

Key findings

- The quality and effectiveness of leadership, management and action to promote improvement are now good. The staff, led by the senior leadership team, work collegially and have effected improvement in both literacy and numeracy, specifically in providing further opportunities for extended writing across the curriculum and in promoting children's understanding of word problems. Short-term planning now includes meaningful evaluations which inform future planning. In particular, cognisance is taken of the children's voice to evaluate the impact of the learning experiences provided.
- A majority of the lessons observed, during the follow-up process, were good and a significant minority were very good. There has been a marked improvement in the outcomes for the children, evidenced clearly in the school's qualitative and quantitative information. During discussions with the inspectors, the year 6 and 7 children, were able to: talk about a wide range of genres and authors; articulate their reading preferences; and, explain their thinking when answering a range of mathematical problems.
- The governors exercise confidently their support and challenge function, particularly regarding the progress of the children. The governors are very knowledgeable about their linked areas of curricular responsibility. The school is increasingly well-connected with the community it serves including opportunities for parents to learn more about the children's learning experiences.
- The Educational Authority's support to the school has been reduced considerably and replaced by the school's own programme of self-evaluation and continuous professional development.

Overall effectiveness

Alexander Dickson Primary School demonstrates the capacity to identify and bring about improvement in the interest of all learners. The ETI will monitor how the school sustains improvement in: