development of the school website, using a blog, to promote and share the work of the school has had a positive impact on the school ethos and resulted in a raised profile for the school in the local community. A wide variety of information about the school can be found on the website which also includes areas for the Parent Council and the new Errol Children's Club.

There are strong links with partner agencies such as the Community Link Worker, Speech and Language Therapy, pre-school home visiting teacher and the Early Years Development teacher.

Parents appreciate the positive, welcoming ethos of the school and the opportunities that exist for them to be involved in the life of the school. They find the school staff and management team very approachable and helpful.

The Parent Council is highly committed to supporting the school and work very well in partnership with the headteacher and the rest of the staff team.

Areas for improvement

In order to ensure that identified priorities impact fully on children's learning

- the newly formed senior management team (SMT) need to establish clear leadership roles and remits by April 2012.
- the SMT and staff should work together to identify appropriate levels of responsibility within the school improvement process by June 2012.

Begin now to develop self-evaluation processes so that children, staff and parents are involved to ensure everyone has a clear understanding of the future direction of the school and its priorities for improvement and keep under constant review.

Seek opportunities to further involve parents in children's learning, including a review of current approaches to homework across the school.

Conclusion

The positive, purposeful and welcoming ethos in Errol Primary School supports children very well. Staff, children and parents have a great sense of pride in their school. Children feel happy, safe and valued and are very involved in the life of the school.

Parents appreciate the purpose-built, spacious accommodation, which is well organised by staff to provide a range of learning experiences for children. They feel Errol is very much a school at the heart of the local community and have confidence in the school, its leadership and staff.

The headteacher, staff, pupils and parents should now work together to identify, support and evaluate the impact of current and future improvements to ensure all children at Errol Primary School have a consistently high quality experience and achieve their full potential.

The school should now use the information from this report to take forward improvements within the school and to develop the School Improvement Plan for session 2012-2013.

[HMI Report *http://www.hmie.gov.uk/documents/inspection/ErrolPS.pdf*](http://www.hmie.gov.uk/documents/inspection/ErrolPS.pdf)

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