

## CRAIGENTINNY PRIMARY SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Craigentenny Primary School in March 2013. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority 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*

The children in Craigentenny Primary School behaved very well, were well motivated and engaged in their learning. There was a strong sense of respect from everyone in the school and for its values and aims and the right of everyone to learn.

Pupils were polite and well mannered and looked after resources and displays with pride. In particular the classrooms and corridors of the early years setting provided a very warm and rich learning environment. Pupils were given opportunities to work independently or in groups in a range of tasks and differentiated activities and progress had been made in a pupils working effectively in pairs. Direct interactive teaching with differentiated tasks, particularly with numeracy, was becoming embedded across the school within a focus of increased pace and challenge.

Teaching staff effectively shared learning intentions at the start of each lesson and some teachers were at the early stages of involving learners in the co-construction of steps to success or success criteria. Pupils could talk with ease about significant aspects of learning across the curriculum within their level and a few could identify their next steps and progress form personal learning targets.

There were good transition programmes in place between the early years centre and the school's nursery class as well as partner providers. These were supported by a number of shared topic

planning and specific events. A number of children in the nursery benefitted from the schools experience in autistic spectrum continual (ASC) through its language and communication classes and the expertise of staff. The use of numeracy and literacy trackers in the nursery are helping to ensure appropriate pace, challenge and differentiation for learners.

The introduction of floor books throughout the school is beginning to help increase pupil voice and within the nursery to help pupils plan their own learning. Pupils spoke highly of the opportunities which they have to share these floor books and their class learning with their parents/carers being easily accessed at pick-up and drop-off times.

The introduction of learning walls, big floor plans and talking tubs was helping children understand their learning across the curriculum supported by a deeper knowledge of the significant aspects and planning based on experiences and outcomes. Pupil voice is strengthened in identifying learning activities and tasks and in the development of appropriate assessments which will evidence their learning.

All staff were purposefully engaged in the development of the curriculum through active learning approaches and the use of Assessment is for Learning (AiFL) strategies. Across the school some strategies were being used effectively to provide good opportunities for pupils to talk about and to reflect on their learning and to relate this to their personal targets. However, staff now need to take onboard the ideas and the language used by the children in order to frame better the opportunities for self and peer assessment and in planning for next steps, and through the development of higher order questioning and problem solving approaches engage more learners in questioning their understanding through conversations about learning rather than direct questioning.

A very good start had been made to children's involvement in profiling and progress through the curriculum. Teachers were beginning to capture children's views and involvement in decisions about target setting within their learning using significant aspects posters. These were effectively leading the school and learners understanding of the curriculum through group and class setting of targets and in planning topic work and interdisciplinary learning (IDL). It is also being used well as a focus for moderation and snap-shots of learning where progression across the school is being monitored and evaluated.

A numeracy champion had been leading work across the school with a focus on early stages of arithmetical learning. Good progress in this area was being monitored by the head teacher and the quality improvement officer. The school had implemented the authority's mental agility guidelines and staff had reconsidered appropriate time allocation to mathematics and in the differentiation and challenge of group work. Staff were more confident in the assessment of literacy and numeracy and in the identification of pupils achievement at a level. The depute head teacher had been leading literacy moderation across the cluster schools. Sample groups of pupils identified through the schools forward planning consultations system had been tracked by the management team with a focus on increasing the pace and depth of learning for more able pupils as well as the support for those with the lowest attainment.

## *2.2 Meeting pupils' learning needs*

Health and wellbeing continued to be a strength of Craigentenny Primary School. The very good use of a virtual family had been adopted across the school and used well to introduce the children to more sensitive areas of the curriculum. In addition all teachers have been trained in child protection.

The school had extensive playgrounds and the pupils have been involved in their development by selecting how to spend funds raised by the parent teacher association (PTA), playground buddying responsibilities and in general improvements. All pupils receive two hours of physical education per week in addition to regular sporting and cultural outings and activities.

The language classes continued to take forward a number of City of Edinburgh Council special schools initiatives and school priorities such as broadening the engagement of learners through IDL planning and pupil voice developments. However, they have not yet fully developed a more child friendly approach to pupil involvement in setting their own individualised educational programmes (IEP) targets and decision making about their curricular or social inclusion opportunities. Staff should continue to improve planning to meet individual need and the appropriateness of tasks and activities within the language classes and through integration opportunities. Access to a broad general education should be planned for all learners.

There were clear programmes in place that enabled pupil support assistants and teaching staff to provide high quality support for pupils through individual targeted work or through reading interventions to groups such as the Fresh Start and Read Write Inc programmes. Pupils received good individual support and assessments from the support for learning teacher who should now consider blocks of support across the session in response to learning. A large number of children have support for identified health needs. There were a number of partner agencies who worked effectively with the school in providing additional support and a pupil support assistant is leading an attendance initiative by supporting families access education more regularly. However the management of the school and staff should reconsider the appropriateness of the use of information communication technology (ICT) to support individual learning programmes and learning and teaching further across the school. There were planned developments in this area which should see an increase in teacher confidence and competence in using ICT across learning next session.

### *2.3 Leadership and direction*

Pupils throughout the school were encouraged to participate in a range of committees and groups and in the evaluation of programmes and initiatives. The older pupils talked highly of the learning journey jotters which were being piloted as an improvement on the previous best work samples, they found them more and easier to discuss with their parents and thought that they would be helpful for taking on to high school so that they could discuss their learning with their new teachers.

Pupils had taken a leading role along with parents in revising the values and vision of the school: 'This is what our school is all about' expressed a number of children and said that with the inclusion of the early years centre and the nursery and language classes it felt like a 'whole school where your opinions matter and you are made to feel special'.

In addition to pupil council and committee groups pupils had the opportunity to participate in a residential education week and a number of sporting and cultural events organised by the school or across the cluster. Committees were encouraged to feedback to younger pupils and parents through assembly and showcase events.

Historically geographical reasons have seen fewer children participate in high school based activities and a focus had been made by the school in encouraging wider participation by including activities within the school day through IDL and school clubs and focus weeks.

The appointment of a depute head teacher and staff taking a more proactive role in curriculum development has strengthened distributive leadership across the school. The senior leadership team continue to engage the wider community in developing the schools values and vision and in the development of the curriculum.

Through professional update and the schools monitoring calendar the leadership team are providing robust monitoring of learners experiences.

### **3 Conclusion**

With support from the education authority, Craigentenny 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 leadership and teamwork in the school provided a very good basis for continued improvement.

The education authority will not publish further reports in connection with the 2013 HMIE report but will continue to work with the head teacher to ensure the school's robust self evaluation and monitoring approaches lead to continuous improvement.

The school and early years quality improvement officer will continue to work with the school on their nursery improvement plans

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