

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection Follow Through – Duddingston Primary School

Item number	5.3
Report number	
Wards	Ward 14: Craigentiny/Duddingston Ward 17: Portobello/Craigmillar

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Primary School Inspection Follow Through – Duddingston Primary School

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES delegated the responsibility for this follow-through to the education authority and its officers have produced the report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in March 2012.
- Note the education authority will not publish further reports in connection with the 2012 HMIE report.

Measures of success

- Duddingston Primary School provided a good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

[http://www.edinburgh.gov.uk/info/905/schools-management and inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

<http://www.educationscotland.gov.uk/>

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Appendices	1.	Follow through report – Duddingston Primary School dated October 2013
	2.	Overall evaluations from 2012 report



CHILDREN AND FAMILIES

DUDDINGSTON PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Duddingston Primary School in May 2012. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority 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 pupils and leadership to help the school achieve its aims.

2. How well do young people learn and achieve?

Areas for improvement from original report:

1.1 Improvements in performance

2.1 Learners' experiences

Almost all pupils at Duddingston Primary School continued to make good progress in their learning and had achieved good standards in reading, writing and mathematics. The atmosphere around the school was calm and purposeful, the pupils were actively involved and motivated in their learning and good progress has been made in raising attainment through the many initiatives which have been developed.

In the nursery children were well settled and played cooperatively. Many were able to make and sustain choices in their play. Staff interacted well to support the children. They were very enthusiastic about their contributions to the wall displays.

In nearly all lessons there was now a consistent approach to using Assessment is for Learning strategies. Pupils were more actively involved and engaged in their learning and children were now more involved in planning their next steps. Some pupils were involved in creating success criteria and this was having an impact on their involvement in the assessment process. Increased opportunities for pupils to discuss their learning, particularly in literacy, numeracy and health and well being was evident in pupil profiles. The pupils are now actively involved in identifying their strengths, development needs and their next steps in learning.

The use of Bloom's Taxonomy higher order questioning and activities had increased the support and challenge for both staff and pupils.

The school continued to provide very good opportunities for outdoor learning and used the outdoor space as a stimulus for different areas of the curriculum. Pupils spoke highly of the many opportunities they had to develop the outdoor area through gardening and working with Wildlife Rangers. Pupils reported their views were valued and they felt empowered to make improvement.

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

5.1 The Curriculum (using Updated Expectations August 2013)

Staff were working confidently with the Experiences and Outcomes and were using them for planning more active approaches to learning. The focus on active mathematics and numeracy tasks were ensuring children further developed their problem solving skills and mathematics experiences were becoming more relevant, interesting and fun.

A cluster focus in science and technology has had a positive impact on staff confidence and opportunities had taken place to assess, moderate and report in these areas of the curriculum.

The school had continued to develop a strong sense of achievement and pupils were benefitting from a range of planned opportunities including Junior Award Scheme Scotland, Wildlife Rangers and sharing wider achievements at assemblies and in physical education (PE). Staff were continuing to use information communications technology (ICT) in a variety of ways eg as a positive behaviour reinforcement tool and as an integral part of learning and teaching. The introduction of an I-pad in the nursery and every class was beginning to have an impact. The school recognised the need for further training on the effective use of ICT and staff were committed to this.

Two hours of high quality PE was now being provided.

5.3 Meeting learning needs

A more consistent use of the Getting it Right for Every Child (GIRFEC) model has ensured that all staff are aware of their responsibilities in ensuring that the needs of all pupils are met. A more rigorous monitoring system for children identified as having additional support and learning needs and more targeted support for pupils have impacted positively. The support for learning teacher has built on partnership working with a wide range of agencies. Parents and pupils are now fully involved in children's planning meetings.

Most teachers provided differentiation through a wide range of tasks and activities matched to the pupils' needs.

Staff and pupils spoke highly of the cooperative learning strategies being used across the school which ensured that pupils were having the opportunity to work independently, in pairs and in groups.

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

5.9 Improvement through self-evaluation (using Updated Expectations August 2013)

There is now a clear calendar for monitoring and evaluating the work of the school which is having a positive impact on school improvement. The staff report that there is consistent sharing of

practice, they work very well as a team and they're given opportunities to develop the curriculum and lead school improvements. The teamwork and leadership at all levels provided a very good basis for continued improvement.

Views of staff, parents and pupils are sought regularly and all stakeholders feel listened to and involved in the life of the school.

The partnership between parents and the school has continued to develop and Parent Forum meetings were successful in providing parents with the opportunities to raise queries and questions. The Parent Council has been instrumental in planning for improvements in the school.

The impact of Pupil Voice has increased through Pupil Council, Junior Road Safety Officers, the Eco Committee and the "L Team" (The Learning) team who have developed initiatives. All pupils' views and ideas are gathered in their own classrooms by the representatives. The committee members then take further leadership of these initiatives through leading assemblies.

3 Conclusion

With support from the education authority, Duddingston Primary School provided a good standard of education for its young people. The school had made very good progress 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
October 2013

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Duddingston Primary School and Nursery Class

Improvements in performance	good
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

Nursery class

Improvements in performance	good
Children's experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	weak
Improvement through self-evaluation	weak

A copy of the full letter is available on the Education Scotland website

www.educationscotland.gov.uk or by clicking this link

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DuddingstonPrimarySchoolEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosite3.pdf>.