

CORSTORPHINE PRIMARY SCHOOL

Follow through report on the HMIE inspection

MAY 2010

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Corstorphine Primary School in June 2008. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An education authority team 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

Across the primary stages children were making very good progress in their learning. They had achieved

very well in reading, writing and mathematics. Overall attainment levels in reading, writing and mathematics had been sustained at a very high level.

Children in the nursery experienced a broad range of tasks and activities. They were happy and settled and achieved well across all areas of learning. All children had regular access to outdoor play and were making good progress in their development and learning.

The calm, purposeful atmosphere in the school enabled children to engage fully in their learning. Positive steps had been taken to increase the opportunities for pupils at all stages to be actively involved in their own learning and their skills as learners had been developed. Tasks and activities in classes were well planned and involved pupils as effective contributors, working independently and cooperatively in solving problems.

The school provided an extensive range of activities for children to achieve more widely, for example, through clubs, sports, performances, outings, visiting performers and residential experiences. There were regular opportunities to celebrate success and achievement through assemblies, newsletters and the school website. A range of opportunities allowed children to develop responsibility and

contribute to the life of the school including the pupil council, citizenship group, eco and health and well-being groups. Older children were developing a good understanding of their responsibilities as citizens through, for example, acting as reading buddies and helpers for younger children.

Staff were improving the curriculum in line with Curriculum for Excellence. They had made very good progress in taking forward developments in mathematics, numeracy and literacy. All children were benefiting from active approaches to mathematics, numeracy and reading which allowed them to be engaged in and take responsibility for their own learning. Inter-disciplinary projects, for example the use of drama and information and communications technology in the study of World War II, had provided challenging, contexts and enriched children's learning experiences.

2.2 Meeting pupils' learning needs

Across the school the children were highly motivated and enjoyed being in school. They were proud of the school and enthusiastic participants in the wide range of activities offered.

Children's learning needs were met well in the nursery. Staff observed children playing and used the information to extend and meet individual needs.

Teachers used a wide range of resources and teaching approaches to meet children's needs and built effectively on their prior

learning. Tasks and activities were well planned and allowed children to progress well in their learning. Children answered questions confidently and worked well with others in group activities. The pace of learning was brisk and provided sufficient and appropriate challenge for pupils.

Effective procedures were in place to identify pupils who required additional support. Support for learning teachers were highly skilled and gave very good help to individuals and small groups of children and increasingly worked cooperatively with teachers in class settings. Learning assistants worked well within classes and provided well-targeted help to individuals and groups of pupils throughout the school.

The school worked very effectively with a wide range of agencies.

There was a very strong sense of equality and fairness throughout the school curriculum and across all aspects of its work. All pupils were fully included in the life of the school.

2.3 Leadership and direction

The headteacher had a clear strategic vision and direction for the school which focused appropriately on pupils' achievement, attainment and meeting the needs of all learners. She was highly committed to the school, staff and the children and her visionary leadership had created a purposeful climate which empowered staff to focus on and further improve learning and teaching. The deputy headteacher

had continued to provide very strong support to the headteacher. The headteacher, depute headteacher and principal teachers worked effectively with staff to improve pupils' learning experiences.

All staff were fully committed to improving the school and they had taken leadership responsibilities for developing new initiatives which brought about positive changes in children's learning experiences.

Children across the school were benefiting positively from the many opportunities to accept responsibility offered to them.

3 CONCLUSION

With support from the education authority, Corstorphine Primary School had continued to provide a very good standard of education for its pupils. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan had had a positive impact on the work of the school. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2008 HMIE report.

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