



Boddam School - A Journey of Improvement

Emma Turnbull
Head Teacher

Background

- ▶ University of Aberdeen
- ▶ Allocated to Peterhead
- ▶ Class Teacher post at Boddam School
- ▶ Appointed as Head Teacher



My Priorities as a New Head Teacher



Inspection?



February 2017 - Inspection Findings

Nursery

Good

- Securing children's progress
- Ensuring wellbeing, equality and inclusion

Satisfactory

- Leadership of change
- Learning, teaching and assessment

Primary

Satisfactory

- Leadership of change
- Ensuring wellbeing, equality and inclusion

Weak

- Learning, teaching and assessment
- Raising attainment and achievement

Areas for Development

- Improve the **consistency** of children's experiences and outcomes in the classroom. To do this staff need to increase the **pace of learning** and provide more **challenging and relevant activities** better matched to children's needs and abilities. In addition staff should put in place **effective assessment arrangements** to support learning. These need to focus on clear smart targets and include regular evaluation of latest and best progress.
- The school should continue with its plans to develop staff's shared **understanding of progression** in order to assure **accurate monitoring and tracking of progress**. Staff need to have more opportunities within and beyond the cluster to **moderate achievement** at all levels.
- The school should continue with its work to develop well considered **wellbeing programmes** that are relevant to the needs of young people. This should include approaches to **track and monitor progress** in this area to continue to improve the wellbeing outcomes for all learners.
- **Improve attainment** in literacy and English and numeracy and mathematics.

Impact of Inspection

- ▶ Increased confidence in abilities
- ▶ Clear targets and goals to work towards
- ▶ Increased drive and ambition
- ▶ Increased accountability
- ▶ Increased support
- ▶ Partnership working
- ▶ ‘Springboard’ to improvements



QI 2.3	Learning, Teaching and Assessment	Inspection Grade February 2017: 2 – weak ELCC Inspection Grade February 2017: 3 - satisfactory
NIF DRIVER(S)	SCHOOL IMPROVEMENT AND TEACHER PROFESSIONALISM	
NIF PRIORITY/PRIORITIES	<ul style="list-style-type: none"> ➤ Drive innovation and improvement in learning and teaching, to use data to raise attainment and close the poverty-related gap, and to continue to improve the capacity of staff to self-evaluate for improvement. ➤ Ensuring that teachers have the range of skills they need to do their jobs as effectively as possible. 	

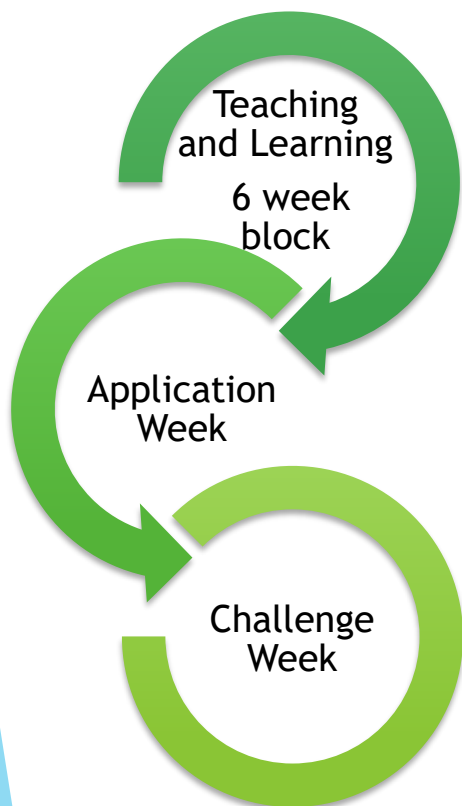
Key:

	This has been done
	This is in progress
	This is yet to be implemented

You Said	
<p>The school needs to review their approaches to effective learning and teaching to ensure all children are motivated fully and challenged appropriately.</p> <p>Too few children have an understanding of the purpose of learning and this is not made explicit in lessons.</p> <p>The language of learning needs to be much better embedded across all classes.</p>	
Actions	Intended Outcomes
<p>Introduced new learning, teaching and assessment cycle.</p> <p>Engaged with authority inputs on high-quality teaching and learning.</p> <p>Collegiately decided on key features of teaching and learning at Boddam School. Liaised with the Pupil Council on key features of teaching and learning.</p> <p>Reviewed BTC3.</p> <p>Learning intentions and success criteria have been investigated extensively and are now key features of lessons and learning.</p> <p>The skills for learning, life and work framework has been investigated and is used within learning experiences.</p>	<p>Teaching and learning time will be maximised.</p> <p>Assessment will be planned for and used to inform learning and teaching.</p> <p>Key features will be evident throughout classes and across curricular experiences.</p> <p>Learners will be provided with consistently high-quality teaching and learning experiences.</p> <p>Principles of Building the Curriculum 3 will be evident throughout practice and throughout the school.</p> <p>Children will use learning intentions and success criteria to self and peer assess and will be more confident in deciding next steps.</p>

Improvement Actions

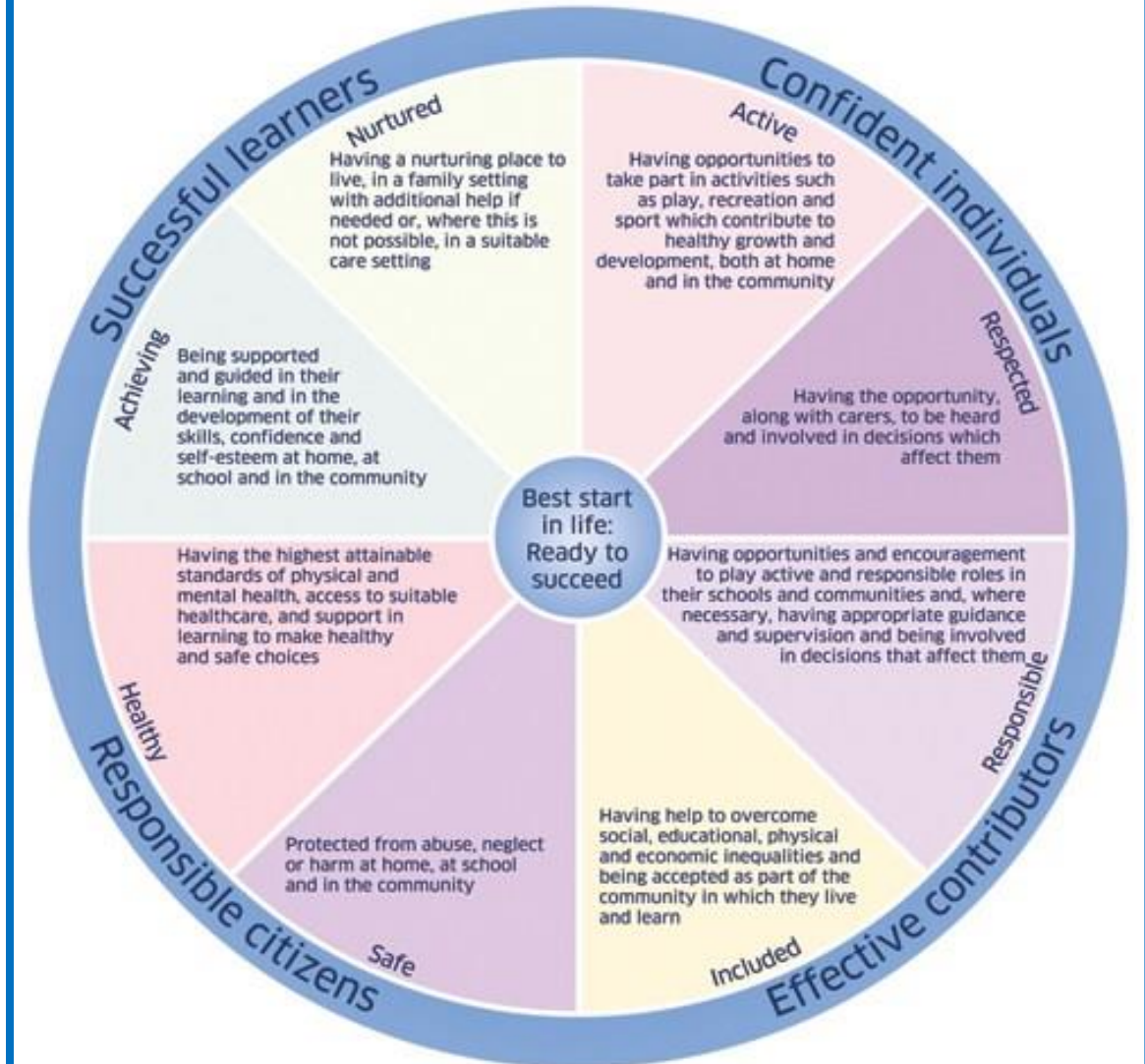
Second level Literacy and English - Listening and Talking



	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Listening and talking	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<p><i>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</i></p> <p><i>I regularly select subject, purpose, format and resources to create texts of my choice.</i></p> <p>LIT 1-01a / LIT 2-01a</p>	<ul style="list-style-type: none"> Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences. 					
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	<p><i>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</i></p> <p>LIT 2-02a</p> <p>I can recognise how the features of spoken language can help in communication, and I can use what I learn.</p> <p>I can recognise different features of my own and others' spoken language.</p> <p>ENG 2-03a</p>	<ul style="list-style-type: none"> Contributes a number of relevant ideas, information and opinions when engaging with others. 					
			<ul style="list-style-type: none"> Shows respect for the views of others and offers own viewpoint. 					
			<ul style="list-style-type: none"> Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. 					
			<ul style="list-style-type: none"> Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions. 					

Improvement Actions

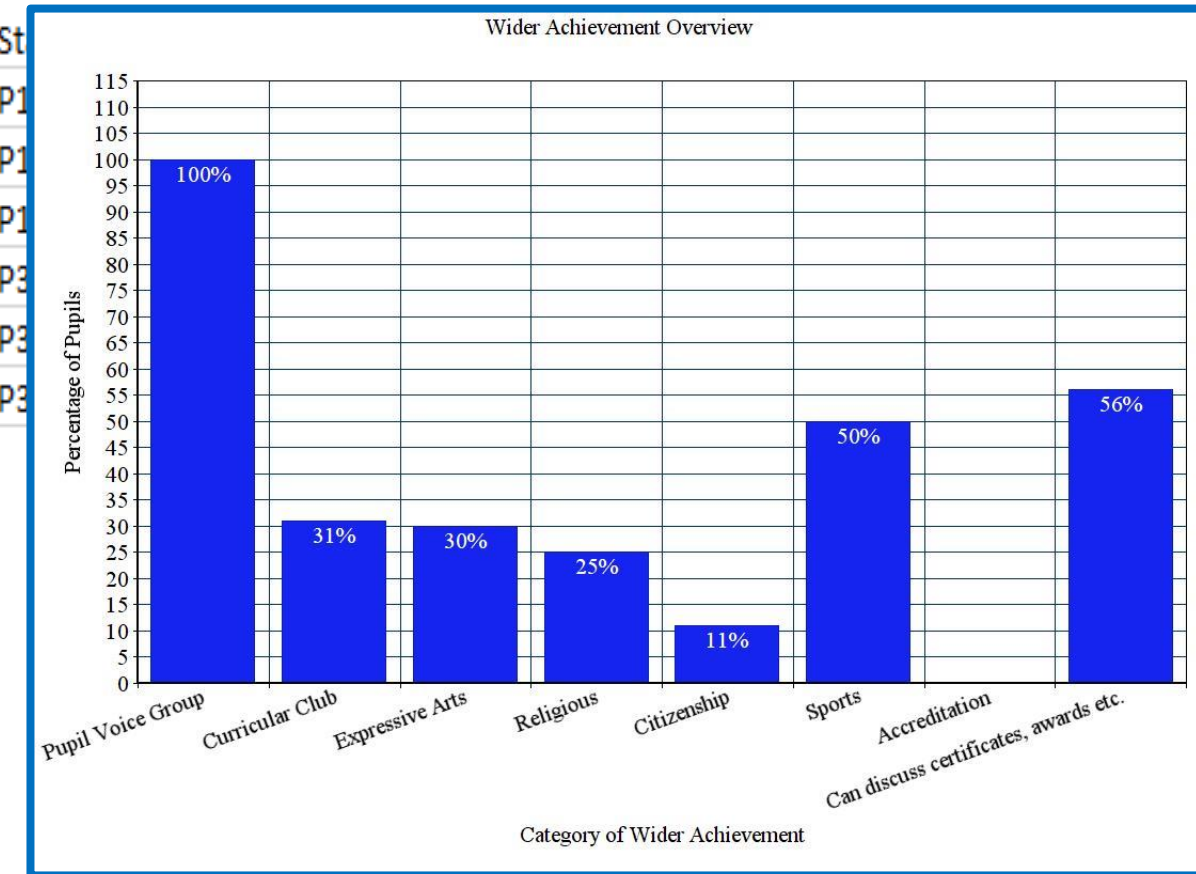
- ✚ Enthusiastic and engaging teaching approaches
- ✚ Relevance – real world contexts
- ✚ Effective use of questioning throughout the lesson
- ✚ Opportunities for dialogue
- ✚ Well-organised
- ✚ Appropriate pace of learning
- ✚ Effective use of technology
- ✚ Children's work used as good examples and praise given
- ✚ A meaningful plenary used
- ✚ Wider skills identified and discussed
- ✚ Effective use of feedback and creation of next steps



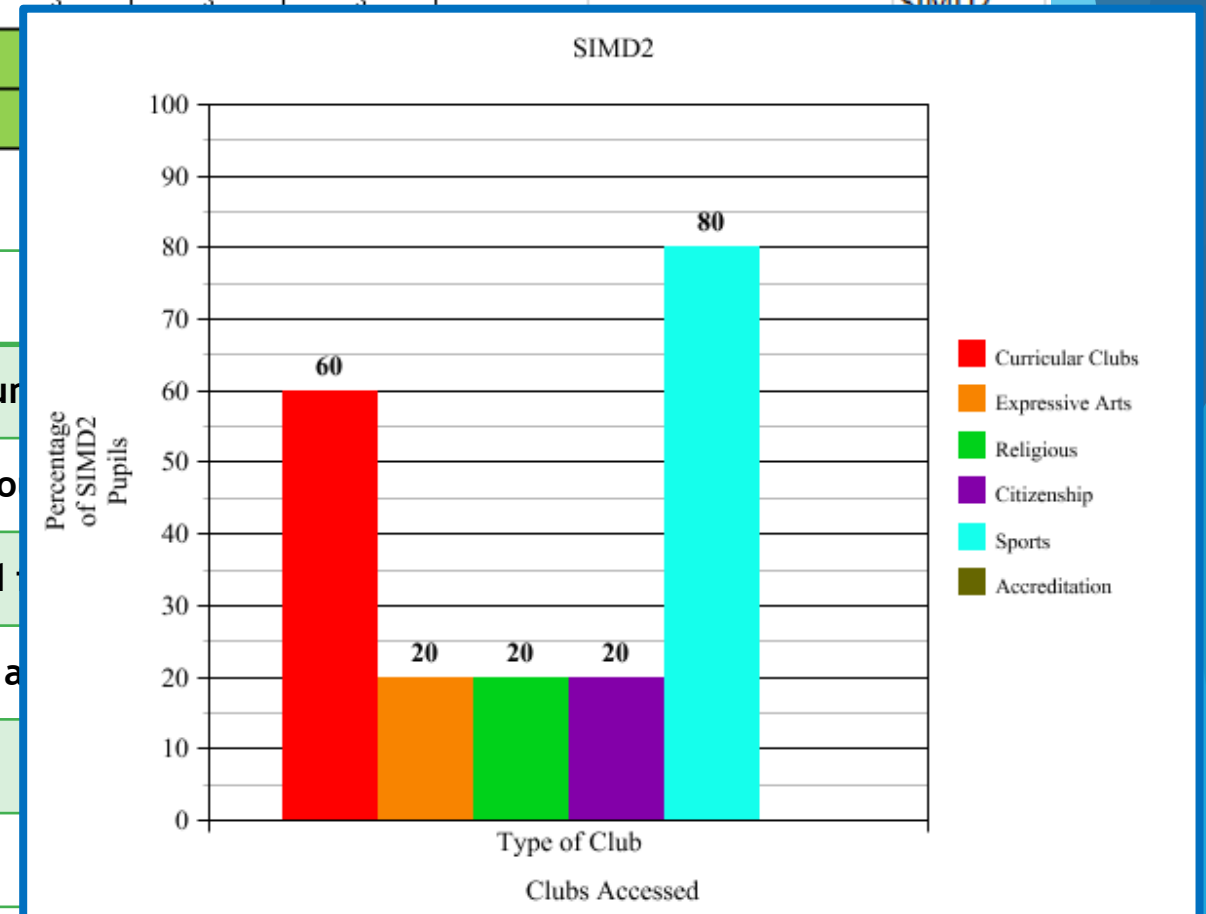
Tracking and Monitoring

					B = Baseline										P = Prediction									
					P1					P2					P3					P4				
	B	P	PR	PR	PR	B	P	PR	PR	PR	B	P	PR	PR	PR	B	P	PR	PR	PR				
	Sep	Jul	Nov	Feb	May	Sep	Jul	Nov	Feb	May	Sep	Jul	Nov	Feb	May	Sep	Jul	Nov	Feb	May				
LANGUAGE & LITERACY																								
Listening and Talking						2	3	2	3	3	3	3	3	3										
Reading						2	3	2	3	4	4	4	4	4										
Writing						2	3	2	3	3	3	3	3	3										
Modern Languages						2	3	2	3	3	3	3	3	3										
NUMERACY & MATHS																								
Number						2	3	3	3	3	3	3	3	4										
Money						2	3	3	3	3	3	3	3	3										
Measure						2	3	2	2	3	3	3	3	3										
Shape						2	3	2	2	3	3	3	3	4										
Position and movement						2	3	2	3	3	3	3	3	3										
Information Handling						2	3	2	3	3	3	3	3	3										
HEALTH & WELLBEING																								
Mental, Emotional and Physical						2	3	3	3	3	3	3	3	3										
Planning for Choices and Change						2	3	2	3	3	3	3	3	3										
P.E., Activity & Sport						2	3	2	3	3	3	3	3	3										
Food and Health						2	3	2	3	3	3	3	3	3										
Substance Misuse						2	3	2	3	3	3	3	3	3										
Relationships, Sexual Health & Parenthood						2	3	3	3	3	3	3	3	3										
EXPRESSIVE ARTS																								

Tracking and Monitoring



Jul	Nov	Feb	May	
3	3	3		EAL
3	3	4		EAL
3	3	3		EAL
3	3	3		SIMD2



- What are you doing to improve progress and attainment in this area?
- How will you measure the impact?
- What support do you require?

Pupil Voice Groups

I am part of the **Literacy** Pupil Voice Group.

Being part of the Literacy group helps me to develop my **skills** in:

Listening and Talking	Team Work	Making Improvements
<ul style="list-style-type: none">➤ Taking turns to talk➤ Listening to others➤ Building on what others' say➤ Sharing suggestions➤ Asking and answering questions 	<p>All playing our part to achieve a goal.</p> 	<ul style="list-style-type: none">➤ Listening to what others say/suggest➤ Sharing ideas➤ Designing improvements➤ Making improvements➤ Checking how good our improvements are. 

I help to improve our school. I am a responsible citizen and an effective contributor.

May 2018 - Feedback

Improve the consistency of children's experiences and outcomes in the classroom. To do this staff need to increase the pace of learning and provide more challenging and relevant activities better matched to children's needs and abilities. In addition staff should put in place effective assessment arrangements to support learning. These need to focus on clear smart targets and include regular evaluation of latest and best progress.

- The **consistency** of children's learning experiences and their successes in the classroom are now **much improved**.
- Children are now **more confident when talking about their learning** and the strategies they use and have used in previous lessons.
- Teachers refer to the **relevance of learning** relating this to real life experiences.
- The **pace of learning** and the well-considered use of set tasks at the **right level for individuals** ensures that the **needs of all children are being met consistently**.

Feedback

The school should continue with its plans to develop staff's shared understanding of progression in order to assure accurate monitoring and tracking of progress. Staff need to have more opportunities within and beyond the cluster to moderate achievement at all levels.

- ▶ **Monitoring and tracking** of children's progress, including those children with additional needs, is now **much more robust**.
- ▶ **Learning is monitored well** by class teachers and then discussed with the headteacher at planned tracking meetings throughout the session. This ensures that **appropriate targets are being set for every child** and that their progress is regularly evaluated to inform the next steps in their learning.

Feedback

The school should continue with its work to develop well considered wellbeing programmes that are relevant to the needs of young people. This should include approaches to track and monitor progress in this area to continue to improve the wellbeing outcomes for all learners.

- ▶ Relationships across the school community are very positive and founded on a **strong climate of respect**.
- ▶ Children are **considerate of others** around them, very friendly and very welcoming. Children's **behaviour is very good**.
- ▶ The school's online behaviour management system supports children to demonstrate well the **school's positive vision and values**.
- ▶ **Children are treated as individuals**. They understand they have someone to talk to whenever there are situations affecting their everyday lives.
- ▶ Children can now speak with **more confidence** and assuredness about their **progress in health and wellbeing**.

Feedback

Improve attainment in literacy and English and numeracy and mathematics.

- ▶ Staff led by the leadership of the highly effective headteacher are now providing **much more rigour and better evidence to track children's progress** over time.
- ▶ Overall **children's attainment** in English language and literacy and in mathematics and numeracy **is now improving**. Last session results were satisfactory overall.
- ▶ In reading, a majority of children engage well with a range of texts across learning. **Staff offer targeted learners extra reading support** regularly.
- ▶ The **standard of writing** across the school is now **improving** and **tracked and monitored** now much more **systematically**.
- ▶ Children enjoy and are achieving in numeracy and mathematics. They are **developing their understanding** of number processes and can discuss different ways in which they gather and present data. Teachers **apply learning** in numeracy to **other curricular areas** when appropriate.

Overall Impact of Inspection

- ▶ Improved attainment
- ▶ Improved consistency of Educational experiences
- ▶ Children's needs are met more consistently
- ▶ Improved standards of learning and teaching
- ▶ Increased pace of change
- ▶ Increased staff confidence
- ▶ Improved partnership working
- ▶ Improved understanding and appreciation of inspection

If you stumble,

make it part

of the dance.

—author unknown—



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