

## WARDIE PRIMARY SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Wardie Primary School in December 2010. 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*

Pupils at Wardie Primary School continued to make very good progress in their learning and had achieved good standards in reading, writing and mathematics. The school had maintained consistently high levels of attainment over the last two years and the attainment trends compared very well with comparator schools. The whole school approach to reading had continued to engage and motivate the learners and attainment in mathematics was being strengthened by the purchase of a new active mathematics resource and a focus on core numeracy skills.

The school's focus on developing children's skills in literacy and numeracy across learning was having a very positive impact. Within their planning, teachers now clearly identified opportunities for children to apply their skills within different contexts and across all curricular areas. The use of Bloom's Taxonomy higher order questioning and activities had increased the support and challenge for both staff and pupils.

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

There was a very positive ethos of learning within the school and the majority of pupils were very well behaved, motivated, enthusiastic and active learners. Pupils felt their school was calm, welcoming and inclusive.

All pupils were involved in an extensive personal learning planning process. They all had a detailed high quality Learning Folio. These folios continued to encourage children to set

targets, reflect on their learning and identify next steps. Pupils felt that the comments provided by teachers and parents within the folios, helped them achieve their goals.

Staff and pupils had worked hard to achieve Stage 2 Healthy Schools Accreditation and their second Eco Schools Scotland green flag. The introduction of a wide range of citizenship groups including Wardie Befrienders and Gardening in the Community were helping pupils feel more involved and valued and were helping develop pupils' skills for learning, life and work.

The school continued to provide very good opportunities for pupils to initiate and lead in a number of areas including the recent, highly successful national 'Doors Open Day' where pupils took on the role of guide to over one hundred visitors.

## 2.2 *Meeting pupils' learning needs*

Staff had a clearer plan of how they were moving forward with Curriculum for Excellence. They had revisited the principles and purpose of the curriculum and were working together to ensure progression across 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 with increasing confidence with the experiences and outcomes and were using them well to plan high quality learning experiences. Revised forward planning formats were helping staff develop a more focussed approach to planning learning, teaching and assessment. Staff felt they now had a greater understanding of the link between discrete curriculum subjects and interdisciplinary learning and how these contributed to a more coherent approach to children's learning. All pupils were now receiving 2 hours quality physical education.

The focus on active mathematics and numeracy tasks was ensuring children further developed their problem solving skills and their maths experiences were more real, relevant, interesting and fun.

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. The revised remit and structure of support for learning had led to excellent support and ensured earlier identification and focused intervention for targeted pupils. Parent volunteers and learning assistants were used very effectively to support learners in some classes.

The school had recently updated the Additional Support for Learning policy to reflect local and national guidance and this helped ensure that Wardie's effective structures and systems were in place to meet the needs of all learners. The introduction of Master classes and the new Highly Able Pupil policy had led to improved pace and challenge for more able pupils.

## 2.3 *Leadership and direction*

The headteacher continued to have a clear understanding of the needs of Wardie Primary School and was well respected by its pupils, staff and parents. She was highly committed to school improvement and provided excellent consultative leadership and a culture of distributed leadership. She was well supported by the two depute headteachers and the principal teacher.

The views of staff and parents were regularly sought and outstandingly the pupils continued to be very involved in all aspects of school improvement. The improvement plan and the school aims had been rewritten in child friendly language. These were displayed throughout the school and were used regularly to evaluate progress and priorities.

Staff felt that the introduction of focused Learning Rounds in the school had helped them become more involved in whole school self-evaluation. They have clearly developed a shared understanding of the importance of differentiation and progression throughout the school and this had led to them ensuring their tasks, activities and resources were better matched to children's needs.

### **3 Conclusion**

With support from the education authority, Wardie Primary School provided a very good education for its pupils. The school has made excellent progress 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 education authority will not publish further reports in connection with the 2010 HMIE report.

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