

**Rosebank Primary School
Dundee City Council
26 June 2007**

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1. The inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Rosebank Primary School in April 2005. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original HMIE inspection report.

HM Inspectors carried out an interim visit to the school in June 2006 and published an interim follow-through report in October 2006. They revisited in March 2007 to assess the extent to which the school was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action in the initial report.

2. Continuous improvement

School staff, with the valuable support of education authority staff, had improved aspects of the school's curriculum to enhance pupils' learning experiences. In addition to a clear focus on English language and mathematics, the school had improved pupils' experiences in enterprise activities and had increased their environmental awareness. The school had provided increased opportunity for pupils to be involved in decision making and take responsibility around the school. This included regular pupil questionnaires and successful 'buddying' activities. The support for learning teacher provided very good support and had developed key resources to develop spelling skills across the school. The headteacher, working together with the depute headteacher, had continued to develop the work of the school effectively. He had improved the arrangements for monitoring pupils' progress. Education authority staff had provided valuable support and challenge.

3. Progress towards meeting the main points for action

The initial inspection report published in April 2005 identified four main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

3.1 Improve further the programmes in English language and mathematics.

The school had made very good progress in meeting this main point for action.

Working with education authority officers, staff had reviewed the school's teaching programme for English language and had improved overall attainment in this aspect of the curriculum. They had made effective use of new fiction and non-fiction texts to improve pupils' skills in reading. There was now a very good focus on Scots language. Staff now used a wider range of strategies to teach reading. Pupils at all stages had responded well to more frequent opportunities to write at greater length and for a wider variety of purposes. This work had been very well supported by the education authority's writer-in-residence. Most pupils were now achieving appropriate national levels of attainment in reading and writing. There was a more focused approach to the assessment of pupils' skills in listening and talking. As a result, pupils were more confident in participating in group discussions.

Effective steps had been taken to improve pupils' learning in mathematics. Comprehensive planning of lessons and use of new resources had contributed to an improved experience for pupils across the school. Mental calculation was now a more regular feature of classwork. Most pupils were now achieving appropriate levels of attainment in mathematics. School staff now provided pupils with more frequent and systematic opportunities to tackle a wider range of mathematical problems. Most pupils had responded well and were aware of an appropriate range of problem-solving strategies. Pupils had regular access to information and communications technology (ICT) to support and extend their mathematical skills. Overall, as a result of the improvements made, pupils were now achieving higher standards of attainment in English language and mathematics.

3.2 Improve the rigour with which the headteacher and his staff implement the school's quality assurance procedures.

The school had made very good progress in addressing this main point for action.

The headteacher and depute headteacher now monitored the quality of learning, teaching and attainment more effectively. They had developed a calendar of monitoring activities and this had been successfully implemented. They scrutinised pupils' written work across a range of areas and provided useful written feedback on teachers' forward plans. The headteacher and depute headteacher had visited classes regularly to observe and evaluate the quality of learning and teaching. They had shared their evaluations with teachers. These classroom visits and evaluations appropriately recognised key strengths in aspects of learning and teaching within the school and identified agreed areas for improvement. Overall, as a result of the improvements made, staff monitored the quality of pupils' learning experiences more effectively.

3.3 Identify and share best practice in learning and teaching across the school.

The school had made very good progress in addressing this main point for action.

The open-plan layout of the accommodation had offered informal opportunities for staff to share experiences. In addition, the headteacher had ensured that staff had other opportunities within school and outwith to observe and discuss effective learning and teaching strategies. This included activities with the Harris Academy cluster schools. Staff had formed pairs of 'professional buddies' and met regularly to share good practice. Staff had been very active in school and education authority-led professional development. The Learning Together in Dundee support teacher had worked effectively alongside class teachers, demonstrating and supporting effective practice. The Reduction in Class Contact teachers had shared aspects of their literacy training with all staff, and in particular in their role as mentors to newly qualified teachers.

3.4 Improve tracking and assessment procedures to ensure that learning activities are well matched to pupils' needs.

The school had made very good progress in addressing this main point for action.

The headteacher and depute headteacher, with the support of education officers, had improved the arrangements for analysing pupils' attainment and tracking their progress. They regularly examined the quality of pupils' written work as part of a well-organised programme. This included sampling pupils' assessment folios and monitoring the quality of feedback to pupils. Pupils were also engaged in self-assessment, where they indicated to staff their level of confidence and understanding. Teachers now predicted pupils' expected rate of progress and recorded and shared these predictions effectively with pupils to encourage pupils to reach high levels of achievement. Staff had received recent training for an electronic system to support this approach. The headteacher and depute headteacher regularly discussed with teachers their predictions of pupils' progress. Improved assessment processes in mathematics ensured pupils routinely revisited all aspects of mathematics. As a result of the overall improvements made, pupils' progress was now monitored more effectively.

4. Conclusion

Overall, the school and education authority had made very good progress in addressing the main points for action in the original report. Learning and teaching had improved across the school and the experience for pupils had been enhanced. Attainment had improved in English language and mathematics. Under the effective leadership of the headteacher and depute headteacher, the school had increased its capacity for continuous improvement. HM Inspectors will make no further visits to the school in connection with the inspection report of April 2005.

Susan Duff
HM Inspector

26 June 2007

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