

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Pentland Primary School in February 2008. Subsequently the school with the support of the education authority ensured that the 2008–2009 and 2009–2010 improvement plans took full account of the findings of the inspection.

An education authority officer visited the school recently to assess the extent to which the school was continuing to develop the quality of its education including areas identified for improvement and produced a progress report for parent.

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

All pupils were encouraged to take active responsibility for their learning. Learning targets were well established

and pupils were aware of their next steps in learning. Pupils were engaged in assessing their own and others learning. Pupils were more fully involved in setting their own targets in discussion with parents and carers. Pupils had opportunities to work as individuals, in pairs, in teams and groups and as a whole class. Pupils were confident and willing to take risks in learning. Almost all classes were using information and communication technology (ICT) effectively to support learning and teaching. Pupils were encouraged to identify links between curricular areas and apply learning in a variety of contexts. There was a strong focus on developing the new curriculum and pupils were able to give examples about how they had become more successful learners, more responsible citizens, more effective contributors and more confident individuals.

Overall pupils were making satisfactory progress in their learning. The school had increased attainment in reading, writing and mathematics in 2009. Pupils had made good progress in writing and boys' writing was a particular strength. There had been a focus on improving mathematics, using a more active approach and taking account of the learning experiences and outcomes in the new curriculum. Mathematics has continued as an area for improvement. New approaches to teaching literacy had been introduced and this had

impacted positively on pupils' enjoyment of reading. Pupils spoke confidently, listened to each others' ideas and were able to discuss and reflect on their learning.

The nursery class provided an active safe and stimulating learning environment. The new curriculum was being implemented to enhance learning. Personal learning planning was of a very high standard and parents and carers were actively involved in the process. Pupils had a wide range of opportunities for exploration and investigation.

Pupils benefited from an excellent range of out of class opportunities which include the 'outdoor classroom', a range of excursions, visiting artists/groups to the school and outdoor education clubs. The school made very effective use of sporting activities including Sporting Hearts, Sporting Chance and opportunities offered by the Active Schools coordinator. These made a significant contribution to increasing the time pupils spend in physical education. The school ensured that all classes were given the opportunity to experience a range of activities to ensure a broad and balanced curriculum. The very active parent council offered a range of clubs including skiing, ball sports and gardening.

The school provided very good opportunities for celebrating wider achievement. Regular newsletters and the school website celebrated successes. The achievement board and weekly assemblies celebrated both attainment and achievement. Pupils were given opportunities to develop as responsible citizens through a range of

activities including, the pupil council, eco committee, buddying, playground committee, and recycling. Pupils had opportunities to invite their parents to a performance each year. Pupils were positive about the way achievement was recognised and confident that as they shared achievements outside school these would be valued and celebrated in school.

2.2 Meeting pupils' learning needs

The majority of pupils enjoyed coming to school and felt successful in their learning. Pupils liked learning best in pairs and when they were actively involved. Pupils were proud of the school and enthusiastic participants in the wide range of activities offered.

Staff had worked effectively to create a climate of mutual trust, respect and confidence. Teachers used a wide range of resources and teaching approaches to meet pupils' needs. Teachers built effectively on prior learning and on the strengths of their pupils. Teachers demonstrated very sound knowledge of individual pupils learning needs. Staff were innovative and creative in approaches to meeting pupils' learning needs.

Most tasks, activities provided appropriate support and challenge for pupils to progress their learning. Feedback on written work ensured quality and clearly outlined next steps in learning. Standardised tests were used effectively to track pupil progress, identify pupils who required further support and contributed to measuring the impact of different learning and teaching approaches.

There was a strong school commitment to health promotion which had impacted positively on pupils' physical activity. The school had recently become involved in the *Growing Confidence* and *Creating Confident Kids* projects. These had ensured that pupils had opportunities to develop their social and emotional skills.

The school had provided a very good level of support for pupils with additional support needs. Support for learning staff worked effectively with small groups and individual pupils and where appropriate alongside class teachers. Pupils with additional support needs were making very good progress towards achieving individualised outcomes. Pupils with support needs were making good progress.

The school worked very effectively with a wide range of agencies.

Staff had high expectations of pupils' behaviour and pupils responded positively to this approach. Almost all pupils were polite, respectful, and inclusive and like staff valued diversity.

2.3 Leadership and direction

The acting headteacher provided very strong leadership with clear values and a vision which focused on meeting pupils' needs. The senior management team (SMT) inspired staff to take ownership of learning and led them

to working collaboratively in teams to ensure positive outcomes for pupils.

Self-evaluation effectively identified strengths and areas for improvement.

Pupils were actively involved in taking part in the many opportunities to exercise responsibility that were offered.

The school constantly sought ways to improve and lead learning and teaching for example they had recently become involved in the *Comenius* project which involves working with seven European partners to enrich opportunities for pupils and staff to develop as global citizens.

3 CONCLUSION

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

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PENTLAND PRIMARY SCHOOL

Follow through report on the HMIE inspection

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