

THE ROYAL HIGH PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in The Royal High Primary School in August 2012. 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 how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

Learners in the nursery were motivated and eager participants in their environment. They were learning to be responsible citizens by looking after "Shelly" the tortoise. Their P5 buddies were working in the nursery with the children to create stories about Shelly. Parental booklets had been produced to help parents discuss learning in numeracy and literacy at home and outdoors.

There was a very positive ethos across the whole school community. Pupils were well mannered, polite, engaged, motivated and eager to share their learning. Pupils in the focus group were articulate and were able to talk about the exciting learning opportunities they experienced at The Royal High Primary School. They were particularly proud of their personal learning profiles which clearly showed their many achievements.

Pupil attainment was carefully monitored and pace and challenge for all learners was discussed at attainment meetings. The senior management team and staff have worked together to ensure that all staff feel much more confident when pupils have achieved a level. They have used the Significant Aspects well to help staff, pupils and parents understand pupils' learning and next steps. Pupils self and peer assess their work in literacy and numeracy and pupils can clearly identify their next steps in learning. Personal learning profiles have been revamped and are used effectively to collect best pieces of work. The introduction of Achievement walls within the profiles have ensured pupils are reflecting meaningfully on broader personal achievements and key aspects of their work. Personal learning profiles are shared with parents each term and parents are encouraged to comment on the learning of their child and their achievements.

Pupils throughout the school felt that all staff treated them with equality, fairness and respect.

Pupils at The Royal High Primary School continued to receive a very good range of quality learning experiences. Staff had the confidence to allow pupils to model lessons in information

communications technology (ICT) eg how to create a PowerPoint and how to upskill the class and the teacher in using an I-pad. Pupils spoke positively about the range of Active Learning opportunities they received and the opportunities they had to work independently, in pairs and in groups. Pupils at all stages had opportunities for personalisation and choice and were able to suggest activities which would meet the Experiences and Outcomes in *Curriculum for Excellence*. Learning walls which related closely to Bloom's taxonomy were evident throughout the school. These walls were helping pupils to see the relevance of their learning.

There was a wide range of opportunities for pupils to take responsibility within the school community and express their ideas on a wide range of school issues. Pupils talked positively about their involvement in Pupil Council, Eco Team, Junior Road Safety, Fair Trade Group, Health Group and as Team Captains. All senior pupils in P7 assume a key role of responsibility within the school. The pupils in the Pupil Council had recently gone on learning walks around the classes where they asked pupils about the learning and the resources used in the classes. The pupils felt as though they were being listened to and their opinions valued.

Pupils are offered a range of extra curricular clubs eg computing, basketball, football, netball, judo, gymnastics, harp, Urdu and homework clubs.

Presentation of work in jotters and displays throughout the school was of a very high standard.

3. How well does the school support young people to develop and learn?

Very good progress had been made in the development of the curriculum. Staff plan a range of motivating and engaging learning experiences which provide pupils at all stages in The Royal High Primary School with opportunities to progress across all areas of the curriculum. Significant aspects in learning have been identified for all curriculum areas which provides cohesive, progressive learning opportunities for all.

Pupils are experiencing the relevance of mathematics and numeracy through activities and tasks which are linked to everyday experiences and are able to use their mathematics knowledge in other areas of the curriculum eg P5 pupils created an interactive mathematics challenge for their buddies.

The Young Author's Project which is experienced by pupils across all stages has helped pupils develop their imaginative writing skills to produce their own books. Pupils shared their books with parents on National Book day and parents were invited to write their own reviews of the books.

Pupils in P4 were having the opportunity to apply reading and writing skills through identifying and categorising key vocabulary in a factual account of the digestive system prior to creating a 'flap book' summarising the key processes.

The Royal High Primary School's curriculum provides opportunities for all learners to develop their skills for learning, work and life. A learner's journey is in place detailing experiences for all school curriculum areas. These include a range of physical activities and creative and cultural opportunities.

Motivating whole school topics which are part of the Ethos and Life of School include: Road Safety Week, Scots Week, Commonwealth Games Week, Fair Trade Fortnight, Young Authors' Project and Friendship Fortnight. As part of their work on Global Citizenship, the school welcomed visitors from their link school in Tanzania. This visit will culminate in a Makutano performance at the Queen's Hall in June.

Transition arrangements across all stages are very good. Staff plan carefully together to ensure that all learners benefit from continuity and progression in their learning. Nursery to P1 transition arrangements include visits to the school, meetings of staff and parents and a “New Beginnings” project where P1 children film their learning and their favourite activities in the classroom and present this to their friends in the nursery.

A well structured programme of visits and activities, including Head Start are in place for learners moving from P7 to S1 at Portobello High School.

Through developing their strong programmes which have flexibility within them, staff have developed a shared understanding of differentiation and progression which ensured tasks, activities and resources were better matched to the needs of the pupils.

All staff know the pupils very well and are sensitive to individual circumstances. The school uses a range of approaches to identify individual learning needs for all its learners. Staff work very well with the support for learning teacher and other partner agencies. Differentiation was evident in almost all classes. Appropriate challenge in most tasks was evidenced, eg in writing a recipe, more able learners were to identify headings and content whilst some learners were appropriately supported through the use of pictures and shorter pieces of text. Effective support was provided by pupil support assistants.

The introduction in P5 and P6 of the Fresh Start Literacy Programme has had a very positive impact. Pupils are making good progress in their reading and this has given them greater confidence in writing independently.

The school benefits from having an art therapist who offers support in emotional and social health and well being to individual pupils, groups or families who may want to attend. This group gives them opportunities to talk about their feelings.

Four members of staff are trained in Seasons for Growth which supports pupils in bereavement and separation.

4. How well does the school improve the quality of its work?

The Royal High Primary School uses every opportunity to capture the views of staff, parents and pupils across a wide range of school activities. Positive feedback from a variety of evaluation opportunities throughout the year indicate a high level of parent satisfaction. Commendably, the pupils in the Pupil Council were involved in learning walks where they visited classes and asked pupils what they enjoyed about their learning and if they would like to make any changes to the way they were learning.

The school has continued with the very strong culture of school improvement and effective support for career-long professional learning. The headteacher provides very good leadership for the school and displayed a very clear sense of direction for the school, empowering and enabling staff to demonstrate and take responsibility. The headteacher and depute headteacher remained highly committed to school improvement and provided very good leadership.

All staff members at The Royal High Primary School are on working parties and are committed to acting on the results of robust self-evaluation and the actions taken as a result of the evaluations show clear evidence of improvement. Staff focus continuously on the quality of learning and teaching across the school and Focussed Learning Rounds in the school had helped all staff to develop a greater understanding and awareness of progression across the school.

Close cluster working and cluster moderation days have helped staff ensure a consistent and shared standard across the five primary schools and Portobello High School.

5 Conclusion

With support from the education authority, The Royal High Primary School provided a very good standard of education for its young people. The school had progressed very well since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2012 HMIE report.

Therese Laing
Quality Improvement Officer
June 2014