

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30pm, Monday, 1 December 2014

Primary School Inspection Follow Through – Royal Mile Primary School

Item number	6.1
Report number	
Wards	Ward 11: City Centre Ward 15: Southside/Newington

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Primary School Inspection Follow Through – Royal Mile 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 November 2009.
- Note the education authority will not publish further reports in connection with the 2010 HMIE report. Ongoing support will be provided by the authority in the implementation of early years initiatives in the nursery and through the monitoring of progress of learners across the school.

Measures of success

- The Royal Mile Primary School provided a satisfactory 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	<ol style="list-style-type: none">1. Follow through report – Royal Mile Primary School dated October 20142. Overall evaluations from 2010 report



CHILDREN AND FAMILIES

ROYAL MILE PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Royal Mile Primary School in January 2010. This was followed up by a further report in 2011 and letter in 2012. The education authority then produced a follow up report in April 2013.

An education authority team visited the school in August 2014 to identify 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. It 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.

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?

Areas for improvement from original report:

The improvement plan had a focus on a range of appropriate priorities. The development of pupil writing skills was evidenced across a number of classes. Big Writing was providing a structure to support learners in improving the quality of their writing. Good practice was evidenced where children were involved in sharing their writing with peers and developing self and peer assessment skills.

Staff spoke positively about their increased understanding of the use of rubrics in self and peer assessment. All teachers are sharing learning intentions and success criteria with pupils and are well placed to continue to develop the process of pupils reflecting on their learning. There is increased consistency of learning and teaching approaches across the school and parents were more aware of the progress of learners. In a recent survey 95% of parents felt that their child's learning was progressing in relation to the targets that were set. Pupils were enthusiastic about the process and their involvement in this. They described how they created a target which helped them remember the focus of their learning. They talked confidently about how they used assessment strategies such as 2 stars and a wish to reflect on their successes and next steps.

Staff should continue to improve and model the giving of effective feedback to further support the pupil target setting process and link this to significant aspects in learning.

Standardised assessments were being used by teachers and the senior management team (SMT) to identify strengths and areas of development for learners. The school should continue to monitor attainment of learners ensuring all learners are appropriately challenged and making appropriate progress.

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

Areas for improvement from original report:

In mathematics there is a clear programme with a whole year overview for the development of mathematics concepts. The staff talked positively about the involvement in continuous professional learning in the Stages of Arithmetical Learning (SEAL) and of their increasing confidence in active learning in the context of mathematics. The school should continue to have a focus on these developments ensuring these have a positive impact on learners.

Staff were able to talk confidently of their role in the school improvement process. Several new business and community links have been developed including Virgin Money, Scotsman and Sainsbury.

As a result of self evaluation a professional development opportunity arose to further develop the playground including the use of loose play material and outdoor learning. The nursery has also developed its garden to support and enhance opportunities for learning.

Despite some technical problems information communication technology (ICT) was being used by staff as a teaching tool and was being used effectively to support and enhance learning.

The school supports the jobs, education and training (JET) programme that provides work experience for young people from upper secondary school. They attend Friday mornings and work in P1/P2. Additionally the school support Project Search – Young people with additional support needs that attend college and have supported internships. The school provided real job experience as a school support assistant. Across the year they will support three young people including providing interview experience and appraisal meetings.

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

Areas for improvement from original report:

Staff were motivated, enthusiastic and had a highly positive approach to improving the work of the school. Within the school there were increasing opportunities for professional dialogue, this being well received by staff. Individual members of staff also had been given opportunities to lead specific initiatives. The whole staff have leadership roles within the school in leading curriculum initiatives, in developing links with partners eg a transition project with Preston Street Primary School involving pupils from P5-P7. There was a strong sense of a commitment by staff and willingness to share in piloting initiatives for example, higher order thinking. They spoke positively about leadership opportunities and how these linked with their professional review and development. For example, the school were utilising staff expertise and interest in piloting aspects of modern languages (Scottish Government priority of '1 plus 2') through the teaching of French, Spanish and Gaelic.

Next steps for the SMT and staff are to continue to develop self evaluation processes. Findings from evaluations should be summarised, actions identified, with further scrutiny of its impact. This should involve and be shared with parents, carers and the community.

3 Conclusion

With support from the education authority, The Royal Mile Primary School provided a satisfactory standard of education for its young people. The school had progressed 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 2010 HMIE report. Ongoing support will be provided by the authority in the implementation of early years initiatives in the nursery and through the monitoring of progress of learners across the school.

Peter Gorrie
Quality Improvement Officer
October 2014

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. 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 and nursery classes are doing.

Here are the evaluations for Royal Mile Primary School and Nursery Class.

Primary school

Improvements in performance	weak
Learners' experiences	weak
Meeting learning needs	weak

Nursery class

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

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

The curriculum	weak
Improvement through self-evaluation	weak

HM Inspector: Elaine Merrilees
26 January 2010

