

## 1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Sciennes Primary School in March 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 officer 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 almost all pupils were making very good progress. Pupils' performance had improved in the last two years in reading and

writing. Almost all pupils were attaining appropriate levels in listening and talking. More than half of the pupils attained levels earlier than expected.

The overall quality of attainment in mathematics was very good and high levels of attainment had been maintained over recent years. Support provided by the depute headteacher had helped to improve pupils' speed and accuracy in mathematics.

The school had provided very good opportunities for pupils to achieve in a wide range of areas, for example in public performances, sports, technology projects, enterprising initiatives and environmental activities. On a recent visit MSP Cabinet Secretary Fiona Hyslop commended the school's learning and teaching in science. Pupils experienced a curriculum of commendable breadth and depth with strong personal support. All classes benefited from enhanced physical education opportunities.

Staff regularly reflected on their work and this resulted in high quality approaches to teaching. They were successfully developing the new curriculum initiatives to promote understanding of other cultures, responsible citizenship, critical and creative thinking and literacy and numeracy across the curriculum. Active learning approaches had been

successfully incorporated in a significant amount of classroom learning and teaching.

## **2.2 Meeting pupils' learning needs**

The pupils were highly motivated and enjoyed being in school. Teachers had enabled pupils to work cooperatively and independently and to evaluate their own understanding of lessons. Pupils responded enthusiastically when working together or in groups. All pupils had been successfully involved in discussions with class teachers and parents about their targets for the future. Praise and suggestions for improvement were regularly and effectively offered to pupils on important aspects of their academic and personal development.

Teachers had worked effectively to create a climate of mutual trust, respect and confidence and they were meeting all pupils' needs well. Very high standards of behaviour were maintained. The school had a strong commitment to health promotion which impacted on pupils' physical activity and their diet. Pupils proceeding from nursery to P1 and from P7 to secondary school were very well supported.

The school provided a very good level of support for pupils with additional support needs. Learning support staff worked effectively alongside class teachers with small groups and with individual pupils, and these pupils were making good progress. Able pupils were supported through a very good thinking skills programme. Pupils worked successfully at different levels in

response to teaching which involved a partnership between staff, parents and outside agencies. Pupils for whom English was an additional language were also making very good progress. Highly professional use by staff of information and computer technology was impacting on pupils' attainment, achievement and motivation.

There was still difficulty in finding space to work with small groups and individuals. However an excellent 'outdoor' classroom had been created and an area identified for active learning. A play area allowed pupils to build on their learning through structured activities which called for creativity, working together and problem solving. Pupils were highly motivated by these facilities.

## **2.3 Leadership and direction**

Staff, parents and pupils shared the school's aims and values to an excellent degree. The headteacher provided very good leadership and had continued to take forward improvements with the full cooperation of the staff. Senior managers were developing high quality leadership throughout the school. Initiatives to improve the quality of pupils' experiences had been successful. The school's recent work on self-evaluation had helped pupils' standards of attainment and presentation of work to improve from a very good base.

All pupils were involved in taking up the many opportunities to exercise responsibility which were offered to them. All had experienced 'real' projects supporting the

development of lifelong learning, knowledge, attitudes and skills. Older pupils supported younger pupils very well. Staff, pupils and parents had contributed to impressive school and community initiatives, such as the 'Swimathon', to promote additional physical education.

Staff, pupils, parents and members of the community shared in planning how to take the school forward. The Parent Council had given very good support to the headteacher over several important issues as well as contributing very effectively to the recruitment and selection of staff.

### **3 CONCLUSION**

With support from the education authority, Sciennes Primary School provided a very good standard of education for its pupils. The school had progressed 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 an excellent basis for continued improvement. The education authority will not publish further reports in connection with the 2007 HMIE report.

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# SCIENNES PRIMARY SCHOOL

Follow through report on the HMIE inspection

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