

◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

LEITH PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Leith Primary School in April 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*

Across the school and nursery most pupils were making good progress. Pupils were motivated and enthusiastic learners and in almost all classes pupils worked well independently and in groups. Attainment in mathematics and English language is being strengthened through the development of a new writing policy, team teaching initiatives and increased staff awareness of active and collaborative problem solving approaches in mathematics.

The nursery staff had provided a wide range of opportunities and activities to help pupils explore literacy and numeracy across learning both indoors and outdoors.

Staff planned more confidently using *Curriculum for Excellence* outcomes for pupils' learning. Whole school learning contexts and learning maps have been produced and these were helping provide a clear framework and progression within all areas of the curriculum. Pupils were benefiting from wider experiences through interdisciplinary learning approaches and the new curriculum planners were providing breadth and challenge.

A focus on enterprise approaches has ensured all pupils experience real, relevant contexts in their learning and were developing skills for learning, life and work.

Target setting was well established in the school and teachers worked well with pupils to ensure targets are both achievable and challenging. Pupils were now fully involved in this process and this was helping them understand their strengths, progress and next steps.

The nursery had made good progress in developing pupil planning folders, which outlined progress and next steps for learners.

The atmosphere around the school was calm and purposeful. Pupils were confident, polite and talked positively about their experiences at school. They were particularly enthusiastic about the range of opportunities they had including Scottish Opera, residential and outdoor education programme, global citizenship, pupil learning council and their participation in the Junior Award Scheme Scotland.

The developments in mathematics; language; and learning and teaching approaches should continue and be 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.

2.2 Meeting pupils' learning needs

Almost all class teachers provided differentiation through a wide range of tasks and activities matched to the pupils' needs. Learning assistants were deployed effectively and provided good support in classrooms to children. There was evidence of formative assessment approaches in classes. The school needed to ensure that these approaches had an increasingly greater impact on pupils' learning.

Staff consistently shared learning outcomes and steps to success. This was helping pupils become more confident in using the language of learning when talking about their progress.

The newly revised personal learning plans and regular discussion between staff, parents and pupils were helping pupils track and record their wider achievements and understand their progress and next steps.

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 benefited learners. Staff were involved in creating 'graffiti walls' which helped them develop a consistency and shared understanding about effective learning and teaching. The school is now well placed to develop this work further. Staff were motivated and welcomed Continuous Professional Development (CPD) opportunities within and outwith the school. The senior leadership team encouraged staff to share their learning from these external CPD sessions.

The headteacher and depute headteacher are committed to developing leadership at all levels and were working with staff to review their approaches to self evaluation to ensure improvements for children. They effectively gathered evidence from pupil, parents and other stakeholders to help inform school development and improvement.

Staff, parents and pupils were taking a more joined up approach to whole school improvement and this has resulted in a new effective homework policy being produced and implemented in August 2012.

An improved ethos of self-evaluation is now encouraging staff to reflect on the impact and the quality of learning. This has been developing well across the school and contributed positively to improved learning and teaching.

The school continues to have a strong sense of community and achievement and this was evident in the high quality displays of pupils' work throughout the school and school weekly newsletters.

Parents spoke highly of the whole school experience and continue to support the work of the school.

3. Conclusion

With support from the education authority, Leith 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 April 2010 HMIE report.

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