

# LONGSTONE PRIMARY SCHOOL

Follow through report on the HMIE inspection

MARCH 2010

## 1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Longstone Primary School and Nursery Class on the quality of education in April 2008.

The school improvement plans for 2008–2009 and 2009–2010 took account of the findings of the inspection.

An education officer working with the school assessed the extent to which the school was continuing to develop the quality of its education including areas 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.

Since the original inspection a special school has been built in the original Longstone School campus, this has resulted in improved facilities for Longstone Primary School with shared accommodation for physical education including dance and drama. It has also afforded opportunities for staff from the two schools to work together to

improve learning experiences for pupils in both of the schools.

## 2 IMPROVEMENTS IN THE QUALITY OF EDUCATION PROVIDED

### 2.1 Learning and achievement

Across the school pupils were making good progress. The six annual planning and attainment meetings between the senior management team (SMT) and teaching staff focused on monitoring pupils' progress and ensuring next steps in learning had contributed positively to raising pupils' attainment. Staff made good use of knowledge of prior learning to set realistic but challenging learning targets. Overall attainment levels in mathematics had increased since the original inspection and pupils were consistently attaining or exceeding appropriate 5–14 levels. Progress in mathematics in P1 was very good. SMT support in P3 had contributed positively to raising attainment. Overall attainment in reading and writing had improved since the original inspection.

The strong focus on active learning approaches and thinking skills in P5/P6 had contributed to both improved attainment and pupils' confidence and ability to take responsibility. The school recognised the need to improve levels of attainment in

writing and in particular boys' reading and writing and had introduced 'writs to the top' which encouraged the use of ambitious language. Pupils spoke positively about the programme. Tracking pupils' progress included appropriate focus on groups including pupils for whom English is an additional language and pupils with additional support needs ensuring that monitoring attainment and celebrating success based on progress included all pupils.

Quality learning and teaching skills were embedded in practice and pupils were confident about what they needed to do to improve their skills in reading, writing and mathematics. Pupils were motivated, enthusiastic and actively involved in their learning. Pupils spoke confidently about learning and were very positive about the opportunities they had to improve learning and teaching in the school.

Staff, led by the SMT, had made progress engaging with the learning experiences and outcomes of the new curriculum and specifically with 'Taking the Curriculum out of Doors' and were well placed to implement the new curriculum.

A very strong ethos of achievement was evident. There were very good opportunities for pupils to achieve through a wide range of activities with a strong focus on developing leadership skills. These included leading assemblies and membership of a wide range of committees. There was a very wide range of active sports activities offered including

gymnastics, football, athletics, basketball, rugby, badminton, dance, and karate. Pupils were given opportunities to share their achievements within school and with wider audiences. Pupils were offered a residential experience which had a positive impact on developing skills towards becoming more responsible and effective contributors.

Pupils were proud of their school and recognised their responsibility towards making a positive contribution to improving the work of the school.

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

The pupils enjoyed being in school. They had opportunities to work as a class, in a variety of groupings, pairs and individually. They demonstrated increased responsibility for their learning.

Very good use was made of the school grounds and the wider community to enhance learning.

Teachers regularly shared the purpose of lessons and the focus on improved questioning, giving time for pupils to answer as well as encouraging pupils to ask questions had contributed to improved motivation to learn. Target setting was well established and contributed to pupils being more involved in and responsible for their learning.

Increased use of information communication technology (ICT) was evident throughout the school. Pupils' skills in using ICT had been

developed and extended to support learning across almost all areas of the curriculum. The pupil web team were very active and ensured that the school website was regularly updated and reflected the work of the school.

Support for pupils with additional needs continued to be a key strength of the school. Individual educational programmes and additional support plans were of a high quality and effectively contributed to pupils' progress. All staff participated in continuing professional development for pupils with autism; this resulted in a higher level of shared understanding and more consistency in meeting pupil's needs. The D (dyslexia) Club had produced an excellent movie promoting 'Coping with Dyslexia' and presented this to parents, staff, pupils in Edinburgh and other authorities. The D club pupils were very good ambassadors for the school and effective contributors to a wide audience. Place2be and the Place2talk continued to offer a positive forum for pupils to share issues and effectively cope with problems. The Place4parents positively supported parents and the wider community.

The healthy living priority in the 2008–2009 improvement plan led to pupils being more aware of healthy choices.

Pupils felt secure and safe in the school and confident that if they raised issues these would be dealt with appropriately.

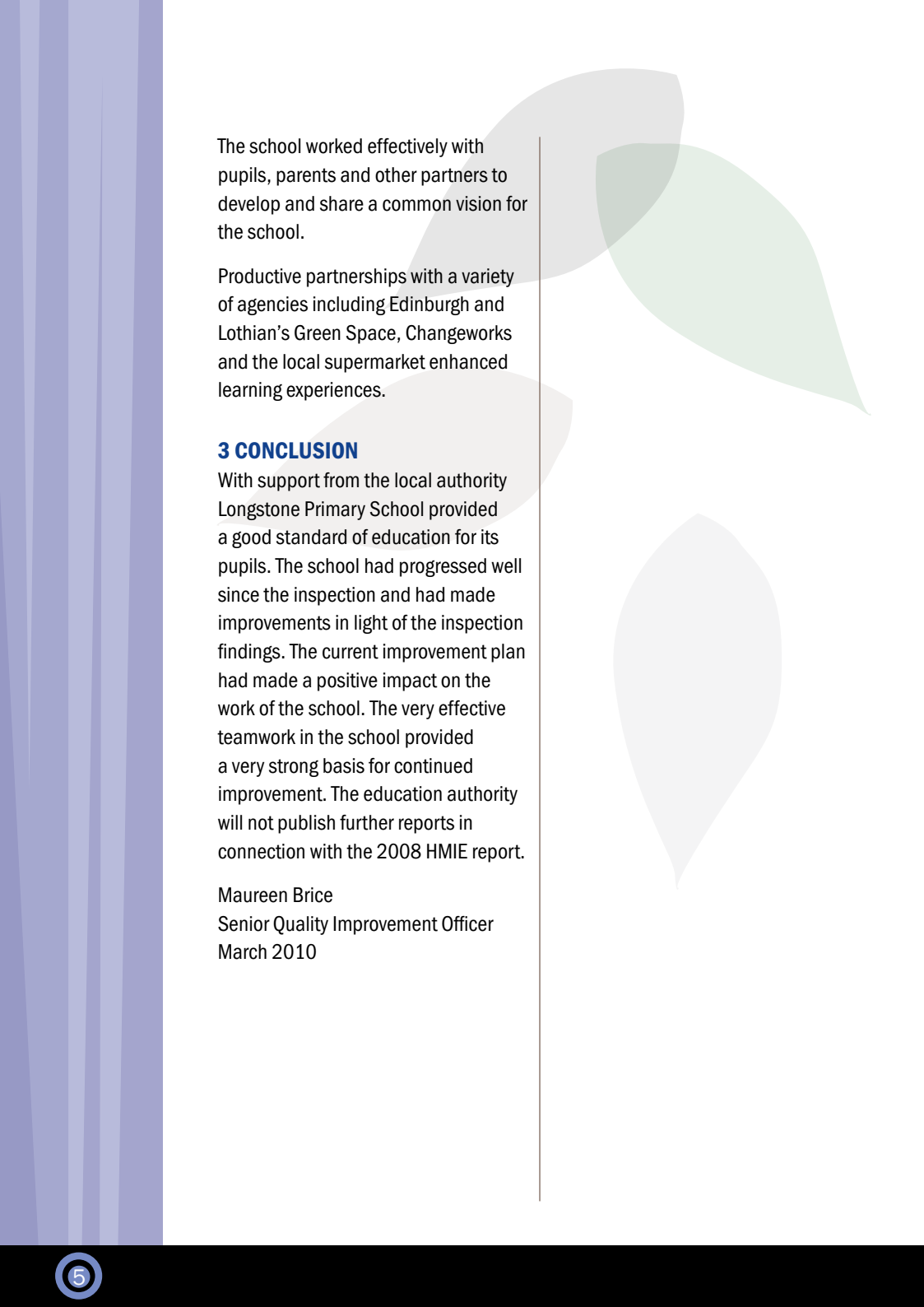
### **2.3 Leadership and direction**

Under the strong leadership of the headteacher and deputy headteacher leadership had continued to be developed at all levels. Staff worked effectively as a team to motivate and engage pupils in their learning.

Pupils had continued to be involved in a range of leadership roles through a wide range of opportunities including the pupil council, eco and health promoting team. Taking the pupil voice seriously was a strength of the school and had resulted in pupils taking opportunities to share their views very seriously in recognition of their real influence.

The stronger focus on self evaluation to improve learning and teaching had resulted in increased attainment, sharing effective practice in the school and increased opportunities for staff to reflect on practice to improve learning and teaching.

The inclusion in the SMT monitoring calendar of regular meetings with pupils to discuss learning had been very effective in recognising successes and identifying improvements.



The school worked effectively with pupils, parents and other partners to develop and share a common vision for the school.

Productive partnerships with a variety of agencies including Edinburgh and Lothian's Green Space, Changeworks and the local supermarket enhanced learning experiences.

### **3 CONCLUSION**

With support from the local authority Longstone Primary School provided a good standard of education for its pupils. The school had progressed well since the inspection and had made improvements in light of the inspection findings. The current improvement plan had made a positive impact on the work of the school. The very effective teamwork in the school provided a very strong basis for continued improvement. The education authority will not publish further reports in connection with the 2008 HMIE report.

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