



QUALITY SERVICES SCHOOL REVIEW

COLINTON PRIMARY SCHOOL

MARCH 2005

• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL

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Colinton Primary School is a non denominational primary school built in 1967 which serves the area of south east Edinburgh. The catchment area comprises of mainly service personnel children incorporating Redford and Dreghorn Barracks.

Colinton Primary School has seven classrooms in the main building and one classroom in the transportable unit. The school building also includes a gym hall, a computer suite, a dining hall and a photocopying room. The transportable units include a nursery, a medical room, a support for learning base, a library, a room used for music/setting and a science classroom. The school grounds have a soft play area for infants and a grassy area to the front of the school.

The current school roll is 178. There are eight classes in the school, organised as follows:

| Nursery Class | | | | |
|---------------|------|----|------|----|
| AM | PM | P1 | P1/2 | P2 |
| 18 | 12 | 17 | 17 | 27 |
| | | | 12/5 | |
| P3 | P3/4 | P5 | P6 | P7 |
| 30 | 22 | 23 | 20 | 16 |
| | 3/19 | | | |

Twenty nine district pupils enrolled in P1 in August 2004 and three district pupils enrolled elsewhere.

Absence rates for 2002–2003 was 20 half days per pupil. This compares with authority and national averages of 20 and 19 respectively. There were two formal exclusions during the same period.

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The teaching staff in 2003–2004 was:

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| Basic Complement | PA/LSS* |
| 6.19 + 1.4 probationer FTE** | 0.67 FTE |
| Visiting Specialist(s) | Absence Cover |
| 0.26 FTE | 0.32 FTE |

*Positive action/learning support and special needs

**Full time equivalent

The headteacher (HT) has no teaching commitment and is supported by the depute headteacher (DHT). There is a visiting teacher for music.

The pupil teacher ratio is 23:1. In addition, 12 support staff are allocated to a range of whole-school responsibilities.

The HT and all members of the teaching staff have entered the professional review scheme. All support staff will have entered the staff development and review scheme by June 2005.

The pupil unit cost for 2003–2004 was £2911, compared to authority and national averages of £2709 and £2586 respectively. There is a School Board and parent teacher association (PTA).

PUPIL ATTAINMENT

There is on average a 65% changeover of pupils in a school session. National testing in reading, writing and mathematics is fully established at all stages. The school's current performance in relation to national 5–14 attainment targets is:

| | '00 | '01 | '02 | '03 | '04 | '05* |
|-------------|-----|-----|-----|-----|-----|------|
| Reading | 69% | 60% | 58% | 73% | 53% | 58% |
| Writing | 92% | 62% | 46% | 59% | 50% | 51% |
| Mathematics | 80% | 65% | 48% | 64% | 57% | 51% |

* 2005 target

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In 2003 there was no full Battalion changeover of pupils. Fourteen pupils, one of whom has a Record of Needs, have been referred to psychological services.

THE SCHOOL DEVELOPMENT PLAN

The current school development plan covered the period 2004–2005 and targeted the following main priorities:

- ❁ improve attainment writing;
- ❁ improve library resources;
- ❁ implement listening and talking policy;
- ❁ implement new mathematics policy;
- ❁ update environmental studies policy;
- ❁ review religious and moral educational policy;
- ❁ improve playground outdoor areas;
- ❁ continue to deliver enterprise programme;

- ❁ continue to develop formative assessment.

The review programme based on the standards and quality (S&Q) report comprised two key areas:

- ❁ management, leadership and quality assurance;
- ❁ support for pupils;

plus the authority theme:

- ❁ continuity and progression in learning including transitions.

REVIEW PROCEDURES

Colinton Primary School was reviewed by a team from the Quality Services and Education Support Services Groups of the Education Department during November 2004. The review was based on the school's own S&Q report for session 2003–2004. This was considered by the team to

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be of a good quality and to form an acceptable basis for review.

The review team considered statements made by the school about two key areas in the S&Q report, along with the authority theme, and made their evaluation on the basis of evidence provided by the school and their own observations. The results of their findings are given below as a commentary on the school's report.

In order to make their evaluation, the team consulted a number of school documents, including the school development plan, interviewed samples of pupils, staff and parents, and observed learning and teaching. In total, 19 lessons were observed and evaluated as good or very good. A questionnaire was issued to a sample of parents.

Forty one questionnaires were sent to parents and 15 were returned. Thirty four questionnaires were sent to nursery parents and 11 were returned. One questionnaire was requested.

Parents' views

Almost all primary parents said that:

- ✿ their child enjoyed being at school;
- ✿ their child found activities stimulating and challenging;
- ✿ their child was encouraged to work to the best of their ability;
- ✿ their child would be helped if they were having difficulty;
- ✿ their teacher knew their child as an individual;
- ✿ their child was treated fairly by their teacher;
- ✿ they were confident that if they raised a matter of concern the school would do something about it;

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- ❁ they were content with the part they were asked to play in their child's education;
- ❁ the school was well led;
- ❁ the school had good accommodation; and
- ❁ the school had good materials and equipment for learning and teaching.

Most primary parents said that:

- ❁ they were satisfied with the homework their child received;
- ❁ they got regular, accurate and helpful information about their child's progress;
- ❁ teachers were good at letting them know about their children's strengths and weaknesses;
- ❁ the school had explained what part they could play in their child's education;
- ❁ the school was good at explaining its work to them;
- ❁ they came away from parent-teacher meetings

- ❁ feeling they had learned something useful;
- ❁ pupils were generally well behaved; and
- ❁ the school had a good reputation in the community.

Almost all nursery parents felt that:

- ❁ their child enjoyed being at school;
- ❁ their child was encouraged to work to the best of their ability;
- ❁ their child brought home examples of work done in the school;
- ❁ they knew that if their child was having difficulty they would be helped;
- ❁ they felt that the staff really knew their children as an individual;
- ❁ their child was treated fairly by the staff;
- ❁ the school had explained to them what part they could play in their child's education;
- ❁ the school was good at explaining its work to them;

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- ❁ they were confident that if they raised a matter of concern the school would do something about it;
- ❁ they were content with the part they were asked to play in their child's education;
- ❁ they came away from parent-staff meetings feeling they had learned something useful;
- ❁ children were generally well behaved in the school;
- ❁ the school was well led;
- ❁ the school had good accommodation;
- ❁ the school had good materials and equipment for learning and teaching; and
- ❁ the school had a good reputation in the community.

Most nursery parents felt:

- ❁ their child found the activities stimulating and challenging;
- ❁ they got regular, accurate and helpful

information about their child's progress; and

- ❁ staff were good at letting them know about their child's strengths and weaknesses.

FINDINGS OF THE REVIEW

1 MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE

The review team agreed with the following statements based on the school's S&Q report:

- ❁ The wide range of methods used to monitor the work of the school.
- ❁ The shared classroom experience being implemented in 2004-2005.
- ❁ Self-evaluation is well established and the use of quality indicators is central to development planning.
- ❁ There is good home/school communication.
- ❁ The senior management team (SMT) have

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clear and up to date remits which are well understood by staff.

- ❁ Professional review and development is well established for teaching staff.

Overall management, leadership and quality assurance in the school was good.

Strengths in management, leadership and quality assurance

The HT had personal credibility and communicated and managed staff effectively. She had very good relationships with pupils, parents, staff and appropriate agencies. The HT was effective at identifying sources of additional finance to improve the quality and quantity of resources for example information communications technology (ICT).

Communication throughout the school was very good with regular meetings to keep all staff well informed.

The HT and DHT worked effectively as a team. They were very accessible and promptly resolved issues raised.

Staff had opportunities to participate in the development of policies and guidelines and a high level of consultation was well established. Teamwork was encouraged and supported. Working parties were established to develop environmental studies, enterprise education, French and playground behaviour.

The work of the school was carefully monitored by regular sampling of pupils' work and scrutiny of forward planning. Feedback to staff was aimed at further improvement of learning and teaching. Shared classroom experience had been introduced this session.

There were effective procedures in place to ensure good sharing of information between

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home and school. These included individual pupil progress reports, newsletters, homework diaries, home/school folders, open evenings, appointments to discuss pupil progress and a school web site.

Professional review and development for teaching staff was well established. All staff were encouraged and supported to develop professional skills to improve learning and teaching.

The nursery staff had made a good start towards implementing the local authority guidelines towards good practice.

Self-evaluation in areas of the curriculum was well established and curricular working groups contributed significantly to ensuring an appropriately challenging curriculum was delivered.

There were a number of examples of good use of

ICT to support learning and teaching in science for example.

Areas for development in management, leadership and quality assurance

The self-evaluation process needs to be further developed to ensure that there is a robust process for taking a closer look at the work of the school.

When revising the learning and teaching policy consideration should be given to ensuring the integral use of ICT.

Staff development and review for support staff should be fully implemented.

A more structured approach to monitoring the work of the nursery class should be planned and implemented.

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The review team agreed with the following statements based on the school's S&Q report:

- ❁ Individual pupil progress is carefully monitored.
- ❁ Pupils with literacy and numeracy levels below their chronological age receive appropriate support.
- ❁ Learning assistants support pupils and teachers effectively to raise attainment in literacy using a range of programmes.
- ❁ The use of ICT to support pupils' learning.

Overall support for pupils in the school was good.

Strengths in support for pupils

The school had in place a very effective setting system for English language and mathematics P1–P7 which contributed significantly to raising

attainment. The HT deployed staff effectively to support the organisation and delivery of ability group teaching on a whole school basis. The setting arrangements ensured that pupils were challenged and the pace of learning was appropriate. Placement in sets was continuously monitored. Staff worked in teams to plan consistent delivery to ensure that pupils could move between sets. The strong focus on raising attainment was commendable.

Most pupils were confident, motivated and encouraged to be active in their own learning. Consideration was given for opportunities for pupils to think for themselves. Staff used individual pupil knowledge effectively to meet pupils' learning needs.

The promoting positive behaviour policy was implemented consistently and pupils were positive about the reward system. Behaviour

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throughout the school was consistently very good. The individual pupil tracking system was of a very high quality.

Formative assessment was being developed through weekly plans which focus on raising attainment in through next steps in learning.

Learning needs were systematically identified and barriers to learning were clearly addressed. A well established assessment system was in place to monitor pupil progress and identify needs. Commendably there was a strong emphasis on early identification of pupils with additional support needs (ASN).

The support for learning policy was updated in April 2004 and contained a useful section on general information for staff on ASN; this included pupils who were gifted and talented.

A good start had been made on assessing pupils' progress in the nursery.

Liaison between the learning support teacher and class teachers was very good. The HT ensured that time was given for staff to meet to plan and evaluate curriculum provision. The HT was actively involved in the process.

Carefully judged provision was made for individuals and groups of pupils with differing abilities.

Learning assistants were well deployed across the school to support individual pupils, groups and classes. They made a significant contribution to improving learning and achievement.

Appropriate procedures were in place to access support from outside agencies.

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Individualised educational programmes (IEPs) were regularly reviewed. Parents, and where appropriate pupils, were given full opportunity to be involved in long term target setting.

The learning support base was well resourced. A number of ICT programmes were used effectively to support pupils with learning difficulties and challenge gifted pupils. The support for learning teacher made a positive contribution to meeting pupils' learning needs.

Annual review meetings were very well organised by the HT.

Areas for development in support for pupils

A review of the implementation of IEPs should be undertaken to ensure that long and short term targets are specific and measurable.

The nursery should continue to develop procedures to assess and support individual needs of pupils.

The use of ICT should continue to be increased to support learning and teaching.

The development of support for learning should be revised to ensure that cooperative teaching is extended beyond the contribution to setting in English language and mathematics.

3 CONTINUITY AND PROGRESSION IN LEARNING INCLUDING TRANSITIONS

The review team agreed with the following statements based on the school's S&Q report:

- ❖ Home-nursery and nursery to P1 transfer is well planned and organised to support transition.
- ❖ The school has worked in close association

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with cluster primaries to deliver a progressive modern languages, mathematics and science programme.

- ❁ There are good transition arrangements in place with Firrhill High School from P7–S1 with a particular strength for pupils with ASN.
- ❁ The majority of pupils are making good progress from their prior levels of learning.
- ❁ Transition to and from the school and mid term settling in of new children is very good.

Overall continuity and progression including transitions was good.

Strengths in continuity and progression in learning including transitions

The transition between home and nursery was supported by an informative nursery booklet for parents. P1 staff made very good use of

the information they received from the nursery particularly with regard to personal and social development. Transition guidelines from nursery to P1 were in place.

There was very good practice in information sharing across stages within the school leading to continuity and progression for pupils.

The setting in mathematics and English language had led to improved continuity and raising attainment. Liaison between teachers to deliver the setting programme was a good forum for professional dialogue and development.

The school had developed a thorough and very effective transition document which was regularly updated for all pupils. This ensured that when pupils moved to another school a comprehensive record of attainment was available at short notice. Commendably the

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HT had worked with army liaison officers and schools in the UK and abroad to establish a consistent record keeping system for services' children.

There was an effective pupil progress tracking system in place from P1–P7.

Transition arrangements between P7 and S1 included open evenings for parents and pupils, a three day induction programme, staff visits and liaison meetings and a summer transition programme. There were good transition arrangements in place for pupils with additional needs. The support for learning teacher attended regular cluster meetings and there were opportunities to share information about individual pupils. IEPs were discussed in detail.

A good start had been made on a cluster plan for developing French 10–14. A cluster coordinator

was appointed and minutes of meetings are shared.

Areas for development in continuity and progression including transitions

As part of continuity, nursery staff should review current procedures for planning and assessment to make better use of assessment information. The local authority transition record should be used.

Time allocation for liaison meetings between nursery and P1 staff should be provided to match transition meetings P1–P7.

Provisional targets for P7 pupils with ASN should be set and shared with staff in the secondary school.

As school policies are updated account of the nursery curriculum should be made.

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Curriculum progression between primary and secondary should be a priority.

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- ❖ The very effective pupil progress tracking system and the very good transition documentation.
- ❖ The setting arrangements in mathematics and English language which contribute to raising attainment.
- ❖ The level of support for pupils with ASN.
- ❖ The positive relationships among and between staff and pupils.
- ❖ The HT and DHT work effectively as a team.

Areas for development by the school

- ❖ The school should develop further systematic self evaluation procedures.

- ❖ Monitoring the work of the nursery class should be undertaken more systematically in line with local authority guidelines.
- ❖ The school should revise and update the learning and teaching policy ensuring that the use of ICT and formative assessment are integral features.
- ❖ The school should prioritise the transition arrangements with the secondary school to ensure curricular progression from P7 to S1 is continuous.

CONCLUSION

The school's self-evaluation, as represented in its S&Q report, was considered to be mostly well-judged. Overall, the school's S&Q report was a good reflection of the current development position.

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- ❄ The school should now be supported in the preparation of an action plan to address the main recommendation in this report.
- ❄ Examples of good practice should be entered in the database of good practice to enable their wider dissemination to other school.

| | |
|-----------------|-------------------------------|
| Very good: | Major Strengths |
| Good: | Strengths outweigh weaknesses |
| Fair: | Some important weaknesses |
| Unsatisfactory: | Major weaknesses |
| Almost all: | 90% plus |
| Most: | 75% plus |
| Majority: | 50% plus |
| Some: | 15% plus |
| Few: | Less than 15% |