

DUDDINGSTON PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Duddingston Primary School in May 2012. 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 pupils and leadership to help the school achieve its aims.

2. How well do young people learn and achieve?

Areas for improvement from original report:

1.1 Improvements in performance

2.1 Learners' experiences

Almost all pupils at Duddingston Primary School continued to make good progress in their learning and had achieved good standards in reading, writing and mathematics. The atmosphere around the school was calm and purposeful, the pupils were actively involved and motivated in their learning and good progress has been made in raising attainment through the many initiatives which have been developed.

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 the children. They were very enthusiastic about their contributions to the wall displays.

In nearly all lessons there was now a consistent approach to using Assessment is for Learning strategies. Pupils were more actively involved and engaged in their learning and children were now more involved in planning their next steps. Some pupils were involved in creating success criteria and this was having an impact on their involvement in the assessment process. Increased opportunities for pupils to discuss their learning, particularly in literacy, numeracy and health and well being was evident in pupil profiles. The pupils are now actively involved in identifying their strengths, development needs and their next steps in learning.

The use of Bloom's Taxonomy higher order questioning and activities had increased the support and challenge for both staff and pupils.

The school continued to provide very good opportunities for outdoor learning and used the outdoor space as a stimulus for different areas of the curriculum. Pupils spoke highly of the many opportunities they had to develop the outdoor area through gardening and working with Wildlife Rangers. Pupils reported their views were valued and they felt empowered to make improvement.

3. How well does the school support young people to develop and learn?

5.1 The Curriculum (using Updated Expectations August 2013)

Staff were working confidently with the Es and Os and were using them for planning more active approaches to learning. The focus on active mathematics and numeracy tasks were ensuring children further developed their problem solving skills and mathematics experiences were becoming more relevant, interesting and fun.

A cluster focus in science and technology has had a positive impact on staff confidence and opportunities had taken place to assess, moderate and report in these areas of the curriculum.

The school had continued to develop a strong sense of achievement and pupils were benefitting from a range of planned opportunities including Junior Award Scheme Scotland, Wildlife Rangers and sharing wider achievements at assemblies and in physical education (PE). Staff were continuing to use information communications technology (ICT) in a variety of ways eg as a positive behaviour reinforcement tool and as an integral part of learning and teaching. The introduction of an I-pad in the nursery and every class was beginning to have an impact. The school recognised the need for further training on the effective use of ICT and staff were committed to this.

Two hours of high quality PE was now being provided.

5.3 Meeting learning needs

A more consistent use of the Getting it Right for Every Child (GIRFEC) model has ensured that all staff are aware of their responsibilities in ensuring that the needs of all pupils are met. A more rigorous monitoring system for children identified as having additional support and learning needs and more targeted support for pupils have impacted positively. The support for learning teacher has built on partnership working with a wide range of agencies. Parents and pupils are now fully involved in children's planning meetings.

Most teachers provided differentiation through a wide range of tasks and activities matched to the pupils' needs.

Staff and pupils spoke highly of the cooperative learning strategies being used across the school which ensured that pupils were having the opportunity to work independently, in pairs and in groups.

4. How well does the school improve the quality of its work?

5.9 Improvement through self-evaluation (using Updated Expectations August 2013)

There is now a clear calendar for monitoring and evaluating the work of the school which is having a positive impact on school improvement. The staff report that there is consistent sharing of

practice, they work very well as a team and they're given opportunities to develop the curriculum and lead school improvements. The teamwork and leadership at all levels provided a very good basis for continued improvement.

Views of staff, parents and pupils are sought regularly and all stakeholders feel listened to and involved in the life of the school.

The partnership between parents and the school has continued to develop and Parent Forum meetings were successful in providing parents with the opportunities to raise queries and questions. The Parent Council has been instrumental in planning for improvements in the school.

The impact of Pupil Voice has increased through Pupil Council, Junior Road Safety Officers, the Eco Committee and the "L Team" (The Learning) team who have developed initiatives. All pupils' views and ideas are gathered in their own classrooms by the representatives. The committee members then take further leadership of these initiatives through leading assemblies.

3 Conclusion

With support from the education authority, Duddingston Primary School provided a good standard of education for its young people. The school had made very good progress since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2012 HMIE report.

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