

12 December 2017

Dear Parent/Carer

**Logie Coldstone School
Aberdeenshire Council**

In August 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 Aberdeenshire Council. 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 learning and achievements. This letter sets out what we found.

Develop the curriculum to reflect the principles of Curriculum for Excellence.

The curriculum now reflects the principles of Curriculum for Excellence and is appropriately supported through Aberdeenshire Council's curricular guidance. Planned learning takes greater account of children's interests and builds more effectively on what they already know. It has a clearer purpose and links well to the curriculum rationale that is informed by the views of children, parents and staff. The Science Technology Engineering and Mathematics and China projects motivate children and make learning across a few areas of the curriculum relevant. There is a need to continue to develop the curriculum, as planned, to ensure that it is broad and has high expectations of what children can achieve. Staff have a clear understanding of standards in writing and children achieve very well. Develop further this good practice across all areas of the curriculum through learning that is both enjoyable and challenging.

Enable children to assume leadership roles within the school and extend the opportunities for wider achievement.

All senior pupils are now offered the opportunity to participate in leadership groups such as JRSO, Eco-Schools Scotland, Rights Respecting Schools, Pupil Council and Digital Leaders. These leadership groups provide children with worthwhile opportunities to further develop their skills for learning, life and work as well as supporting school improvement. Children are aware of the progress each group is making and are proud of the changes they are making to the local community. For example, petitioning to have a footpath created increases the safety of pupils walking through the village. Children can now talk about how the school celebrates wider

achievement and what this means to them. The vertical groups provide opportunities for all children to influence improvement activity in the school and for senior children to develop their leadership skills. Continue to develop these leadership skills through more contexts that further challenge children's thinking.

Increase opportunities for children to be more active in leading their learning.

The majority of children are becoming more active in their learning. Growth mindset approaches encourage children to persevere and develop a positive attitude towards learning. They can discuss strategies that they use to support themselves when a piece of learning is challenging. In the best practice such as writing, the learning cycle is well understood by children and staff. Children confidently use assessment strategies to identify their strengths and next steps. They use learning intentions well to articulate what they are learning and they co-create success criteria with the teacher to further support the learning process. There is a need to ensure that the learning cycle which is understood very well by children in writing is in place across the curriculum.

Introduce arrangements to evaluate and improve the quality of children's learning.

The experienced acting headteacher provides stability in the leadership of the school. In a relatively short time in post, she implemented monitoring and evaluation approaches that improve the quality of children's learning. Children, parents and staff feel that they are all involved in making a difference to learning and speak positively about the changes. The shared headship arrangements between Logie Coldstone Primary School and Tarland Primary School are used well for children and staff across both schools to learn together. Children access a greater range of after school activities and staff are developing a shared understanding of high quality learning across the curriculum. As the school continues to improve, there is a need for all staff who plan learning for children to continue to embed the improvements in evaluating children's progress.

What happens next?

The school has made some progress since the original inspection. We will ask for a report on progress within 18 months of the inspection. This report will inform any decision made by Education Scotland regarding further engagement. This may include another inspection visit. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with Aberdeenshire Council that we intend to take.

Elizabeth Montgomery
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.