

**NIDDRIE MILL PRIMARY SCHOOL**

**FOLLOW THROUGH REPORT**

**1 The inspection**

HM Inspectors of Education (HMIE) published a report on the quality of education in Niddrie Mill in December 2009. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection. An education authority officer 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*

There was a more systematic approach to gathering evidence about pupils' progress and attainment. Using a range of evidence and tracking pupils' progression in learning was now more effective. Staff evaluated pupils' progress more objectively and confidently and expectations for achievement and attainment had been raised.

From the previous session and from a range of work sampled most pupils had improved from their prior levels in spelling and writing. In mathematics attainment was varied but had improved for most pupils, whole class teaching approaches have been planned to support mathematics. Improving attainment in writing and mathematics remained a priority.

Regular reviews of pupils' work with senior management and teaching staff supported progression in learning and this has helped to consolidate and extend pupils' work and improved opportunities for individual and group learning needs.

Staff benefited from continuous professional development in teaching writing and new strategies were effectively implemented throughout school. Some pupils produced examples of high quality writing and they were more confident and motivated in writing tasks.

Attainment analysis of writing identified the need to improve writing approaches for boys. More effective challenges and opportunities for boys writing were provided which resulted in increased motivation and improved attainment.

In numeracy there was an effective review of planning within *Curriculum for Excellence* levels and a teacher working group developed clearer outcomes for pupils' learning. Staff and pupils focused on more succinct learning targets.

## 2.2 *Meeting pupils' learning needs*

The curriculum had been strengthened through the introduction of new planners which covered all curriculum areas and this promoted a broad and balanced approach. The planners improved opportunities for flexibility within the curriculum and supported learning. Pupils benefited from a wider range of experiences and were working confidently and with enjoyment.

New teaching approaches to learning within *Curriculum for Excellence* were introduced. In literacy and numeracy there were very good opportunities for active and personalised learning. Pace and challenge in lessons had improved. Pupils worked very well collaboratively and were provided with a very good range of stimulating learning experiences in classes.

The reading programme had supported personalised learning and pupils were encouraged to select their own reading books and develop their own interests; this supported their achievements and motivation in reading activities.

The health and wellbeing programme was well integrated throughout school and pupils' social and emotional health was well supported by the behaviour support teacher and other agencies and partners who work with the school. Pupils benefited from this additional support and they were secure and their self esteem had improved.

There has been good development in religious and moral education using *Curriculum for Excellence* guidance and the programme was being well implemented and supported by the planner sheets. Active learning was encouraged and pupils enjoyed the range of learning activities.

## 2.3 *Leadership and direction*

The headteacher assisted by the depute headteacher promoted and contributed to an ethos of self evaluation and this culture was evident throughout school. Staff morale was high and the headteacher consistently encouraged staff to evaluate their practice and to reflect on learners' experiences and their progress.

There was an ethos of respect and inclusion in school and the senior management team set high expectations for pupils and staff in all their work. They had very good relationships with parents and the community and were approachable and well respected.

The headteacher gave very good and reflective leadership to the school, she provided very good opportunities for all staff to contribute to initiatives and developments with individual strengths recognised. The very good culture of self-evaluation ensured the school continued to improve.

## **3 Conclusion**

With support from the education authority, Niddrie Mill Primary School provided a very good standard of education for its pupils. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan had had a positive 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 December 2009 HMIE report.

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