

ROSEBURN PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Roseburn Primary School in June 2010. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

An education authority team, accompanied by the District Inspector visited the school in October 2011 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. In June 2012 an education authority team made a further visit.

This report tells you about the quality of education provided by the school since the original inspection and October 2011 visit. It 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

In the nursery, children were confident, busy and engaged in their learning. Staff child interaction was very good. Staff supported children well and set some challenging activities which required problem solving. Children were being given more opportunities to apply their learning.

In most lessons learning intentions and success criteria were shared. In the best practice these had clear purpose and were reviewed during lessons to help pupils evaluate their learning and progress.

A range of assessment strategies supported learning and there were opportunities for peer and self assessment for example with regular monitoring through the use of traffic lighting for example children in P4/P5 placed completed written tasks in green, amber or red trays. In some classes pupils were using two stars and a wish to evaluate their work.

The children spoke about how this and the discussion with their teacher and learning assistants supported their learning. Most children were able to talk with confidence about the tasks they were undertaking and what they were learning from the tasks. Children talked positively about the opportunities they had to apply their learning, for example sharing their learning with their parents at their Titanic 'museum' with parents providing their feedback on postcards; a whole school progressive programme around Fairtrade fortnight.

2.2 *Meeting pupils' learning needs*

In mathematics children experienced a range of practical, meaningful and engaging learning experiences. For example, in P7 where pupils were successfully using compasses and maps to give directions using three figure bearings.

Forward plans effectively supported staff in identifying progression in learning. Assessment was an integral feature of this with the identification of specific mathematics elements which were to be assessed and the assessment activity to be used. Children were able to show regular 'check ups' and discussion about their work helped them to reflect on their progress and identify their next steps.

Children spoke of the increased active approaches in mathematics with increased opportunities for problem solving. They were motivated by and enjoyed the challenges they were set. Interdisciplinary learning was consistently identified in forward planning.

Children talked positively about their involvement in the reporting to parents about their learning. They found it useful to be involved in a three way conversation (teacher-pupil-parent) on parents' night. They felt that the teachers knew their strengths and their next steps in learning. This, in conjunction with the range of assessment strategies, provided a very good basis to further develop the personal learning planning process.

2.3 *Leadership and direction*

The school continues to work hard to develop parental relationships. These include:

- high quality regular informative newsletters shared 2011-2012;
- active Parent Teacher Association (PTA) who raised funds for school and charities;
- an up to date website was used to enhance communication between school and home. A useful feature for example had been the regular updates regarding school closure during the heavy snow;
- involvement of parents in developing the website and keeping it up to date. Pupils were able to talk about how the website made an effective link between school and home;
- an informative and high quality numeracy booklet for parents and was available on the website; and
- curriculum workshops to improve involvement of parents in learning and teaching.

The headteacher and staff were highly committed to the school. Learning assistants were positive about their involvement in the life of the school and felt valued by staff and parents. Staff talked positively about the very good support provided by the PTA and parent community.

Teachers talked positively about the professional development opportunities they had had for example involvement in cluster moderation from which they had benefited in developing understanding of agreeing standards.

The school had taken on board that self-evaluation was wider than activities to monitor. Staff were able to evidence a range of processes within the school which had impacted positively on learning and teaching.

The senior management team recognised that a clearer focus on impact for pupils needed to be emphasised in both planning and reporting.

3 Conclusion

With support from the education authority, Roseburn Primary School provided a good standard of education for its pupils. The school had made good progress since the inspection and had made improvements in light of the inspection findings. The teamwork in the school provided a good basis for continued improvement. The education authority will not publish further reports in connection with the 2010 HMIE report.

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