

5 September 2017

Dear Parent/Carer

**Logan Primary School and Early Childhood Centre
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. 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.

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

The school has experienced a number of staff changes since the original inspection and this has impacted on the pace of improvement. The current acting headteacher, appointed one month ago recognises that much work is still to be done to improve approaches to self-evaluation to secure necessary improvements. She has already made a positive start in taking this key priority forward. For example, she is developing new approaches to involve children, all staff and stakeholders in evaluating the work of the school to influence school improvement. Children enjoy the opportunities they now have to lead improvements as part of their involvement in the new leadership groups. We have asked that experiences such as these are built upon to increase the opportunities children have to shape future improvements and to support the development of their leadership skills. Creative approaches have been introduced to capture the views of parents such as, 'Logan Listens' and 'Breakfast Banter'. Staff have already reviewed their approaches to homework in light of comments made by parents. Practitioners in the Early Childhood Centre (ECC) have taken steps to improve how they evaluate their work using national guidance. As a result, staff have made a number of significant improvements to the learning environment and to children's experiences. Staff in the primary classes have made a start in using national guidance to support self-evaluation. It is important that self-evaluation becomes embedded in the work of the school to ensure continuous improvement. Staff are keen to take on specific leadership roles to support improvement. This will be necessary to maximise their potential contribution and increase the pace of improvement.

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

The new acting headteacher is supporting staff to develop approaches to assessment. This is still at the very earliest stage of development. Staff need to continue to develop their understanding of national standards to ensure they have the highest expectations for learners in Logan Primary School. Working with colleagues, both within and outwith the school, requires to be a regular feature to support this. Children are benefitting from their involvement in target setting. They are now more able to talk about their next steps in learning. This should now be built upon to involve children more in talking about and leading their own learning. As staff develop their approaches to gathering information about children's progress, this will allow them to have more robust data to track children's individual progress better. The acting headteacher is now meeting with staff regularly to discuss individual children's progress to ensure children are provided with the necessary support and challenge in their learning.

Raise attainment in literacy and numeracy.

In the ECC, children are making better progress in developing early language and numeracy skills. The learning environment promotes the development of these skills in more interesting and creative ways. Children now engage better with books in the course of their play. They write in imaginative contexts and as part of daily routines. New interesting resources have been added to areas to entice more reluctant 'writers'. A few children create their own story books to share with friends and staff. Children's early attempts at writing are displayed and celebrated throughout the playrooms. Practitioners extend learning well through their use of questioning and in the way they interact as part of play. Children's progress in literacy and numeracy is documented more effectively in children's profiles. Practitioners have engaged in professional learning opportunities and the impact is evident in the improved provision. In the primary classes, staff have undertaken professional learning to support how they teach writing and numeracy and mathematics. There are early indications that this is having a positive impact on attainment. Children are now better able to talk about the strategies they are using. Children have more opportunities to write for different purposes. There are examples of children writing as part of their learning in different areas of the curriculum. Children appreciate the support they now have in place to help them write. They make use of displays to identify different vocabulary and features of language to use in their independent writing. Consistent, helpful feedback to children is required to ensure children are able to improve their writing over time.

Improve the overall quality of children's achievements.

Achievement outside of school is celebrated and displayed attractively throughout the school. Children are keen to talk about their learning and achievements and the school is celebrating their success in a number of ways. Across the school, the recently introduced target setting booklets have the potential for improving children's involvement in, and understanding of, their learning and progress. Although more responsibility has recently been given over to children through the Pupil Council, Eco Committee, and House groups at the recently introduced outdoor learning time,

there are few examples of children leading their learning. The acting headteacher is clearly committed to improving and extending the opportunities children have to achieve across their learning. She is developing strong partnership working to secure interesting ways for children to enjoy success in different contexts.

What happens next?

The school has made some progress since the original inspection. We will liaise with East Ayrshire Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with East Ayrshire Council the details of this inspection. When we return to inspect the school we will write to you as parents informing you of the progress the school has made.

Jackie Maley
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.