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THE CITY OF EDINBURGH COUNCIL

ROSEBURN PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Roseburn Primary School in June 2010. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

An education authority team, accompanied by the District Inspector recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school since the original inspection. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

2. Improvements in the quality of education provided

2.1 *Learning and achievement*

In the nursery children were well settled and played cooperatively. Many were able to make and sustain choices in their play. Staff interacted well to support children. Pupils were given a very good range of group and individual opportunities and responsibilities to allow them to contribute to the life of the school. They were enthusiastic about their involvement and confidently discussed the improvements made through the pupil council, eco and Junior Road Safety Officer (JRSO) groups.

Pupils were encouraged to join a wide variety of clubs during and after school and to take part in sports activities, they were highly motivated and enjoy active participation, and they recognised their success and the benefits of healthy lifestyles.

The atmosphere around the school was calm and purposeful. Pupils were confident, polite and talked positively and enthusiastically about their experiences at school.

During the visit the school were celebrating successful global links with a school and visitors from Ghana. This was being shared in the local community and church. This was contributing to international links and citizenship developments. There had also been a highly successful art exhibition for the school community at the local church. This involved celebrating the art work of pupils.

Reading approaches have been more consistently integrated in all classes and the new strategies have improved learning through more independent and active opportunities. Parents have been involved in supporting their child in the new approaches and pupils were now more motivated in their reading.

Staff have gained confidence through continuing professional development in writing and further development is planned using these writing strategies. Pupils have produced some high quality pieces of writing in their jotters and in displays. In the nursery more opportunities could be provided to give children opportunities to draw and write both letters and numbers.

The headteacher monitored progress in reading through the reading record sheets and this supported discussion and planning for learning.

Staff planned more confidently using *Curriculum for Excellence* outcomes for pupils learning. The headteacher met regularly with staff to share pupils' progress and to discuss learners' experiences. Staff benefited from these evaluations and discussions of planning for learning.

A start had been made to the updating of learning and teaching in mathematics in line with *Curriculum for Excellence*. There were signs of increasingly active approaches to learning. eg. P7 children had made useful factual books on their learning about shape. There was scope to further enhance the pupil experience in mathematics.

2.2 *Meeting pupils' learning needs*

The support for learning team led by the principal teacher had undertaken a comprehensive audit of pupils' learning needs which had resulted in the development of a more rigorous monitoring system for children identified as having additional support need and more targeted support for pupils, eg. the therapy intervention programme, social communication, fine and gross motor programmes and dyslexia intervention have impacted positively on meeting learning needs.

The principal teacher has built on partnership working with a wide range of agencies to improve meeting pupils' needs. This is exemplified by the inclusion of the English as additional language (EAL) service teacher as a member of the additional learning services school team.

The senior management team (SMT) demonstrated a high level of commitment to inclusion an example of this is the liaison time for staff to meet with colleagues in a special school to ensure that a consistent learning experience was delivered for pupils with a split placement.

The support for learning teacher plays a key role in ensuring that learning assistants focused on meeting pupils' learning needs. Short-term targets in individualised educational programmes now were aligned to long term targets. Learning assistants were effectively deployed and made a very positive contribution to meeting learning needs.

The commitment from SMT to liaison time was highly commendable.

In the nursery staff used a responsive planning proforma to respond and follow up on children's interests. They should now ensure that the literacy and mathematics support material, which were used in planning, had the same focus on what had to be assessed.

There was evidence of formative assessment approaches in classes taking place. The school needed to ensure that these approaches had an increasingly greater impact on pupil learning.

2.3 *Leadership and direction*

The headteacher was highly committed to the school.

The school has worked hard to improve parental relationships. The headteacher has undertaken a number of helpful consultations to improve school practice taking into views of

the parent community. Parents were positive about the new website, and value the information conveyed in the regular parental updates. They welcomed the weekly letters and updates provided by individual teachers outlining the focus the children's learning throughout the year. While much had been achieved, parental engagement remains an important focus for the school, particularly in relation to the curriculum and learning and teaching. Parental engagement should continue to feature in the school improvement plan. eg. sharing with parents and carers the learning approaches to mathematics.

The headteacher had established clear systems and structures for monitoring the work of the school. Sharing classroom experience, by both SMT and class teachers, had a clear focus that was linked to improvement plan initiatives. Further evidence was provided from pupil focus groups and through the weekly review of forward plans. These forward plans were now much more responsive to learners' needs. This provided a secure basis to further develop self-evaluation.

3 Conclusion

With support from the education authority, Roseburn Primary School provided a good standard of education for its pupils. The school had made good progress since the inspection and had made improvements in light of the inspection findings. The teamwork in the school provided a good basis for continued improvement. The education authority will undertake a further visit in June 2012 and publish a further report.

Peter Gorrie
Quality Improvement Officer
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