



# **CURRIE PRIMARY SCHOOL**

Follow through report on the HMIE inspection

SEPTEMBER 2010

◆ **EDINBURGH** ◆  
THE CITY OF EDINBURGH COUNCIL

## 1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Currie Primary School in October 2008. Subsequently the school and 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 school most pupils were making very good progress in their learning and at all stages a high proportion of pupils attained levels earlier than expected.

A range of approaches to support the development of writing had improved attainment and pupils had increased opportunities to write in a variety of contexts across the curriculum. The effective use of standardised assessment and individual pupil tracking had helped ensure pupils were well supported throughout the school.

The school had a very strong ethos of achievement and provided very good opportunities for pupils to be actively involved in environmental, outdoor and healthy lifestyles initiatives. Pupils spoke confidently and enthusiastically about their involvement in whole school and cluster citizenship events. The school had achieved the Eco School Scotland Silver Award and had accredited stage 2 of the Health Promoting Schools. The wide range of well attended after school activities and clubs supported by the Parent Teacher Association (PTA) provided opportunities for many pupils in music, drama, art and sport. Pupils were given regular opportunities to share their wider achievements within school.

The atmosphere across the whole school was calm and purposeful and the recent strong focus on co-operative learning had contributed to pupil enjoyment and confidence in their learning.

Staff were successfully leading and developing the Curriculum for Excellence with a focus on literacy, science and social subjects and had prioritised the implementation of mathematics and numeracy for this session.

## **2.2 Meeting pupils' learning needs**

Pupils were highly motivated and enjoyed being in school and at all stages had opportunities for learning together in pairs and groups. They demonstrated increased responsibility for their learning and were clear about what they had to learn. The school was well placed to further develop pupil skills in setting targets and reflecting on their learning on a more regular basis.

Teachers shared the purpose of lessons with pupils and effective questioning was used to further involve pupils in what they were learning and to check understanding. Pupils were motivated by the wide variety of learning experiences.

Whole class, group and individual use of information communication technology (ICT) were evident throughout the school. Pupils' skills in using ICT had been developed and extended to support learning across all areas of the curriculum.

The school was very good at identifying and providing the appropriate level of support for pupils with additional support needs. The principal teacher provided very good support throughout the school in terms of pastoral care.

Staff, parents and pupils had worked very hard together to develop the school playground and had now created an effective and varied outdoor learning environment.

## **2.3 Leadership and direction**

The headteacher was highly committed to the school and leadership had continued to be developed at all levels. All staff worked very effectively as a team to motivate and engage pupils in their learning. Staff spoke positively about their leadership roles, effective teamwork and opportunities provided to share good practice within the school and cluster.

Parent partnership had made good progress. The PTA, headteacher and Parent Council had formed a good working relationship and had actively encouraged parental involvement at all levels.

Parental involvement in their child's learning had been further developed through the development of a new effective school website. The comprehensive site included new class information welcome packs on what was being taught at each stage, weekly newsletters and school policies.

A good start had been made in gathering pupils' views through the Pupil Parliament and other pupil committees. Pupils had continued to be involved in leadership roles through a range of activities including enterprise events, playground developments and the Eco Committee.

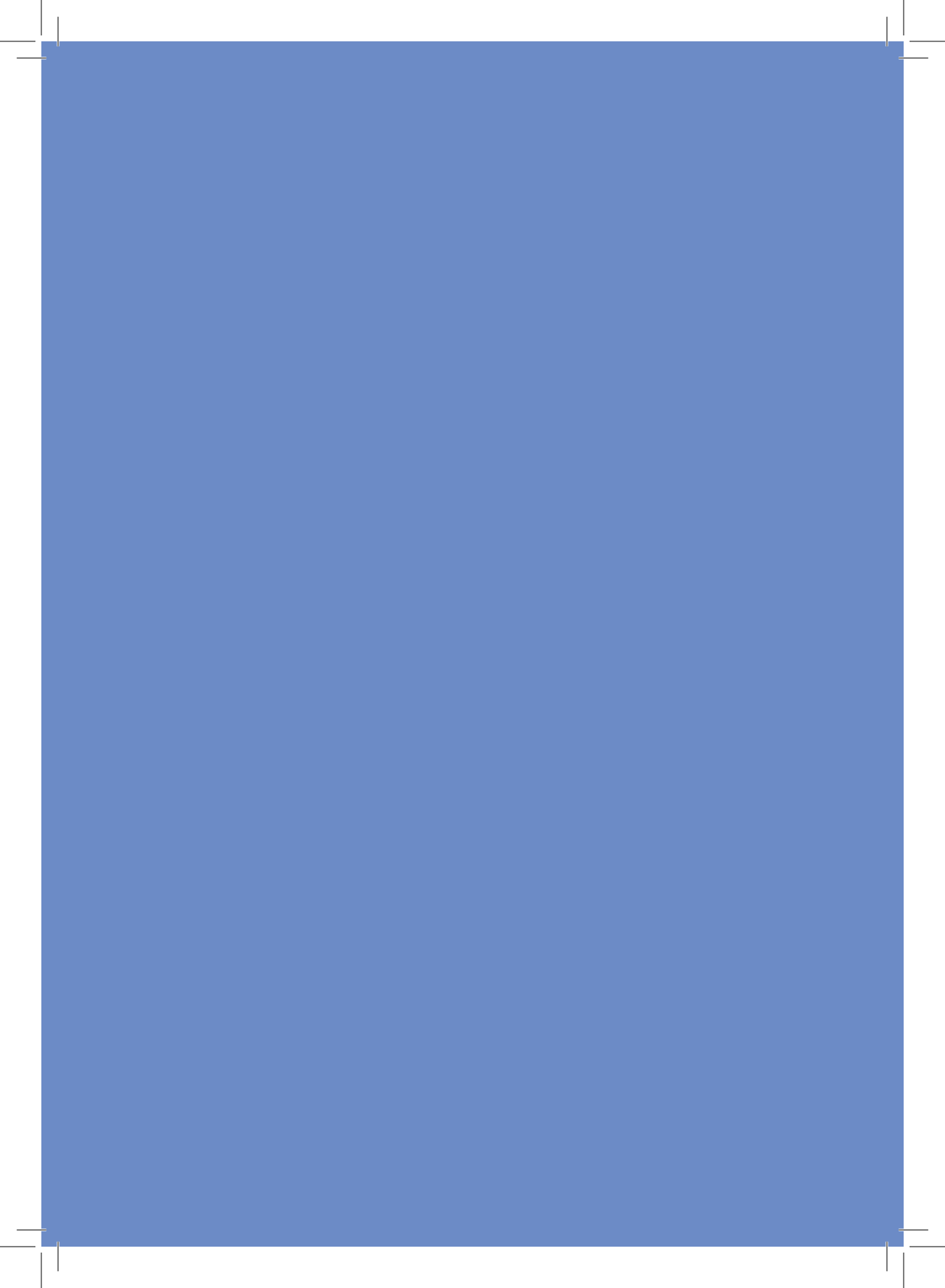
The headteacher and staff continued to monitor and evaluate the work of the school effectively. They had undertaken a range of questionnaires to seek the views of groups of parents e.g. after parent consultations. The school was well placed to continue to gather the views of all parents and pupils, using a wide range of tools.

Parents had continued to support the work of the school and played an active role in all school events.

### **3 CONCLUSION**

With support from the education authority, Currie Primary School provided a very good standard of education for its pupils. The school had progressed very well since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan had had a major 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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