

## TRINITY PRIMARY SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors of Education (HMIE), now known Education Scotland published a report on the quality of education in Trinity Primary School in August 2011. Subsequently the school and 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*

Almost all pupils at Trinity Primary School continued to make very good progress in their learning and had achieved very good standards in reading, writing and mathematics. Staff had made more systematic and consistent use of a wide range of standardised assessment data to analyse pupil progress and identify next steps in learning. The school is very well placed to make further use of a wider range of assessment approaches to support teacher's professional judgements. The whole school approach in identifying key core skills for each stage in numeracy and literacy is helping children have a more progressive experience throughout the school.

Pupils at Trinity Primary School continued to receive an excellent wide range of quality learning experiences including effective use of information communications technology (ICT). Children at the early stages were able to work well independently, and in groups, to apply their knowledge of phonics in a range of activities. Children in the middle stages were working in groups to research real life angles in the outdoor classroom and on the internet and used this information to create a poster demonstrating their knowledge. Children in the upper school were cooperating effectively using an ipad application to create their own books on natural disasters.

The school had continued to develop a strong sense of achievement and pupils were benefiting from an exceptional range of school and community activities. The school regularly recognised and celebrated pupils' achievements in a wide range of ways. The introduction of Junior Award

Scheme Scotland (JASS) and class achievement ambassadors has helped improve approaches to tracking wider achievements.

There was a very positive ethos of learning within the school and all the pupils were very well behaved, motivated, enthusiastic and active learners. Pupils felt their school had a strong sense of community and they spoke positively about the range of opportunities which involved working in leadership groups with other age groups in collaborative learning teams, their house events and their global partnership with Luhira in Tanzania.

All pupils were involved in the personal learning planning process. They continued to develop an awareness of themselves as learners through a clear understanding of their 'steps to success' and this was reinforced well with focused opportunities for 1:1 learning dialogue with their teachers.

Staff and pupils were working hard to develop active and healthy lifestyles through their 'I Bike' cycling initiative and their work on achieving Stage 3 accreditation for being a Health Promoting School. The introduction of the rights respecting school initiative was helping pupils feel more involved and valued therefore helping to develop their skills for learning, life and work.

## 2.2 *Meeting pupils' learning needs*

Staff had a very clear plan of how they were moving forward with Curriculum for Excellence and continued to work well together using effective school self evaluation to revisit the principles and purposes and develop and refresh their curriculum within the four contexts for learning: Curriculum areas and subjects, interdisciplinary learning, ethos and life of the school and opportunities for personal achievement.

Staff were working confidently with the experiences and outcomes and were using them well to plan high quality learning experiences. The school recognised the need to have a further focus on skill progression and tracking pupils progress in their learning.

A revised forward planning format using an online planning and tracking tool was helping staff develop a more focused approach to planning learning, teaching and assessment. Staff felt this tool helped them provide more stimulating, challenging and relevant learning experiences and this contributed to a more coherent approach to children's learning. All pupils were receiving two hours high quality physical education (PE).

Pupils at Trinity Primary School were taking increasing responsibility and ownership of their learning through effective use of ICT, cooperative learning strategies and the use of big floor planning books and learning walls.

Across the curriculum the range of learning activities, tasks and resources provided learners with appropriate support and challenge and were well matched to children's needs. Children with individualised educational programmes (IEPs) and additional support plans had greater involvement and more frequent opportunities to agree, discuss and evaluate their child friendly learning targets.

Children were extremely motivated by the school's approach to home learning. They enjoyed having creative challenges set by the teacher and greater opportunities for personalisation and choice. They particularly enjoyed creating their own displays of their home learning through effective use of class 'home learning hubs'.

## 2.3 *Leadership and direction*

Since the HMIE report in 2011, there have been significant changes in the management team and staff at Trinity Primary School however the school had continued to have a clear vision for the

way forward and a very strong culture of school improvement and career long professional learning.

The headteacher continued to have a clear understanding of the needs of Trinity Primary School and was well respected by pupils, parent and staff. She remained highly committed to school improvement and provided excellent leadership.

Staff felt they were very well involved in whole school self evaluation through learning rounds and focused whole school learning and teaching meetings. They felt they were given regular opportunities to develop their leadership skills through leading a wide range of initiatives such as I bike, outdoor learning, ECO, Fair-trade, and Rights Respecting School.

Nearly all parents (97%) felt that their children were well supported and enjoyed learning at Trinity Primary School. The majority of parents commented that the school helped their child to be more confident. The school continued to work well with parents to find creative ways to further involve parents in their child's learning. Proposals to enhance outdoor learning, through significant changes to the school playground, had received strong support from parents and a joint project is now underway.

### **3 Conclusion**

With support from the education authority, Trinity Primary School provided a very good education for its pupils. The school has made very good progress since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan has had a major impact on the work of the school. The education authority will not publish further reports in connection with the 2011 HMIE report.

Janice MacInnes  
Quality Improvement Officer  
August 2013