

**ROYAL MILE PRIMARY SCHOOL**

**FOLLOW THROUGH REPORT**

**1. The inspection**

HM Inspectors of Education (HMIE) published a report on the quality of education in Royal Mile Primary School in January 2010. This was followed up by a further report in 2011 and letter in 2012. 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 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*

In the nursery, children were happy and settled. They had very positive relationships with staff. The nursery was welcoming to parents and carers. The most recent care commission inspection in June 2012 had evaluated standards as being very good.

The relocation of the language and communication classes had helped improve the learning environment. The language classes continue to be a strength of the school.

The school had made significant improvements to the classroom learning environment through effective implementation of the “On Track” school behaviour policy. Most children were engaged and motivated in the learning activities.

Staff had developed an information communication technology (ICT) skills planner to support continuity and progression. The school had increased the range of technology children are using including beebots, activote and smartboard activities. At the early stages pupils were using the smartboard to self register and reinforce literacy and numeracy. At the upper stages pupils were using the whiteboard to demonstrate the use of a protractor to measure angles. Pupils were working in groups to use PowerPoint presentations to demonstrate their knowledge of the human body and to plan their healthy snack tuck business. The upcoming ICT refresh should opportunity to further develop increase the use of ICT to support and enhance children’s learning.

Health and wellbeing had been an area of priority for the school. A working party had developed guidelines to ensure a progressive programme for learners. There had been a

successful health week which included the pupils running a healthy snack tuck shop. The parent council had funded water bottles for all pupils.

The school had adopted 'Big Writing' throughout the school. There is clear evidence of pupils beginning to improve their own writing and further apply their writing skills in other areas of learning. Pupils however need increased opportunities for extended writing and further opportunity to undertake self and peer assessment. In a few classes staff modelled this for pupils with feedback comments closely linked to learning intentions and success criteria.

In mathematics useful support guidance had been produced to develop consistency of experience for learners. There were a number of areas which had been identified in mathematics as priorities which were still in the process of development. These developments had not had time to raise children's attainment significantly.

The school need to further develop its self-evaluation practices to ensure curriculum and learning and teaching developments impact on improved attainment and learners' experiences.

## *2.2 Meeting pupils' learning needs*

The "On Track" positive behaviour policy was on display and used effectively in all classes. Staff highlighted the improved ethos in the school. Pupils had responded well to the house system. Some staff were adopting a restorative practice approach which was further adding to the increased positive ethos. In the majority of classes the children were on task in their learning. Learning assistants provided valuable support to individuals.

The school had identified the need to further develop the personal learning planning process. A good start had been made in helping children to reflect on their learning and setting targets. This should continue to be developed, shared with parents / carers and evaluated for impact on learners. A start had also been made to the development of a tracking of pupil progress. The impact of this requires to be evaluated to ensure a focus for improving the attainment and achievement.

Children from the language and communication classes had opportunity to join mainstream classes as appropriate, and were well supported by staff.

Children were having increased opportunities for involvement in leading their learning. For example, in Inter Disciplinary Learning, children were given opportunities to share prior knowledge and identify questions for possible lines of enquiry.

## *2.3 Leadership and direction*

Staff spoke positively about the leadership in the school. They had opportunity to be members of working parties and contribute to wider whole school developments. The headteacher had developed a range of monitoring systems. For example there was a clear focus on monitoring planning using the principles of curriculum design. The whole staff were involved in the evaluation of the work of the school. The headteacher should continue to build on this approach using the support and guidance provided by national support material to ensure that the self-evaluation activities lead to improvements for learners.

### **3 Conclusion**

With support from the education authority, Royal Mile Primary School provided a satisfactory standard of education for its pupils. The school had made satisfactory progress since the inspection and had made improvements in light of the inspection findings. The teamwork in the school provided a satisfactory basis for continued improvement. The local authority will produce a further follow through report in one year.

Peter Gorrie  
Quality Improvement Officer  
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