

◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

CRAMOND PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Cramond Primary School in January 2010. 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*

Pupils were motivated and enthusiastic learners. In almost all classes pupils worked well independently and in groups. Some pupils were involved in self and peer assessment. In most classes learning intentions were shared and ‘thumbs up’ used to check for pupil understanding. In the best practice children were involved in identifying the success criteria for their learning.

Continuing Professional Development (CPD) had been organised in mathematics, language and cooperative learning. Local authority material had been used to produce a mathematics framework in the school. There was evidence of learners experiencing motivating learning experiences eg in P3 pupils were involved in a range of interesting activities to help them identify 3D objects from investigation of their properties.

Commendably, English language development work has been undertaken in using Bloom’s Taxonomy, the ‘Edinburgh Thinks’ support material and ‘Active Literacy’ materials. There were early signs of this impacting in the classroom and this should continue to be developed to be embedded in practice. In P5 an effective plenary offered children the opportunity to reflect on the learning intentions of a lesson on creating a poster. Pupils were encouraged to identify their own next steps in learning through the plenary discussion.

The impact of individual and whole staff CPD in cooperative learning was evident in some classes. Pupils in P7 were working well in groups, investigating fractions of numbers. Pupils talked positively about this group work which had become a feature of the learning approach within the class.

These developments in mathematics; language; and learning and teaching approaches should continue and combined with best practice in the school where pupils are encouraged to reflect

on their learning, their skills developed and where the learning has application in other curriculum areas and real life contexts.

The nursery was a bright, well organised and stimulating learning environment. The children were happy and confident. They had recently had a very positive Care Commission inspection.

2.2 *Meeting pupils' learning needs*

Commendably the school has had a big focus on ensuring that two hours of physical education was provided. This being achieved through a combination of specialist teachers and where possible the use of the outdoor areas. A wide range of sports activities were offered to pupils through close working with the Active Schools coordinator.

The award of external grants has facilitated the development of the school and nursery grounds as a learning resource.

All staff were using *Curriculum for Excellence* experiences and outcomes for planning learning across all curriculum areas. Consistent approaches to planning were developing following the process of developing a position paper on planning for learning. This had resulted in a move to weekly planning, staff were at the early stages of using this to evaluate current learning and to identify next steps for groups and individuals. Pupils were also being encouraged to set their own meaningful targets. Children in the nursery were involved in planning their learning. This was linked to the learning stories – which effectively allowed children to share and review their learning.

Almost all class teachers provided a range of learning opportunities to meet the needs of learners. Learning assistants were deployed effectively and provided good support in classrooms to children.

Staff had identified needs of specific learners and the strategies to be employed to support their learning. The school was aware of the need to continue to evaluate and reflect on practice to ensure the needs of all learners, including the most able are met.

2.3 *Leadership and direction*

Staff spoke positively about the recent improvements within the school which had benefitted learners. Staff were involved in creating 'graffiti walls' which were used when sharing classroom experience. This was part of the annual calendar of quality assurance. The school recognised the next step was to pull together the different elements of the quality assurance and link this closer to improvement plan priorities. Staff were motivated and welcomed CPD opportunities within and out with the school. The senior management team encouraged staff to share their learning from these CPD sessions.

A recent focus had been in using information communication technology (ICT) to enhance learning. The teacher responsible for this was using a progressive skills programme and providing support to staff to embed ICT within the pupil learning experiences. This, combined, with work in the cluster on Glow was a continuing priority.

The Cramond Parent Voice was keen to support the work of the school. A very good example of joint working was the production of a transition booklet for Nursery families entering P1. The parent group had had some involvement in the development of the standards and quality and improvement plan.

3 **Conclusion**

With support from the education authority, Cramond Primary School provided a good standard of education for its pupils. The school had made very good progress since the inspection and

had made improvements in light of the inspection findings. The leadership and teamwork in the school provided a good basis for continued improvement. The education authority will not publish further reports in connection with the January 2010 HMIE report.

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