

❖ A successful collaborative working relationship exists among all staff who are dedicated to promoting positive engagements within the school community and successfully create an attractive environment in which the children are 'ready, respectful and safe' in their learning.

❖ Middle leaders, including those appointed recently, are enthusiastic and motivated to lead and coordinate their curricular areas of responsibility. They acknowledge that the monitoring and evaluation processes are at an early stage and recognise the importance of gathering first-hand evidence to measure the impact and progress of key priorities for development.

❖ The staff know and understand the needs of the children very well. Through carefully considered approaches and strategies and tailored group and individual support, they meet effectively the needs of all of the children.

❖ The behaviour of the children is exemplary; they engage positively with each other, settle quickly to learn, are confident and have well-developed self-management and independence skills.

❖ The voice of the child is encouraged and valued by the staff which is exemplified in the modified child-friendly versions of key documents which broaden the children's understanding of the areas for school improvement and how to stay safe.

❖ The children have a great sense of pride in and belonging to their school and all stakeholders are committed to building and fostering a community of learning.

❖ At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance.

Area for action:

❖ to develop further the range of monitoring and evaluation processes to include the use of first-hand evidence to measure the progress and impact in addressing the key priorities for development.

Going forward

❖ The vibrant community spirit fostered in Alexander Dickson Primary School creates successfully a positive, welcoming environment in which all of the children are valued and participate actively in their learning.

❖ Alexander Dickson Primary School is well placed to take forward the area for action detailed in the body of this report. Through DI engagement, the ETI will monitor the progress of the school in addressing the area for action.