

## **1 THE INSPECTION**

HM Inspectors of Education (HMIE) published a report on the quality of education in Ratho Primary School in February 2007. 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 team 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 most pupils were making very good progress. A range of approaches to support the development of reading had improved

attainment. Pupils were enthusiastic and motivated by the introduction of book detectives and literature circles from P1–P7. Writing attainment was continuing to improve and pupils had increased opportunities to write in a variety of contexts across the curriculum. Attainment in mathematics was improving and pupils' confidence in explaining mathematical concepts had increased.

The school provided very good opportunities for pupils to be actively involved in protecting their environment and promoting healthy lifestyles. Through the outdoor classroom programme pupils at all stages were enthusiastic and motivated to use the local environment to support their learning.

The atmosphere across the whole school was calm and purposeful and the pupils were clear about the expectations in learning and behaviour and the routines which should be followed. Pupils particularly enjoyed taking personal responsibility for registration each morning.

Staff were successfully developing the new curriculum with a focus on literacy and science. Pupils had demonstrated increased confidence in listening and talking through storytelling. Further opportunities for religious observance included time for reflection and increased emphasis on festivals.

## 2.2 Meeting pupils' learning needs

Pupils enjoyed being in school and at all stages had opportunities for learning together in pairs and groups. They demonstrated increased responsibility for their learning and were clear about what they had to learn. Pupils knew what they needed to do to improve through regular discussions about their learning and by sharing their learning logs with parents.

Teachers shared the purpose of lessons with pupils and questioning was used to further involve pupils in what they were learning and to check understanding. Pupils were motivated by the wide variety of learning experiences.

Whole class, group and individual use of information communication technology (ICT) were evident throughout the school. Pupils' skills in using ICT had been developed and extended to support learning across all areas of the curriculum.

The school was very good at identifying and providing the appropriate level of support for pupils with additional support needs. Specific programmes of work to improve skills in reading, writing and coordination had been developed and implemented very effectively.

## 2.3 Leadership and direction

Under the strong leadership of the headteacher and principal teacher, leadership had continued to be developed

at all levels. All staff worked very effectively as a team to motivate and engage pupils in their learning.

Pupils had continued to be involved in leadership roles through a wide range of opportunities including the pupil council, the Ratho action group, the wildlife ranger service and the school bank.

The headteacher and staff continued to monitor and evaluate the work of the school very effectively. Good practice in learning and teaching was shared and pupils enjoyed the different approaches used by staff to help them to learn better.

Parental involvement in their child's learning had been further developed through the school website. The comprehensive site included class information on what was being taught at each stage, the next steps in learning, and websites to access. Pupils and staff contributed to the site on a regular basis and the number of 'hits' was monitored and was increasing.

The high level of commitment in supporting the wider community had continued. This involved pupils working independently, enthusiastically and confidently to support a range of projects and charities, including creating a mosaic, developing plans for a school garden, protecting the rainforest and local charities.

Parents had continued to support the work of the school well and played an active role in all school events.

### 3 CONCLUSION

With support from the education authority, Ratho Primay School provided a very 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 had a major 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 2007 HMIE report.

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February 2009





# RATHO PRIMARY SCHOOL

Follow through report on the HMIe inspection

JANUARY 2009