

# ◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

## GYLEMUIR PRIMARY SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Gylemuir Primary School in November 2009. 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 highly motivated and enthusiastic learners, they receive a high quality broad education experience.

In the nursery, children were well settled and played cooperatively. Extensive use was made of the outdoor play and the stimulating garden. Staff gave careful thought to planning the areas and activities within the nursery. Tasks and activities were well planned and provided opportunity for independent and group learning.

Pupils in P1 were fully involved in helping plan their learning through contributing their ideas for a weather study. They were very well supported and encouraged in this process throughout. Nursery and P1 had developed the use of pupil learning books which provided a useful tool for children, parents and staff to clearly see and discuss the progress in learning.

Staff worked effectively in planning learning which provided pupils with engaging and consistent experiences across stages. Cooperative learning was clearly established which offered all pupils opportunities and roles to engage with their learning.

Extensive opportunities were provided to enhance learning through the use of information and communications technology (ICT), animation, movie making and production of podcasts. Commendably last session the movie making resulted in an award at the Edinburgh International Film festival.

Pupils were given a very good range of group and individual opportunities and responsibilities to allow them to contribute to the life of the school. They were enthusiastic about their involvement and confidently discussed the improvements made through the pupil council, eco and Junior Road Safety Officer (JRSO) groups.

The atmosphere around the school was calm and purposeful. Pupils were confident, polite and talked positively and enthusiastically about their experiences at school. There was a wide range of opportunities for pupil leadership groups who gave updates to rest of school through presentations at assemblies. These included JRSOs, Eco Committee, Dogs Trust group and environmental wardens. A group of pupils had created a film from their web camera of the badgers on Corstorphine Hill.

## 2.2 *Meeting pupils' learning needs*

Highly effective systems have been put in place, led by the depute headteacher, to ensure staff have the appropriate information regarding specific pupil needs. Regular consultation and professional discussion was held with staff to ensure that all pupils received appropriate support. Learning assistants provided effective support for individual pupils.

As an early intervention strategy support for learning focused on Nursery, P1 and P2. Various support groups were also provided for different age groups within the school.

Class teachers provided a range of learning opportunities to meet the needs of all learners. 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. The broad range of enrichment opportunities provided by the school afford significant added value for pupils. For example enterprise links have been established with a local supermarket, Edinburgh Park and The Gyle. An exciting robotics project was developed in partnership with Heriot Watt University.

## 2.3 *Leadership and direction*

The headteacher provided very strong leadership of the school. She was ably and effectively supported by the depute headteacher and principal teacher. A very positive culture of striving for continuous improvement was clearly evident within the school.

A commendable feature was the opportunities that staff had to take on leadership roles. Staff spoke very positively of being supported in leading initiatives and having opportunities to develop practice which enriched children's learning. A member of staff had specific responsibility for the pupil leadership groups which was undertaken with great enthusiasm and commitment.

The depute headteacher had established very good nursery/primary transition arrangements. All pre-5 establishments who have children coming to Gylemuir Primary School were part of this transition process. This involved a range of visits and approaches to familiarise children with Gylemuir eg a talking book with pictures and voices describing life at school.

The headteacher had established clear systems and structures for monitoring the work of the school. Sharing classroom experience, by both senior management team and class teachers, had a clear focus that was linked to improvement plan initiatives. Further evidence was provided from pupil focus groups and through the weekly review of forward plans. These forward plans were now much more responsive to learners' needs.

## **3 Conclusion**

With support from the education authority, Gylemuir Primary School provided a very 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 good basis for continued improvement. The education authority will not publish further reports in connection with the November 2009 HMIE report.

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