

**Education Performance Sub Committee Reporting  
Headteacher Feedback Form**

<b>DATE</b>	5 October 2023
<b>TIME</b>	1pm
<b>SCHOOL</b>	Stirches Primary School
<b>HT</b>	Lesley Miglis
<b>Parent Council Chair</b>	Ms Laura Millar
<b>SMT (Insert numbers DHT, PTs etc)</b>	Lesley Miglis Head Teacher Caroline Irvine Principal Teacher
<b>NO OF PUPILS</b>	121
<b>NO OF CLASSES (detail composite classes numbers)</b>	5 classes plus ELC P1 = 19 pupils P2/3 = 22 pupils P3/4 = 21 pupils P5/6 = 20 pupils P6/7 = 24 pupils ELC = 15 pupils
<b>DATE OF FOLLOW THROUGH VISIT</b>	N/A
<b>DATE OF PUBLICATION</b>	3 <sup>rd</sup> of October 2023
<b>MAIN ACTIONS TAKEN to address Areas of Development (since publication of report)</b>	<p>In the 9 weeks since we were visited we have taken forward the following actions</p> <p>We have created our Pupil Equity Plan and we have created our School Improvement Plan in alignment with the verbal feedback we were given from the inspection team. Our actions will focus on:</p> <p><u>Priority 1 -</u></p> <ul style="list-style-type: none"> <li>• All staff will be familiar with Aifl principles to ensure that children know what they are learning and the steps needed for success.</li> <li>• There will be consistent and agreed methodologies to ensure that learners are supported with high quality questioning and that there are opportunities throughout learning to clarify children's understanding.</li> <li>• Raising attainment in Numeracy and Mathematics through the development of effective and consistent learning and teaching methodologies and through the implementation of effective and progressive planning and assessment. Implementing the #SBCWay Numeracy into good classroom practice and using this effectively in our planning.</li> </ul>

- Embedding of the work done last session on effective teaching methodologies in Literacy incorporating North Lanarkshire Active Literacy and engaging in the SBC Way with a focus on Reading, Writing, and Oracy.
- Developing our curriculum to ensure all children have a progressive curriculum aligned with Curriculum Rationale and Vision, Values and Aims and that our staff have voice in the creative development of this. Ensuring our curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of our learners. Creating learning pathways which support children to build on their prior knowledge and are based on the principles of curriculum design.

#### Priority 2 –

- Continuing to support and develop nurture principles as a nurturing school further implementing SBC Inclusion policy focussing on Nurture Principles 1 – Children’s learning is understood developmentally and Principle 6 – The importance of transitions in children’s lives.
- Supporting the process of leading and developing differentiation to ensure all pupils have a range of resources to support/challenge at all levels of learning and that all tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for our learners.
- Ensuring all our pupils know their individual learning targets and next steps to ensure personal progression.
- Continuing to develop our assessment evidence and ensure that there is clear understanding of progression across Curriculum for Excellence levels through effective moderation. Ensuring that all pupils attain their best based on assessment evidence collected being used formatively.

#### Priority 3 –

- Become familiar with key Play Pedagogy documents, research and professional reading texts.
- Develop effective interactions, environments and spaces to appropriately meet the needs of all ELC and P1 learners.
- Effectively observing and assessing learners in P1 play to effectively support next steps in learning.
- Extending children’s voice to ensure their interests will be evident in experiences planned for learning.

**PROGRESS MADE**

- Ensuring all staff have clear understanding about Stirches expectations for learners. Ensuring that all assessment evidence is used to effectively meet learners needs.
- At our Inservice day in August staff have already completed work on enhancing their knowledge and understanding to support the process of leading and developing differentiation and providing resources to support and challenge pupils at all levels ensuring appropriate pace and challenge. Staff have also completed reflective workbooks and professional dialogue sessions to aid their professional understanding and have begun to work towards the completion of a practitioner enquiry based on Differentiation and have been given professional reading to support with this - "Making Differentiation a Habit" Diane Heacox (This will be ongoing throughout the year)
- Professional learning has also begun on engaging with the SBC Way focussing on Oracy to develop our Literacy practice across the school and ELC.
- We have also refreshed Formative Assessment strategies and effective practice in relating to the creation and sharing of Learning Intentions and Success Criteria to ensure that these are not just shared at the start of lessons at Stirches Primary School but are revisited throughout the lesson in pitstops so that our children can review and reflect on the steps necessary to be successful in their learning. Staff have completed a padlet identifying their next steps in taking this forward and there is a shared understanding regarding Stirches expectations.
- Staff have begun to engage with the #SBCWay in relation to Numeracy. They have introduced the Northern Alliance planners to ensure consistency in planning processes across the school and have effectively used MUNP assessments (again identified as good practice in the #SBCWay) to identify gaps in learning. Staff have also completed training in Number Talks to ensure consistency in classroom conversations based around carefully planned problems that are solved mentally. All staff have incorporated these into daily effective numeracy lessons.
- Staff have also begun to moderate writing and have had professional discussions about progress across Curriculum for Excellence levels. This has begun to develop valid and reliable decisions on learners' progress towards, and achievement of a level.
- P1 teacher and Principal Teacher have been taking part in SEIC Play Pedagogy Pioneer Connector training to explore and enhance Play and their professional knowledge through familiarisation of

	<p>early years' documents and professional reading. These staff and our Early Years' team have also been working to enhance their Interactions, environment and spaces (inside and outside) to ensure a seamless progression from ELC to P1. They are also going to be working to develop their Observations and assessments to ensure Children's voice is heard and that they are responding to their interests in our planning and delivery of Cross Curricular bundles.</p>
<b>ANY CURRENT ISSUES</b>	-
<b>FOLLOW UP INSPECTION</b>	N/A