

5 June 2018

Dear Parent/Carer

**Logan Primary School and Nursery Class
East Ayrshire Council**

In June 2016, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and East Ayrshire Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in September 2017. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's/young people's learning and achievements. This letter sets out what we found.

Improve the school's approaches to evaluating its own work to ensure aspects for improvement are identified and addressed.

Since our last visit the acting headteacher has secured the permanent headteacher role in Logan Primary School. She has provided much needed leadership and direction to bring about necessary improvements. Staff have demonstrated a commendable commitment to improve all aspects of Logan Primary School and Early Childhood Centre (ECC). Practitioners in the ECC continue to display a great enthusiasm to improve their practice. They work very well together and take full advantage of working with colleagues in a local setting to support improvements. It is very positive to observe how much more confident and reflective they have become since the original inspection.

Self-evaluation is used as the main driver to bring about improvement and is well integrated into the work of the school. Improvement planning has also been well supported by the local authority. Staff work well as a team and support each other. They take responsibility for new initiatives and every member of staff plays a leadership role in both the guidance and the pupil leadership groups. Staff are developing their skills as reflective practitioners. Members of staff have visited schools both locally and outwith East Ayrshire to develop areas of the curriculum, for example, literacy. Staff involve children, partners, and other stakeholders in the school's self-evaluation activities in meaningful and focused ways. 'Logan Listens' and the 'Breakfast Banter' continue to be effective ways of capturing parents' views. Helpfully, the headteacher meets with the parent council every two weeks to discuss

the school's improvement journey. Parents report that they are kept well informed about new developments and initiatives. They appreciate the different ways the school communicates with them, for example, the newly developed 'learning channel' and the new social media application. The headteacher is also very keen to promote the profile of the school within the local area, deepening links with the community and sharing aspects of the school's work. The school works closely with partners, who contribute to family events such as the Health week and 'tough mudder'.

Continue to develop approaches to assessment to ensure the school has a clear overview of children's progress.

There have been a number of improvements to the way staff assess children's learning. Staff are becoming more confident in ensuring that assessment is an integral part of learning and teaching. This is particularly evident in numeracy and literacy. Staff now make use of a variety of different approaches to gather key information about children's progress. This allows them to have a more comprehensive picture of where children are in their learning and what their next steps should be. Assessment tools for measuring children's progress and development needs in early literacy and numeracy have been developed. These are used well in both the ECC and P1. Information is used to plan appropriate interventions, for example, at specific times, additional staff are deployed in the ECC and P1 class to support the development of children's communication and language skills. Since the last inspection, significant work has been undertaken to improve the way assessment data is gathered, tracked and analysed. Staff are now being supported to develop their own skills in analysing data. Staff continue to be involved in moderation activities with colleagues from local schools. As a result, staff are becoming more confident in making professional judgements and have a better understanding of standards.

Raise attainment in literacy and numeracy.

In the last year there has been a relentless focus on raising attainment and this is a key feature of the school's priorities for improvement. This work has been led with great energy and commitment by the headteacher. As a result, there is evidence from the school's own data and from inspection activities that children are making better progress in their learning. This translates into a more positive picture of children's attainment in both literacy and numeracy. Professional learning for staff, clearer guidance, as well as improved approaches for supporting children with additional support needs are helping to raise attainment for all children. Children are now observed to develop their knowledge and skills in a more coherent way building more effectively on prior learning. Greater use is being made of Benchmarks to support assessment of children's progress in literacy and numeracy. New approaches to teaching numeracy have been introduced. We have asked that these are kept under close review to ensure they continue to impact positively on children's progress in this area. In the ECC, children continue to benefit from many different ways to develop their literacy and numeracy skills across their learning.

Improve the overall quality of children's achievements.

The headteacher and staff remain committed to improving and extending the opportunities children have to achieve across their learning. There are a number of lunchtime and afterschool clubs. There are many examples of partnership working to secure interesting ways for children to enjoy success in different contexts. As identified by the headteacher, the next steps for the school are to ensure that children's achievements are tracked and monitored in order to plan new opportunities to meet the needs of all children. Achievement both inside and out of school continues to be celebrated and displayed attractively throughout the school. Children are keen to talk about their learning and achievements and the school celebrates their success in a number of ways. Staff have introduced 'snapshot jotters' which go home on a termly basis and include comments by the child, teacher, parents and headteacher to support children's understanding of their progress. We have asked staff to continue to support children to identify their own targets in learning.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Ayrshire will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Jackie Maley
HM Inspector

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