

Notice of Meeting and Agenda

Education, Children and Families Committee Sub-Committee on Standards for Children and Families

2.00 pm, Monday 10 February 2014

Diamond Jubilee Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend.

Contact

Susan Weir – Committee Services

Email: susan.weir@edinburgh.gov.uk

Tel: 0131 529 4107

1. Order of business

- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

2. Declaration of interests

- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the nature of their interest.

3. Protocols

- 3.1 Protocols for the Conduct of the Sub-Committee on Standards for Children and Families (circulated).

4. Inspection Reports

- 4.1 Castleview Primary School and Nursery Class – Inspection – report by the Director of Children and Families (circulated).

(Councillors Bridgman and Walker invited for ward/catchment interest)
- 4.2 Abbeyhill Primary School and Nursery Class – Inspection – report by the Director of Children and Families (circulated).

(Councillors Blacklock, Brock, Chapman, Doran, Gardner, Griffiths, Lunn, Mowat, Rankin and Tymkewycz invited for ward/catchment interest)
- 4.3 Liberton Primary School and Nursery Class – Inspection – report by the Director of Children and Families (circulated).

(Councillors Austin Hart, Burgess, Bill Cook, Nick Cook, Orr, Perry, Robson and Rose invited for ward/catchment interest)
- 4.4 St Peter's RC Primary School and Nursery Class – Inspection – report by the Director of Children and Families (circulated).

(Councillors Austin Hart, Burgess, Burns, Bill Cook, Nick Cook, Corbett, Doran, Howat, Key, McInnes, Mowat, Orr, Perry, Rankin, Robson, Rose and Rust invited for ward/catchment interest)

5. Inspection Follow Through Reports

- 5.1 St Catherine's RC Primary School – Inspection Follow Through – report by the Director of Children and Families (circulated).
- 5.2 St Mark's RC Primary School – Inspection Follow Through – report by the Director of Children and Families (circulated).
- 5.3 Duddingston Primary School – Inspection Follow Through – report by the Director of Children and Families (circulated).
- 5.4 Broughton High School – Inspection Follow Through – report by the Director of Children and Families (circulated)
- 5.5 Balerno Community High School – Inspection Follow Through – report by the Director of Children and Families (circulated)

- 5.6 Edinburgh Secure Services – Inspection Follow Through – report by the Director of Children and Families (circulated)

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

Councillors Godzik (Convener), Aitken, Child, Fullerton, Lewis, Main, Paterson and Redpath, and Mr A C Duncan (Religious Representative)

Members are reminded that they may appoint substitutes.

School representatives invited

2.00 pm – Castleview Primary School and Nursery Class

Greg Dimeck, Head Teacher
Parent Representative

2.30 pm – Abbeyhill Primary School and Nursery Class

Sandra Stewart, Head Teacher
Parent Representative

3.00 pm – Liberton Primary School and Nursery Class

Paul Ewing, Head Teacher
Parent Representative

3.30 pm – St Peter's RC Primary School and Nursery Class

Kathleen Nazarian, Head Teacher
Parent Representative

Information about the Sub-Committee on Standards for Children and Families

The Sub-Committee on Standards for Children and Families consists of 8 Councillors and a religious representative of the Education, Children and Families Committee.

The Sub-Committee on Standards for Children and Families usually meets in the City Chambers on the High Street in Edinburgh. The meeting is open to members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Susan Weir, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, East Market Street, Edinburgh; Tel 0131 529 4107; Email susan.weir@edinburgh.gov.uk

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

PROTOCOLS FOR THE CONDUCT OF SUB-COMMITTEES ON STANDARDS FOR CHILDREN AND FAMILIES

Item No. 3.1

Through its meetings, the aim of the Sub-Committees on Standards for Children and Families is to provide a high quality experience for staff, parents or carers, officers, members of the community and Sub-Committee members and to ensure that the work of the Sub-Committee is seen in the context of the wider support and challenge process.

- Conveners of Sub-Committees will provide a high quality experience by ensuring that agenda items run to agreed times. That is, normally and unless agreed otherwise, 30 minutes for each agenda item (pre-school generally 20 minutes), where establishment staff, parents or carers, or members of management committees, voluntary organisations or members of the community have been invited to attend.
- There will be a maximum of three attendees for each agenda item.
- In the case of a school or pre-five establishment, the head teacher or manager and two others, at least one of whom should be a parent/carer representative will be invited to attend the Sub-Committee; also the Chair of the Parent Council where appropriate.
- In the case of a secure unit or a young people's centre, the manager and two others will be invited to attend.
- In the case of a community learning and development centre, the community learning and development worker will be invited along with two others, one of whom should be the chair of the management committee. In the case of community learning and development teams, the senior community learning and development worker and two others will be invited to attend.
- In the case of a voluntary organisation, up to three representatives will be invited to attend.
- Invitations to attend will be issued in good time.
- Meetings will be cancelled only in exceptional circumstances.
- Attendees will be invited as appropriate, and will be briefed on procedures, through written guidelines, and verbally as required.
- Requests for deputations must be referred for consideration to the Education, Children and Families Committee.
- Sub-Committees will have the opportunity to have a briefing from the officials ahead of the start of the meeting.
- On arrival, visitors will be met, shown to a suitable waiting area and given information on how long they can expect to wait.
- The setting of the Sub-Committees will be organised to ensure that they are as welcoming as possible.
- The Director's representative will provide a thorough briefing to the Sub-Committees.
- Following introduction, the council official will summarise the strengths and areas for development within the report. The invitees will be invited to speak briefly to the report, focusing on sharing their plans for improvement and also describing the experience of inspection/review. The local elected member(s) will also be invited to express his or her own views.

- The Chair will then invite questions from members of the Sub-Committee, based on the contents of the report and the comments of invited guests. The aim throughout will be to maintain a focused and high quality dialogue about the process and the contents of the report being presented, carried out in the context of support and challenge.
- Any issues raised from the report during the meeting which require further action will be highlighted and action agreed.
- Finally, the chair will draw the item to a conclusion, provide an appropriate summing up, and thanks to all those involved in the process.
- Following the meeting, appropriate letters will be issued to head teachers or managers summarising the conclusions of the meeting and highlighting positive aspects of the report/review.
- The Sub-Committee may request additional follow-up reports.
- The Sub-Committee minutes will normally be submitted to the next scheduled Sub-Committee meeting for approval. A decision requiring a major change in policy, or the allocation of additional (unbudgeted) funding, will be referred to the Education, Children and Families Committee for approval.

Additional Information on Education Scotland/HMIE visits.

HMIE is now part of Education Scotland. Education Scotland schedule a series of visits to schools and establishments each academic session. As schools continue to improve self-evaluation (ie. knowing themselves well and having greater capacity for improvement) the need for external review has been reduced. Education Scotland have therefore moved to a more proportionate approach. Previously schools were inspected as part of the generational cycle which for primary schools was every 7 years and for secondary schools every 6 years. This is no longer the case and the number of inspections being undertaken over an academic session has been reduced.

Currently, the City of Edinburgh Quality Improvement team undertake a follow through visit led by Quality Improvement staff which results in a report within 2 years of the initial Education Scotland inspection. If Education Scotland do not disengage from the school following inspection but plan to return either within 1 or 2 years, this would replace the follow through report by the local authority.

Local authority follow through reports are brought to the education, children and families standards sub-committee however the attendance of the Headteacher is not required unless an elected member wishes to specifically request the attendance of the Headteacher.

Education Scotland reports

These are now in letter form and in parent friendly language. They are structured under 3 main questions;

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How well does the school improve the quality of its work?

In addition, the school receive evaluation grades on a 6 point scale for **5 quality indicators**:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learners' needs
- 5.1 Curriculum
- 5.9 Self-evaluation

In primary schools where they have a nursery provision, there will be separate evaluations for nursery for 1.1, 2.1 and 5.3

The **6 point scale** is as follows:

Grade	Evaluation
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Weak
1	Unsatisfactory

In the last paragraph of the report, Education Scotland will indicate if they will continue engagement with the school. This can be through a further visit with 1 or 2 years or further engagement through the Education Scotland Area Lead Officer who will work with the Quality Improvement Team to secure further improvements.

How well do children/young people learn and achieve?

This question focuses on attainment and achievement, including comments regarding progress of learners' in literacy and numeracy, the quality of learning and teaching including the involvement of pupils as active participants in their learning, and how children and young people are involved in planning and discussing their own learning. It will also focus on how children and young people are supported to develop their leadership skills.

How well does the school support children/young people to develop and learn?

This question focuses on meeting the needs of all children including those children and young people with additional support needs and on pastoral support. It also focuses on the curriculum; both curriculum planning at a strategic level and the quality of programmes and courses. It will also focus on how well learning and teaching approaches meet pupils' needs through eg. the pace and challenge of learning and how the planning of learning experiences allows learners to learn in different ways through different activities and approaches.

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

This question focuses on leadership, quality assurance and self-evaluation. It will focus on how well a school's self-evaluation is leading to improvement, the development of leadership of staff, the effective engagement with a range of partners including parents and the school's capacity to improve further.

Karen Prophet
Senior Education Manager (Schools, Quality & Curriculum)
February 2014

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection at Castleview Primary School and Nursery Class

Item number	4.1
Report number	
Wards	Ward 17: Portobello/Craigmillar

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection at Castleview Primary School and Nursery Class

Summary

- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Recommendations

The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school and the nursery class; and
- receive an authority inspection follow through report.

Measures of success

The report identified the following key strengths:

- outstanding leadership for learning and staff teamwork;
- children's motivation and engagement in learning;
- care and support for children;
- partnerships with other agencies to meet children's needs; and
- the quality of the curriculum and the opportunities that it gives children to achieve.

Financial impact

There are no financial implications contained in the ES 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

Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading / external references

<http://www.educationscotland.gov.uk/inspectionandreview/reports>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	1. Inspection letter to parent/carer 2. Evaluations

17 September 2013

Appendix 1

Dear Parent/Carer

**Castleview Primary School and Nursery Class
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including expectations of achievement, support for children and leadership for learning. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Across the nursery and primary classes, children learn and achieve very well. In the nursery, children enjoy a wide range of stimulating activities. Overall, children in the primary classes engage very well in their learning. They develop very good skills at working together as they move through the school. Children are aware of how to improve their learning through high-quality and supportive feedback from teachers. Teachers are developing a whole-school approach to helping all children understand their next steps in learning. Children feel safe, respected and included in school and enjoy their learning. They develop very valuable skills for life and work, including confidence and resilience. Children take on a range of leadership roles across the school. They are proud of their school and their community and take an active role in improving it, for example through the widely acclaimed Craigmillar Castle Tour Guides programme. Children develop very good skills in listening and talking through their involvement in this work. Staff should continue to extend children's skills in using information and communication technology (ICT) as a tool to help them to learn.

In the nursery class, most children are developing their early literacy and numeracy skills well. They enjoy looking at books and listening to stories. Most are beginning to show an interest in early writing and are beginning to count well, with high levels of skilful support from staff. In the primary classes, most children are making good progress in reading, writing and mathematics, based on their prior levels of attainment and life experiences. They are progressing well across their broad general education. Children are involved in leading exciting, dynamic school shows which are popular with parents and the community. Children are motivated and enjoy reading and writing through a very wide range of focused and engaging learning activities. There is intensive work at all stages in developing reading, writing, phonics and spelling. This helps children to improve their progress at their own individual rate. Most children are

developing and applying skills in literacy and across other aspects of learning. Displays around the school encourage children to read and question. Children's progress in writing is improving through a clear focus on technical aspects such as punctuation and structure. Overall, written work is presented to a very high standard. In mathematics, children have a good grasp of number, and are developing skills in explaining how to carry out calculations. Children demonstrate a knowledge of financial education in a range of real-life ways. For example, older children can use the terms profit and loss in buying and selling activities through running a tuckshop at a local community centre. Children are beginning to develop and apply numeracy skills across learning. Staff need to continue to seek a range of strategies to raise children's attainment in reading, writing and mathematics further. Children are progressing very well in health and wellbeing. They benefit from two hours of high-quality physical education per week.

How well does the school support children to develop and learn?

Staff provide outstanding levels of care and support for children. They create a dynamic, positive and nurturing environment for children and constantly encourage them to do their best. Teachers plan motivating, interesting tasks which meet the needs of individual children exceptionally well. Additional staff are deployed very well to support children as individuals and in small groups. This enables children to achieve well. Support for learning teachers provide very high-quality additional help for a wide range of children who need it. Staff use an agreed system very well to identify children's needs and set clear targets to help them make progress. Support staff make a very useful contribution to children's learning and development. Vulnerable children are exceptionally well cared for by the school. Staff work very skilfully with a range of other agencies to provide excellent support for children. Staff have very high expectations for children's learning, behaviour and engagement. They skilfully use a range of strategies to reinforce positive behaviour and celebrate success. Throughout the school there is an excellent, consistent focus on children's rights and responsibilities. This helps to meet children's needs and develop their sense of self-worth.

The quality of the curriculum is excellent and provides children with a very wide range of opportunities to achieve. Staff work together very well to develop very high-quality programmes and courses, based on Curriculum for Excellence. Approaches to planning learning are consistent across the school which helps children to progress well. The curriculum is enhanced significantly through the involvement of partners and the community, as well as valuable inputs from visiting teachers. Children's achievements across the curriculum are recorded very well in profiles. Staff are beginning to develop an assessment framework to help them to use all the information about children's progress as effectively as possible. Transition arrangements into P1 support children very well. Children moving to a range of secondary schools are very well supported. Staff are keen to enhance links with Castlebrae Community High School.

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

The school has very good arrangements for improving its work. Staff are clear about their vision to help children to succeed and have the best possible chances in life. Staff are highly-skilled and reflect continuously on the quality of learning and teaching and plan different ways of helping individual children to progress. Children play a key

role in improving their own learning. The headteacher was on secondment during the inspection. She has provided outstanding and inspirational leadership for learning. Her passion, energy and commitment to helping children to achieve has impacted very strongly on improving the school significantly over time. The temporary headteacher had been in post for five months at the time of the inspection. In a short space of time he has established very positive, supportive working relationships with staff, children, families, partner agencies and the local community. The staff team identify very strongly with the 'Castleview family'. There is an outstanding culture of leadership for learning throughout the school. All teachers take on clear leadership roles with a focus on improving an aspect of the school. As a result the school is very well placed to continue to improve.

This inspection found the following key strengths.

- Outstanding leadership for learning and staff teamwork.
- Children's motivation and engagement in learning.
- Care and support for children.
- Partnerships with other agencies to meet children's needs.
- The quality of the curriculum and the opportunities that it gives children to achieve.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to seek ways of improving children's progress and raising their attainment further.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others.

Graeme Logan
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CastleviewEdinburghCity.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. 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 are doing.

Here are the evaluations for Castleview Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	excellent

Nursery class

Improvements in performance	very 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	excellent
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CastleviewEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection at Abbeyhill Primary School and Nursery Class

Item number	4.2
Report number	
Wards	Ward 11: City Centre Ward 12: Leith Walk Ward 14: Craigtinny/Duddingston

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection at Abbeyhill Primary School and Nursery Class

Summary

- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Recommendations

The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school and the nursery class; and
- receive an authority inspection follow through report.

Measures of success

The report identified the following key strengths:

- the supportive environment for learning provided by staff;
- children's enthusiasm and enjoyment of learning;
- relationships among staff and children; and
- leadership of the acting headteacher and acting principal teacher.

Financial impact

There are no financial implications contained in the ES 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

Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading / external references

<http://www.educationscotland.gov.uk/inspectionandreview/reports>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	1. Inspection letter to parent/carer 2. Evaluations

26 November 2013

Appendix 1

Dear Parent/Carer

**Abbeyhill Primary School and Nursery Class
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how supportive and inclusive the school is, how well children develop their skills in writing and the improving quality of teaching and learning. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children in the nursery are happy and comfortable in the playroom and are developing positive relationships with each other. They are improving their skills at playing together, sharing toys and taking turns. They are aware of nursery routines and rules. They approach their play activities enthusiastically and a few can concentrate on tasks for extended periods. Children enjoy finding out about conkers and discovering the best way to open them. At all stages in the primary school, children enjoy their learning. They like their teachers and share mutual respect with staff. Children are motivated and enthusiastic about learning and engage well with the tasks and activities in their lessons. They cooperate well and collaborate readily with other children in their class. They benefit from the way in which teachers regularly share what is to be learned, and how children will know if they have been successful. Children need to receive more specific feedback from teachers to enable them to set more challenging targets. Older children accept readily responsibilities to support younger children in the nursery. They take on leadership roles in the pupil council, eco group and as Junior Road Safety Officers. More children can benefit from a wider range of responsibilities across the school.

In the nursery, children are developing skills at forming letters at the writing table and a few can write their name. They enjoy sharing their writing with adults. In the primary classes, children at the early stages are making good progress in English language and literacy, mathematics and numeracy. However, at the upper stages, some children can make better progress. Across the school, children are confident when talking to peers and adults. They listen and discuss in pairs and groups to good effect. At P2, children can organise vocabulary in alphabetical order and children in P4 can

identify features of language such as figures of speech and use these effectively to write poetry. Children are improving their knowledge about language and aspects of their skills in writing. However, they now need to write at length for different purposes more often. Children in the nursery are becoming increasingly aware of the seasons and can talk about changes in the weather. They enjoy finding out about tree seedlings and leaf fall during autumn. At P5/P6, all children are able to identify real-life uses of negative numbers. At P7, all children are able to show understanding of different ways of using money to exchange value. Across the school, children would benefit from continued practice in numeracy and a clearer focus on the progression of skills as they go through the school. Across the school, children's mental, social and emotional wellbeing is promoted through programmes and focus weeks to improve confidence. At all stages, children are motivated by their topic work. They can describe features of the work of Scottish artists including Peploe and Dudley D. Watkins when exhibiting their artwork in the school as part of the 'Colony of Artists' community arts project.

How well does the school support children to develop and learn?

Staff have created a supportive, caring ethos throughout the school. Overall, classroom lessons and practical activities are set at the right level of challenge for most children. In best practice, teachers use a wide range of different approaches to meet children's needs. A few children would benefit from greater levels of challenge and the scope to progress at a faster pace. The support for learning teacher and support assistants provide children with positive support in classes to learn effectively alongside their peers. The school works well with a range of outside professionals to support learning. Staff are working well together to ensure children gain from Curriculum for Excellence. In the nursery, the curriculum offers children a broad range of learning experiences which promote enjoyment and choice through play. Children would benefit from increased opportunities for personal achievement across the school. Staff give good attention to developing children's thinking skills. We have asked the school to improve teaching programmes for science and modern languages to ensure children make suitable progress in these areas. Overall, arrangements for children at transition points are well organised. The headteacher should now provide clearer direction to staff in linking together changes to the curriculum including advice on more effective timetabling arrangements to promote children's progress.

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

The acting headteacher has led the school well in making a good start to ensure it has a clear understanding of what it does well and what needs to be improved to make a difference to children's progress and achievements. She has surveyed the views of parents, staff and children. She is working with the parent council to engage parents and other partners more effectively in improving the school further. Together with staff, the acting headteacher and acting principal teacher have identified that the school now needs to improve further the system to monitor and track children's progress and achievements.

This inspection found the following key strengths.

- The supportive environment for learning provided by staff.
- Children's enthusiasm and enjoyment of learning.
- Relationships among staff and children.
- Leadership of the acting headteacher and acting principal teacher.

We discussed with staff and Edinburgh City Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Raise teachers' expectations to ensure more challenging learning activities and raise achievement for all across the school.
- Continue to develop the curriculum by reviewing and linking together recent changes.
- Extend the use of evidence drawn from self-evaluation to improve children's learning and achievement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and Edinburgh City Council in order to record the innovative practice and share it more widely.

David Watt
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/AbbeyhillPrimarySchoolEdinburghCity.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². 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 are doing.

Here are the evaluations for Abbeyhill Primary School.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	good

Nursery class

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

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

The curriculum	satisfactory
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/AbbeyhillPrimarySchoolEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf.

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseeey_tcm4-712692.pdf. Please note that the term "adequate" in these documents has been replaced with "satisfactory".

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection at Liberton Primary School and Nursery Class

Item number	4.3
Report number	
Wards	Ward 16: Liberton/Gilmerton Ward 15: Southside/Newington

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection at Liberton Primary School and Nursery Class

Summary

- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Recommendations

The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school and the nursery class; and
- receive an authority inspection follow through report.

Measures of success

The report identified the following key strengths:

- children who are well motivated, engaged and keen to learn;
- the overall quality of pastoral care and support for children; and
- aspects of learning and the range of opportunities being developed, such as the use of the outdoor area, to enable children to achieve more.

Financial impact

There are no financial implications contained in the ES 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

Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading / external references

<http://www.educationscotland.gov.uk/inspectionandreview/reports>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	1. Inspection letter to parent/carer 2. Evaluations

29 October 2013

Appendix 1

Dear Parent/Carer

**Liberton Primary School and Nursery Class
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including approaches to developing leadership skills across the school. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

In the nursery class, almost all children are interested and engage well in the activities which they have chosen. They achieve well and have good opportunities to develop and apply their learning. They do this around the playroom and in the outside area on a regular basis and also in the local community and beyond. Examples include visits to Gorgie City Farm and the development of children's art skills. Older children in the nursery, for example, can use a range of materials to create very good art work.

From P1 to P7, almost all children are well motivated and eager to learn. This is reflected in, for example, their participation in cooperative learning and their responses when presented with learning which is demanding and challenging. Children are keen to research and gather information to support their learning and to discuss and share their ideas. There is room to develop children's skills in learning more consistently and creatively across the school. This could include, for example, the more effective use of feedback on what needs improvement, the use of information and communications technology and a clearer focus on developing and deepening children's thinking.

Overall, children are making good progress in literacy, numeracy and health and wellbeing. Almost all children can explain their thinking through discussion and can share key ideas from texts. They read for pleasure and almost all are fluent and expressive readers. Children at all stages are developing and using effective vocabulary and achieving well in writing. Children are learning how to apply what they learn in mathematics to everyday contexts. Across all stages, children's skills in solving mathematical problems are developing well.

Children are able to discuss aspects of health and wellbeing with confidence and understand the role they can play in bringing about improvements in the school. This ensures that children feel included and safe. Children at all stages are able to make choices that will best support a healthy lifestyle, including the importance of being physically active. Children are making good progress across some other areas of the curriculum. For example, children are developing a very good appreciation of music across the school. This includes regular whole-school singing sessions. A number of children benefit from instrumental instruction and use this well to add value to the musical life of the school. Children's achievements overall are recognised and celebrated across the school.

How well does the school support children to develop and learn?

Staff pay very good attention to the pastoral care of children. Before children start nursery, staff successfully use PEEP (Parent Early Education Partnership) approaches with children and their families. Children are very well supported when moving from nursery to P1. Children feel safe and cared for in school and are confident that staff will provide assistance and support as required. Aspects of the practice to support children with additional short- or long-term needs are very strong. This includes, for example, very effective partnership working. We have asked teachers to make sure children's learning needs are met more consistently by ensuring they provide suitable levels of pace and challenge in lessons. Staff have made good progress over the past year in implementing important aspects of Curriculum for Excellence but there is a need to increase the overall pace of change. Overall, staff provide a variety of learning opportunities for children. This includes the developing use of the outdoor area surrounding the school, and opportunities such as Benmore residential centre and Forest Schools approaches. The outdoors area linked to the nursery provides a stimulating learning environment which is being well used.

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

In his two years in post, the headteacher has worked very effectively with the whole staff team to identify what the school needs to do to improve. Staff have put a range of appropriate approaches in place to evaluate their own work. This includes seeking feedback from yourselves as parents on aspects such as how best to share information about your children's learning and progress. Many of these approaches are still at an early stage of development and are not yet having a significant impact on children's experiences and achievements. The headteacher is very well supported by the depute headteachers and the principal teacher. They work very well together to develop and support staff confidence and leadership across the school. Relationships with the Parent Council are good and provide a strong basis on which to develop the greater involvement of you, as parents, in supporting your children's learning and wider school improvement. Parents support the work of the nursery very well through, for example, raising the funds needed to create the outdoor learning area. Children's views are gathered in a variety of ways and are taken well into account. The school environment has been improved as a direct result of suggestions from the pupil council. Building on the strong ethos of support and the leadership skills now being developed, the staff, children and parents of Liberton Primary School are well positioned to take forward further improvement.

This inspection found the following key strengths.

- Children who are well motivated, engaged and keen to learn.
- The overall quality of pastoral care and support for children.
- Aspects of learning and the range of opportunities being developed, such as the use of the outdoor area, to enable children to achieve more.

We discussed with staff and the City of Edinburgh Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Increase the pace of implementation of Curriculum for Excellence.
- Continue to focus on improving consistency in the quality of learning.
- Ensure that the school's approaches to self-evaluation support all staff and learners to focus on learning and achievement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that most of the school's self-evaluation processes are leading to improvements. Our Area Lead Officer will work with the City of Edinburgh Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

Joan MacKay
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LibertonPrimarySchoolEdinburghCity.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². 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 are doing.

Here are the evaluations for Liberton Primary School.

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

Nursery class

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

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

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LibertonPrimarySchoolEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf.

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf. Please note that the term "adequate" in these documents has been replaced with "satisfactory".

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection at St Peter's RC Primary School and Nursery Class

Item number	4.4
Report number	
Wards	Ward 10: Meadows/Morningside Ward 8: Colinton/Fairmilehead Ward 9: Fountainbridge/Craiglockhart Ward 11: City Centre Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection at St Peter's RC Primary School and Nursery Class

Summary

- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Recommendations

The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school and the nursery class; and
- receive an authority inspection follow through report.

Measures of success

The report identified the following key strengths:

- the high quality of children's learning and achievement in the nursery;
- parent helpers supporting children's learning;
- children who are confident, eager to learn and participate in life of the school;
- the inclusive ethos built on faith values; and
- leadership at all levels to improve children's learning experiences.

Financial impact

There are no financial implications contained in the ES 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

Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading / external references

<http://www.educationscotland.gov.uk/inspectionandreview/reports>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	1. Inspection letter to parent/carer 2. Evaluations

26 November 2013

Appendix 1

Dear Parent/Carer

**St Peter's RC Primary School and Nursery Class
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how effectively the school works with children to plan their learning and uses tracking and monitoring processes to improve children's performance. We also looked how parent helpers work with the school to enhance children's learning. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Across the nursery and the primary stages, children are confident, very well behaved and enjoy their learning. In the nursery, many children focus very well on their learning, wait patiently for their turn and share resources and equipment. Almost all choose independently what they want to play with and use materials very well, including in the outdoor play area and garden. Children's learning is of a very high-quality during 'free-flow time' when they operate individually, in pairs and in small groups. At the primary stages, most children are actively engaged in their learning and work hard to do well. Most children contribute confidently to lessons and discussions and work effectively in groups and individually. In some lessons, children have opportunities to demonstrate their leadership and research skills, for example when presenting their work to others. In the best lessons, children are taking responsibility for their own learning and are becoming independent learners. Children need to experience these high quality learning experiences more often across all areas of their learning and at all stages. The pace in lessons could be brisker for most children.

In the nursery and at the primary stages, children are achieving very well. For example, children have a sound understanding about the reasons for saving money as a result of the school's 'Financial Education' week. In the nursery, they are developing important early skills in citizenship, enterprise and sustainability very effectively. Almost all children apply literacy and numeracy skills extremely well across different aspects of their learning and are making excellent progress. Children who have English as an additional language and their parents are supported very effectively in their learning of English. At the primary stages, children participate enthusiastically in a variety of out of school hours clubs, such as the choir and hockey. Children confidently take on leadership roles, for example when organising 'The Lion King'

school show. They are leading school committees successfully, for example the Pupil Council and Enterprise in Education. These and other learning activities contribute effectively to the school's inclusive ethos. Across the primary stages, children use their reading, writing and mathematical skills effectively. For example when producing posters related to 'Endangered Species' as part of their science work. Children should have further opportunities to write and talk about their reading. Similarly, the school should continue to show children how their mathematical skills relate to real-life situations. Children have produced varied and imaginative works of art based on the work of famous artists such as Kandinsky and Warhol. Children use their information and communications technology (ICT) skills very well to enhance their learning in all areas of the curriculum.

How well does the school support children to develop and learn?

In the nursery, staff support children to develop and learn very well. They plan a range of relevant activities and support children who need additional help or challenge with their learning very effectively. They meet children's individual circumstances and needs very well and provide a very high level of care and encouragement. They intervene sensitively and swiftly to support individual children in their play and learning where necessary. At the primary stages, in most lessons teachers plan tasks and activities effectively to meet the individual need of learners. Tasks and activities could be further differentiated and more challenging for most children. Children requiring additional help in their learning are supported effectively by the learning support staff, pupil support assistants and partner agencies. Parents support children's learning in school very well and in many ways, for example sharing their expertise and talents. Across the nursery and primary stages, staff are working confidently with Curriculum for Excellence. They are updating areas of the curriculum regularly. Nursery staff and teachers involve children in planning aspects of their learning, identifying prior knowledge and areas of interest they would like to explore further. At the primary stages, the school has introduced a new literacy programme to further develop children's literacy skills. Across the school, children's learning is enhanced by guest speakers, educational visits and residential experiences, such as Benmore. As a result, children experience a broad and balanced curriculum. The school should continue to ensure progression of children's knowledge and skills across all areas of the curriculum. Children are very well supported as they move from nursery to P1 and from P7 to St Thomas of Aquins. The school should continue to develop its curricular links with St Thomas of Aquins.

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

The headteacher has a clear vision of providing children with the best learning experiences that the school can offer. In the short time since her appointment, she has successfully ensured improvements related to children's learning in a thoughtful and caring manner. The depute headteachers have worked successfully with teachers and other staff to develop many areas of the curriculum, for example ICT and leading the nursery team. Together, as a senior management team, they visit the nursery and primary classes regularly to monitor teaching and learning and provide staff with helpful feedback to improve. All staff take on leadership roles to improve children's learning experiences, such as teachers leading curricular developments. Nursery staff and teachers reflect on their practice and discuss with the senior management team and each other about how their practice could be improved. In many classes, children use self and peer-assessment well. The

school tracks and monitors children's performance effectively, using a range of approaches to ensure that they are making appropriate progress in their learning. The school should continue to ensure that the outcomes of its self-evaluation processes are monitored and reviewed systematically. This will help the school to plan improvements more purposefully and inform children's future learning. Parents are regularly consulted through the Parent Council and at school events and their comments are used to improve the school.

This inspection found the following key strengths.

- The high quality of children's learning and achievement in the nursery.
- Parent helpers supporting children's learning.
- Children who are confident, eager to learn and participate in life of the school.
- The inclusive ethos built on faith values.
- Leadership at all levels to improve children's learning experiences.

We discussed with staff and Edinburgh City Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to use self-evaluation approaches to improve the quality of children's learning.
- Continue to develop the curriculum.
- Continue to develop high quality learning and teaching across the primary stages.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and Edinburgh City Council in order to record and share more widely the innovative practice.

Hakim Din
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPetersPrimarySchoolEdinburghCity.asp>

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Here are the evaluations for St Peter's RC Primary School and Nursery Class.

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

Nursery class

Improvements in performance	excellent
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	good
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPetersPrimarySchoolEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf.

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseeey_tcm4-712692.pdf. Please note that the term "adequate" in these documents has been replaced with "satisfactory".

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection Follow Through – St Catherine’s RC Primary School

Item number	5.1
Report number	
Wards	Ward 16: Liberton/Gilmerton

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection Follow Through – St Catherine’s RC 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 September 2011.
- Note the education authority will not publish further reports in connection with the 2011 HMIE report.

Measures of success

- Overall, St Catherine’s RC Primary School provided a good 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 pupils 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/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5	
Council outcomes	CO2	
Single Outcome Agreement	SO3	
Appendices	1.	Follow through report – St Catherine’s RC Primary School dated October 2013
	2.	Overall evaluations from 2011 report



ST CATHERINE'S RC PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in St Catherine's RC Primary School in August 2011. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority recently visited the school to assess 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 since the original inspection. It also 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.

2. How well do young people learn and achieve?

1.1 Improvements in performance

2.1 Learners' experiences

There was a calm purposeful ethos for learning throughout the school from Nursery to Primary 7. Pupils were well mannered and are proud their school. Children spoke very positively about the well established behaviour rewards and sanctions system which has improved expectations and behaviour for all. Children were given many opportunities for Leadership roles including pupil council, fair-trade, eco, and health and well being initiatives. Primary 7 pupils spoke highly of the increased responsibilities they were encouraged to apply for eg nursery helpers, assembly technicians. Across the nursery and school, all pupils worked well independently and in pairs and were actively involved and engaged in their learning. The nursery staff provided a wide range of high quality activities to support pupils in literacy and numeracy eg. they had undertaken a walk in the local environment to recognise numbers both indoors and outdoors.

The majority of learners continued to make satisfactory progress in Literacy and Numeracy. Attainment in mathematics and language was being strengthened through a focused whole school approach to mathematics and language progression and tracking. This approach is ensuring a more consistent quality in learning and teaching. The focus on professional dialogue with staff and the senior management team (SMT) in relation to planning and tracking ensured that all staff are clearer about the pupils' progression through the *Curriculum for Excellence* levels.

Children felt that the feedback they receive from staff on their work, together with their identified Personal Learning targets, made them more aware of their progress and strengths as learners and allowed them to identify their next steps. Pupils felt that their views were sought and acted upon and they say they felt safe, healthy, happy and well educated at St Catherine's RC Primary School. Commendably, the school has attained Healthy Accreditation Stage 3, Eco second green flag and a City of Edinburgh highly commended award for their Fair Trade work.

The school is now well placed to ensure that pace and challenge continues to have a high profile throughout the school.

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

5.1 The Curriculum (using Updated Expectations August 2013)

The whole school focus on developing children's skills in writing is having a very positive impact on the engagement and motivation of the pupils leading to increased levels of attainment. Within their planning, teachers identified a range of genre, they ensured that there are real and relevant contexts for writing and pupils were given opportunities for child led writing activities.

Reading conferencing materials have been developed for first and second levels to develop skills in key areas of reading which includes analysing texts, summarising, skimming and scanning.

The SMT had produced a detailed teaching points and assessment tool for all mathematical concepts including a Mental Maths and Problem Solving progression. Teachers now felt more confident in delivering a range of numeracy strategies and the learning in mathematics was more appropriately matched to the learning needs of the pupils. The children had been given opportunities to apply their numeracy strategies during a whole school focused Financial Education week. Children's progress in mathematics needs to be continually monitored to ensure concepts are embedded.

In some classes information communications technology (ICT) was being used effectively to enhance the teaching and learning.

Health and well being curriculum and initiatives, alongside the assessment and tracking tool, ensures that the emotional, mental and physical health and well being remains a high focus within the school community.

The school's three year plan shows a clear rationale based on the schools values and learners' entitlements.

In line with the school improvement plan staff are further developing the curriculum to improve planning through the broad general education.

5.3 Meeting learning needs

In all classes there was evidence of a wide range of formative strategies being used to support pupils in evaluating their own performance, identifying their strengths and setting targets for improvement. Staff consistently shared What are we learning today? (WALT) and What am I looking for? (WILF) with the pupils to ensure that pupils fully understood what was being asked of them.

Literacy and numeracy early year's trackers were ensuring a smoother transition from nursery to P1. Other adults including the support for learning teacher and learning assistants have been deployed effectively to support progress in literacy and numeracy.

Partnership working was a key strength at St Catherine's RC Primary School and the school benefits from valuable input from *Place2Be* which provides one to one play therapy and counselling for a number of pupils. *Place2Be* works well in this school because it complements the work of the school and is seen as a real partnership between the school and *Place2Be*. The drop-in session for pupils at lunchtime is heavily oversubscribed. *Place2Be* has been expanded to include Place4 Parents and supports parents who wish to use the service. Place2 Think is used by staff.

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

5.9 Improvement through self-evaluation (using Updated Expectations August 2013)

Self-evaluation continues to be a strength in the school and all staff, parents and pupils have the opportunity to be involved in auditing the work of the school and in agreeing and implementing strategies for improvement. The headteacher, depute headteacher and principal teacher are committed to developing leadership at all levels. Through the schools annually reviewed "Shared and Distributed Leadership Policy", remits and responsibilities for leadership and development work are clearly outlined. Pupils were able to discuss the areas of School Improvement and the positive impact the new initiatives were having on their learning.

3. Conclusion

With support from the education authority, St Catherine's RC Primary School provided a good standard of education for its young people. The school had made very good progress 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 2011 HMIE report.

Therese Laing
Quality Improvement Officer
October 2013

Education Scotland,
 T1 Saughton House, Broomhouse Drive, Edinburgh EH11 3XD
 t 0131 244 8142 f 0131 244 8424 e edinburgh@educationscotland.gsi.gov.uk
 Textphone – 01506 600236¹

Education Scotland Foghlam Alba

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*². 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 are doing.

Here are the evaluations for St Catherine's RC Primary School.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	good

Nursery class

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

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

The curriculum	good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7127&type=2>

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

² *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection Follow Through – St Mark's RC Primary School

Item number	5.2
Report number	
Wards	Ward 8: Colinton/Fairmilehead

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection Follow Through – St Mark’s RC 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 May 2010.
- Note the education authority will not publish further reports in connection with the 2010 HMIE report.

Measures of success

- St Mark’s RC 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/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – St Mark’s RC Primary School dated October 20132. Overall evaluations from 2010 report



ST MARK'S RC PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in St Mark's RC Primary School in June 2010. Further progress reports were published by HM Inspectors in August 2011 and September 2012. The school with support from the education authority amended the school improvement plan to take account of the findings of the inspections.

An education authority team recently visited the school to assess 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 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:

1.1 Improvements in performance

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. Very good practice was observed where children were involved in sharing their writing with peers and developing self and peer assessment skills. There has been an increased emphasis on number and mental strategies. At the middle stages there is strong performance in standardised assessments in mathematics. There needs to be continued focus on this to ensure that pupils in the upper school have increased confidence and expertise in the use of mental strategies.

In the nursery parents and carers were able to further contribute to supporting their children's learning following "Stay and Play" sessions. These were positively evaluated by those who attended.

2.1 Learners' experiences

In almost all classes appropriate active approaches to learning were in evidence. Children were confident in carrying out group activities, they were ably supported by pupil learning assistants. Pupils talked positively about the school feeling that their views were taken on board and they had a role within the school eg in leading developments on Fairtrade and in improving the playground environment.

The school should look at increasing opportunities for learning from and through the range of Information Communication Technologies (ICT).

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

Areas for improvement from original report:

5.1 *The Curriculum (using Updated Expectations August 2013)*

Staff have been involved in developing the curriculum with a focus on challenge, enjoyment and relevance. This was an ongoing development. Pupils were provided opportunities across the four contexts of the curriculum with a recent success being the production of “HONK” which received positive feedback from parents.

The nursery experience provided a rich curriculum with extensive grounds and areas for outdoor learning. An effective link had been developed with the local Tesco to support improvements to the outdoor area. A range of opportunities were available for children to develop early literacy and numeracy skills.

5.3 *Meeting learning needs*

Children were well supported by adults with targeted support for individuals and groups. In the early stages a variety of learning activities were in place to provide children with opportunities to develop understanding of letter sounds and understanding of shape. Staff should continue to evaluate learning to ensure that the needs of learners are met, in particular the most able learners.

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

Areas for improvement from original report:

5.9 *Improvement through self-evaluation (using Updated Expectations August 2013)*

Staff were motivated, enthusiastic and had a highly positive approach to improving the work of the school. Staff worked collegiately across the cluster to develop understanding of cooperative learning approaches. Within the school there was increasing opportunities for professional dialogue, this being well received by staff. Individual members of staff also had been opportunities to lead initiatives. This provides a strong foundation for continued school improvement.

3 Conclusion

With support from the education authority, St Mark’s RC 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.

Peter Gorrie
Quality Improvement Officer
October 2013

At the last Care Commission inspection of the nursery class there was one requirement, which had been addressed. In addition, three recommendations were made, all had been addressed.

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 St Mark's RC Primary School and Nursery Class.

Primary school

Improvements in performance	Good
Learners' experiences	Satisfactory
Meeting learning needs	Weak

Nursery class

Improvements in performance	Weak
Children's experiences	Satisfactory
Meeting learning needs	Weak

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

The curriculum	Weak
Improvement through self-evaluation	Satisfactory

HM Inspector: Jacqueline Horsburgh

29 June 2010

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Primary School Inspection Follow Through – Duddingston Primary School

Item number	5.3
Report number	
Wards	Ward 14: Craigentiny/Duddingston Ward 17: Portobello/Craigmillar

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection Follow Through – Duddingston 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 March 2012.
- Note the education authority will not publish further reports in connection with the 2012 HMIE report.

Measures of success

- Duddingston Primary School provided a good 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/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5	
Council outcomes	CO2	
Single Outcome Agreement	SO3	
Appendices	1.	Follow through report – Duddingston Primary School dated October 2013
	2.	Overall evaluations from 2012 report



CHILDREN AND FAMILIES

DUDDINGSTON PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Duddingston Primary School in May 2012. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority recently visited the school to assess 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 since the original inspection. It also 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 pupils and leadership to help the school achieve its aims.

2. How well do young people learn and achieve?

Areas for improvement from original report:

1.1 Improvements in performance

2.1 Learners' experiences

Almost all pupils at Duddingston Primary School continued to make good progress in their learning and had achieved good standards in reading, writing and mathematics. The atmosphere around the school was calm and purposeful, the pupils were actively involved and motivated in their learning and good progress has been made in raising attainment through the many initiatives which have been developed.

In the nursery children were well settled and played cooperatively. Many were able to make and sustain choices in their play. Staff interacted well to support the children. They were very enthusiastic about their contributions to the wall displays.

In nearly all lessons there was now a consistent approach to using Assessment is for Learning strategies. Pupils were more actively involved and engaged in their learning and children were now more involved in planning their next steps. Some pupils were involved in creating success criteria and this was having an impact on their involvement in the assessment process. Increased opportunities for pupils to discuss their learning, particularly in literacy, numeracy and health and well being was evident in pupil profiles. The pupils are now actively involved in identifying their strengths, development needs and their next steps in learning.

The use of Bloom's Taxonomy higher order questioning and activities had increased the support and challenge for both staff and pupils.

The school continued to provide very good opportunities for outdoor learning and used the outdoor space as a stimulus for different areas of the curriculum. Pupils spoke highly of the many opportunities they had to develop the outdoor area through gardening and working with Wildlife Rangers. Pupils reported their views were valued and they felt empowered to make improvement.

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

5.1 The Curriculum (using Updated Expectations August 2013)

Staff were working confidently with the Experiences and Outcomes and were using them for planning more active approaches to learning. The focus on active mathematics and numeracy tasks were ensuring children further developed their problem solving skills and mathematics experiences were becoming more relevant, interesting and fun.

A cluster focus in science and technology has had a positive impact on staff confidence and opportunities had taken place to assess, moderate and report in these areas of the curriculum.

The school had continued to develop a strong sense of achievement and pupils were benefitting from a range of planned opportunities including Junior Award Scheme Scotland, Wildlife Rangers and sharing wider achievements at assemblies and in physical education (PE). Staff were continuing to use information communications technology (ICT) in a variety of ways eg as a positive behaviour reinforcement tool and as an integral part of learning and teaching. The introduction of an I-pad in the nursery and every class was beginning to have an impact. The school recognised the need for further training on the effective use of ICT and staff were committed to this.

Two hours of high quality PE was now being provided.

5.3 Meeting learning needs

A more consistent use of the Getting it Right for Every Child (GIRFEC) model has ensured that all staff are aware of their responsibilities in ensuring that the needs of all pupils are met. A more rigorous monitoring system for children identified as having additional support and learning needs and more targeted support for pupils have impacted positively. The support for learning teacher has built on partnership working with a wide range of agencies. Parents and pupils are now fully involved in children's planning meetings.

Most teachers provided differentiation through a wide range of tasks and activities matched to the pupils' needs.

Staff and pupils spoke highly of the cooperative learning strategies being used across the school which ensured that pupils were having the opportunity to work independently, in pairs and in groups.

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

5.9 Improvement through self-evaluation (using Updated Expectations August 2013)

There is now a clear calendar for monitoring and evaluating the work of the school which is having a positive impact on school improvement. The staff report that there is consistent sharing of

practice, they work very well as a team and they're given opportunities to develop the curriculum and lead school improvements. The teamwork and leadership at all levels provided a very good basis for continued improvement.

Views of staff, parents and pupils are sought regularly and all stakeholders feel listened to and involved in the life of the school.

The partnership between parents and the school has continued to develop and Parent Forum meetings were successful in providing parents with the opportunities to raise queries and questions. The Parent Council has been instrumental in planning for improvements in the school.

The impact of Pupil Voice has increased through Pupil Council, Junior Road Safety Officers, the Eco Committee and the "L Team" (The Learning) team who have developed initiatives. All pupils' views and ideas are gathered in their own classrooms by the representatives. The committee members then take further leadership of these initiatives through leading assemblies.

3 Conclusion

With support from the education authority, Duddingston Primary School provided a good standard of education for its young people. The school had made very good progress 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 2012 HMIE report.

Therese Laing
Quality Improvement Officer
October 2013

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. 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 are doing.

Here are the evaluations for Duddingston Primary School and Nursery Class

Improvements in performance	good
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

Nursery class

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

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

The curriculum	weak
Improvement through self-evaluation	weak

A copy of the full letter is available on the Education Scotland website

www.educationscotland.gov.uk or by clicking this link

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DuddingstonPrimarySchoolEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosite3.pdf>.

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Secondary School Inspection Follow Through – Broughton High School

Item number	5.4
Report number	
Wards	Ward 5: Inverleith Ward 4: Forth Ward 12: Leith Walk

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Secondary School Inspection Follow Through – Broughton High 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 June 2011.
- Note the education authority will not publish further reports in connection with the 2011 HMIE report.

Measures of success

- Broughton High School provided a good 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

Parents, staff and pupils 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/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5	
Council outcomes	CO2	
Single Outcome Agreement	SO3	
Appendices	1.	Follow through report – Broughton High School dated September 2013
	2.	Overall evaluations from 2011 report



CHILDREN AND FAMILIES

BROUGHTON HIGH SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors from Education Scotland published a report on the quality of education in Broughton High School in September 2011.

An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education, including the areas identified for improvement during the inspection.

During the visit, the team visited classrooms, talked to young people and worked closely with the head teacher and staff, exploring how the school had continued to improve.

The team looked at particular areas that had been identified in the initial inspection and at aspects of the school's work as identified by the head teacher. As a result we were able to find out how well young people were now learning and achieving and how the school was continuing to support them to do their best. This report summarises the findings.

Areas for improvement from original report:

1. Develop approaches to meeting the learning needs of the wide range of young people to improve attainment.
2. Increase expectations and improve consistency in learning and teaching.

2. How well do young people learn and achieve?

1.1 Improvements in performance

2.1 Learners' experiences

Strengths and progress identified during the visit

Across the school, young people's learning and achievement were improving. There was a stronger focus on improving learning and teaching and coherent approaches to this were in place. Priorities were clearly linked to the school improvement plan. Staff were aware of the school's priorities and the increased expectations for learning and achievement.

In lessons, young people benefited more consistently from learning experiences that involved them in their learning. They were particularly motivated when staff used cooperative learning approaches, where they were engaged in problem solving and where there was innovative use of information and communication technology (ICT). Young people enjoyed working together and collaborated well. In some lessons, young people were clearer about their learning targets and what

they needed to do to improve. There was a positive climate for learning. Learners' experiences in the specialist schools continued to be of a very high quality.

Young people took pride in the diversity of the school. They continued to contribute very well to the broader life of the school and community.

S4-S6 attainment in 2013 was the highest in the last three years in almost all key measures. Attainment in S4 and S5 improved in all key measures. Overall, attainment in S4 and S5 was at its highest level since 2001. In S4, the gap between the least able and the most able narrowed. There was an improving trend over the last three years of young people in S4 achieving five or more awards at Scottish Credit and Qualifications Framework Levels 3 (Standard Grade (SG) Foundation level or equivalent), Level 4 (SG General level) and Level 5 (SG Credit level).

The number of young people moving into employment, training or further education had improved significantly over the last three years from 75% in 2010 to 92% in 2012, well above the City of Edinburgh Council (CEC) schools' average.

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

5.1 The curriculum

5.3 Meeting learning needs

Strengths and progress identified during the visit

Action had been taken to address the needs of those at risk of missing out. A wide range of vocational courses and interdisciplinary opportunities was offered to enrich the curriculum at different stages. Extensive partnership working was in place to deliver this. There was a clear rationale for the curriculum. The school had taken important steps to develop both the broad general education (BGE) S1-S3 and in the senior phase. Commendably, the school had embraced the planning of interdisciplinary opportunities and short courses in line with national advice. There was a high level of personalisation and choice, particularly associated with learners following specialist programmes in dance, music and football. The school should now take the necessary steps to ensure that the experiences and outcomes are closely tracked in order to ensure that each learner receives their full entitlement to a broad general education in S1-S3.

Approaches to literacy, numeracy and health and well being across learning had been enhanced through the leadership of school improvement groups. Staff awareness of their role in extending and developing skills in these areas had been increased by a range of whole-school initiatives.

Extensive consultation with learners took place as part of the ongoing evaluation of curricular provision. Young people valued the choice of opportunities provided for them and staff responsiveness to extending curricular provision at their request. In the classes visited, a variety of active learning strategies were used to ensure that all pupils were included and that their needs were addressed. In most lessons the pace and challenge were appropriate. However, young people would benefit from a more consistent focus on pace of learning and higher order thinking skills.

Changes to positive pupil management were beginning to have a positive impact. Young people were clearer about standards and expectations regarding behaviour and dress code. Staff applied these standards more consistently. Curriculum Leaders took on a wider role in behaviour management. Young people welcomed the positive impact these changes were having on the quality of their learning experiences.

Integrated approaches to pupil support across Support for Pupils (SfP) and Support for Learning (SfL) were embedded. The comprehensive implementation of the CEC recommended reading intervention programme for identified groups of learners in S1/S2 was improving their skills. The implementation of nurture groups and other targeted transition groups provided effective additional

support for vulnerable young people in S1. The school made well-judged use of outside agencies to meet young people's needs at all stages.

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

5.9 Improvement through self-evaluation

Strengths and progress identified during the visit

The new head teacher provided strong leadership. He had worked very well with senior managers to develop a culture of self-evaluation at all levels that was having a positive impact on the quality of learning and achievement. He was well supported by the depute head teachers who worked very effectively as a team and had a clear understanding of the school's strengths and areas for development. They took positive steps to ensure any aspects for development were addressed. A range of approaches was promoting the development of a more self-evaluative and reflective culture across the school. Curriculum Leaders and Support for Pupils Leaders were taking forward curricular, pastoral and whole school developments in a well-structured manner through school improvement groups. Middle and senior managers welcomed the distributed leadership opportunities offered to them.

Approaches to school self-evaluation were more coherent and clearly linked to priorities set out in the annual school improvement plan. Sharing classroom experience remained a strong feature of self-evaluation. This had been enhanced by the peer programme in which all teachers took part. Many also contributed to the recently introduced in-school programme of professional learning, the staff development seminar programme.

Young people were articulate and confident. Senior students valued the opportunities for leadership the school offered them and staff's responsiveness to their views. Young people in the junior school felt that they had less influence on school improvement. They welcomed the re-launch of the school council as a way for younger learners, and a wider range of learners, to have a greater say in the future of the school.

3 Conclusion

With support from the education authority, Broughton High School provided a good and improving standard of education for its young people. The school had progressed very 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 2011 HMIE report.

Liz Gray
Quality Improvement Officer
September 2013

HM Inspectorate of Education
1st Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB

t 01382 576700

f 01382 576701

e hmi.dundee@hmi.gov.uk

w www.hmie.gov.uk



Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. 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 are doing.

Here are the evaluations for Broughton High School.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

A copy of the full letter is available on the HMIE website www.hmie.gov.uk or by clicking this link <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=6647&type=3>.

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Secondary School Inspection Follow Through – Balerno Community High School

Item number	5.5
Report number	
Wards	Ward 2: Pentland Hills

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Secondary School Inspection Follow Through – Balerno Community High 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 October 2011.
- Note the education authority will not publish further reports in connection with the 2011 HMIE report.

Measures of success

- Balerno Community High School provided a very good 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/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – Balerno Community High School dated December 20132. Overall evaluations from 2011 report



CHILDREN AND FAMILIES

BALERNO COMMUNITY HIGH SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in Balerno Community High School in December 2011. Subsequently the school, with support from the education authority, amended the school improvement plan to take account of the findings of the inspection. An education authority team recently visited the school to assess 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 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:

Continue to improve young people's experience to reflect Curriculum for Excellence more fully.

Across the school, young people continued to learn and achieve very well in a wide range of activities. They were well behaved, polite and helpful. They felt safe and well cared for and confident of getting help when needed. In almost all lessons learners were fully engaged. Young people had more opportunities to review their learning and evaluate how they learnt and there were improved opportunities for them to discuss their progress. The school should now build on this and continue to increase consistency of approaches in all classes. Questioning was used effectively to encourage young people to think independently and to check understanding.

Young people responded very well to an increased range of opportunities to achieve. More young people have achieved success in a wide range of nationally accredited awards, including the Junior Awards Scheme Scotland and Saltire Awards. These achievements are celebrated and shared through house assemblies and a new annual achievement ceremony.

Young people in S1/S2/S3 continued to make good progress in their broad general education. From S4 young people have continued to achieve in programmes and courses, well above national averages and in line with schools where young people have similar needs and backgrounds. Young people's achievements effectively prepared them for leaving school and an increased number have moved on successfully to positive destinations in higher education, training or work. The school has introduced a system of tracking learners' progress which they should continue to develop.

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

Areas for improvement from original report:

Continue to improve young people's experience to reflect Curriculum for Excellence more fully.

Staff have made positive progress in developing the curriculum, taking into account Curriculum for Excellence guidance. At S1/S2/S3, young people benefitted from a broad range of courses, including elective activities in S3 which provided learners with some choice in their learning activities. There were improved links with associated primary schools to help staff to build more effectively on young people's learning. Interdisciplinary events, including 'Project Scrooge' in partnership with the Royal Lyceum Theatre, helped young people develop a wide range of leadership and learning skills.

Staff continued to be highly committed to young people's care and welfare. Support for learning staff were skilful in identifying when any young person needed additional support and have improved planning to meet young people's needs. This information was shared effectively with relevant staff. Learning assistants have benefitted from training and continued to provide valuable support for young people with specific learning difficulties.

Teachers continued to choose learning approaches which interested and motivated young people and were better at providing a range of tasks more suited to the needs of individual learners. Teachers used information and communications technology (ICT) confidently to present lessons. However, young people did not routinely use ICT to support their own learning in class. Young people worked well in groups where they determined their own pace of learning. Different groupings were used successfully as a strategy to raise attainment in the senior school.

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

Areas for improvement from original report:

Increase the effectiveness of approaches to improving the school's performance, taking better account of the views of young people, parents and partners in the community.

There were significant improvements in the school's approaches to improving the quality of its work. The headteacher had taken a decisive lead in building an ethos of collegiality, collaboration and partnership working. Curriculum leaders had undertaken a team working and leadership training day and should continue to build on the approaches shared at the event.

All teachers were members of groups focusing on improving learning experiences for all young people. These Teacher Learning Communities were well established and provided an effective forum for discussion, sharing good practice, and identifying future learning and teaching priorities. The work of these groups was beginning to have a positive impact in a number of areas, for example, active learning approaches which were becoming embedded. The structure of the Teacher Learning Communities offered all staff opportunities to take on leadership roles across the school. Teachers were increasingly seeking young people's views on learning.

The senior leadership team, working with curriculum and pupil support leaders, had introduced more rigorous quality assurance procedures with teams assigned to groups of faculties. They followed an agreed calendar of coordinated activities. There was greater emphasis on seeking views of learners and their parents on whole school matters.

5 Conclusion

With support from the education authority, Balerno Community High School provided a very good standard of education for its young people. The school had progressed well since the inspection and had made appropriate improvements in light of the inspection findings. The education authority will not publish further reports in connection with the December 2011 HMIE report.

David Leslie
Quality Improvement Officer
December 2013

Education Scotland,
 1st and 2nd Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB
 t 01382 576700 f 01382 576701 e dundee@educationscotland.gsi.gov.uk
 Textphone – 01506 600236¹

Education Scotland
Foghlam Alba

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*². 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 are doing.

Here are the evaluations for Balerno Community High School

Learners' experiences	very good
Improvements in performance	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	satisfactory

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=6450&type=3>.

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

² *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

Inspection of additional support needs provision Follow Through – Edinburgh Secure Services

Item number	5.6
Report number	
Wards	Ward 16: Liberton/Gilmerton

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Rosie Wilson, Service Manager Special Schools & Specialist Provision

E-mail: rosie.wilson@edinburgh.gov.uk | Tel: 0131 469 3960

Executive summary

Inspection of additional support needs provision Follow Through – Edinburgh Secure Services

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 June 2011.
- Note the education authority will not publish further reports in connection with the 2011 HMIE report.

Measures of success

- Edinburgh Secure Services provided a very good 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

Parents, staff and pupils 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.educationscotland.gov.uk/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – Edinburgh Secure Services dated October 20132. Overall evaluations from 2011 report



CHILDREN AND FAMILIES

EDINBURGH SECURE SERVICES

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors published a report on the quality of education in Edinburgh Secure Services in June 2011. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An education authority team recently visited the school to assess 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 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:

Ensure high quality achievement across the service including identifying opportunities for achieving in a wider range of contexts.

1.1 Improvements in performance

2.1 Learners' experiences

Young people continued to attain and achieve well within the secure and consistent learning environment. They were motivated and engaged in all lessons. Relationships with staff and with each other were excellent. Teaching and learning was planned on an individualised basis. Young people were very well supported to gain appropriate qualifications and to develop skills for their future life and work, for example one young person was supported to work towards the Scottish Electrical Charitable Training Trust examination. The pace of learning and teaching in the classes visited was well judged, with an element of challenge for individuals who responded well to this personal approach. Progress was monitored weekly on a target sheet, and collated regularly as part of the ongoing planning and reporting process. The young people liked the target sheets. They said they felt more in control of their learning.

There were many opportunities for young people to achieve in activities beyond the school curriculum. Art, sport and reading featured prominently. Some of these achievements were recorded in the young person's profile.

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

Areas for improvement from original report:

Develop consistently high quality links across care and education.

5.1 *The Curriculum*

5.3 *Meeting learning needs*

Increasingly, teaching and care staff were working together on aspects of the curriculum and were delivering the outcomes and experiences together in the school and in the residential setting.

The implementation of the broad general education was based on a sound curriculum rationale which had been developed and agreed with all teaching staff. Teachers' plans referred to appropriate outcomes and experiences within the subject and across literacy, numeracy and health and wellbeing. Good use was made of available information technology as part of learning and teaching.

Every Friday morning the timetable was dedicated to collaborative working. The young people responded well to this initiative. They enjoyed working in larger groups on topics and activities which spanned the curriculum. The interdisciplinary programme was varied and relevant. The young people were not yet fully involved in planning the programme but did contribute to the overview. They will be encouraged to contribute their ideas as part of the end of term evaluation.

At all times, great attention was given to supporting each young person depending on their individual needs. Providing a secure environment, building the young person's self esteem, and being sensitive to each one's personal circumstances were values that were integral to the ethos of the service. Opportunities to promote health and wellbeing arose on a daily basis and were approached in a restorative manner. Planning for choices and change featured in everyday teaching, learning and pastoral care.

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

Areas for improvement from original report:

5.9 *Improvement through self-evaluation*

At the time of the visit, the depute principal (education) had recently retired so, within the senior team, there were two acting posts. Senior staff had a very good understanding of where the strengths of the service were. They also acknowledged where work was still to be done to bring about further improvements. The improvement plans for care and for education sat alongside each other, allowing for shared priorities to be identified and developed. Regular discussion at staff meetings gave all staff an opportunity to reflect on their own practice and joint practice. Leadership opportunities were available at various levels, for example through the Friday morning programme. Teaching and care staff were offered a high level of support through regular individual meetings with their line manager. These meetings were also used to identify priorities for improvement for each member of staff.

Staff took part in a range of professional learning on a city-wide basis. Some staff were beginning to make subject specific links with mainstream secondary schools in order to facilitate verification of the new qualifications.

The whole school working group on behaviour management had been successful and was ready to produce a behaviour policy based on the restorative model. It was intended to reconvene the

working group on learning and teaching. Part of the group's remit would be to draft a calendar and identify a focus for sharing classroom practice.

3 Conclusion

With support from the education authority, Edinburgh Secure Services provided a very good 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 June 2011 HMIE report.

Sharon Muir
Quality Improvement Officer
October 2013

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school?*. 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 are doing.

Here are the evaluations for Edinburgh Secure Services.

Improvements in performance	Very good
Learners' experiences	Very good
Meeting learning needs	Very good

We also evaluated the following aspects of the work of the school.

The curriculum	Good
Improvement through self-evaluation	Very good

HM Inspector
Kate Hannah

SCSWIS Officer
Duncan Craig

20 September 2011