

# Notice of Meeting and Agenda

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

**2.30 pm, Monday 7 September 2015**

Dunedin 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](mailto: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. Minutes**

---

- 3.1 Sub-Committee on Standards for Children and Families 8 June 2015 (circulated) – submitted for approval as a correct record.

## **4. Protocols**

---

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

## **5. Inspection Reports**

---

- 5.1 Kaimes School – Inspection – report by the Executive Director of Communities and Families (circulated).

(Councillors Austin Hart, Bill Cook, Nick Cook and Robson invited for ward interest)

- 5.2 Dalmeny Primary School and Nursery Class – Inspection – report by the Executive Director of Communities and Families (circulated)

(Councillors Shields and Work invited for ward/catchment interest)

## **6. Inspection Follow Through Reports**

---

- 6.1 Broughton Primary School – Inspection Follow Through – report by the Executive Director of Communities and Families (circulated).

- 6.2 Gilmerton Primary School – Inspection Follow Through – report by the Executive Director of Communities and Families (circulated)

- 6.3 St David's RC Primary School – Inspection Follow Through – report by the Executive Director of Communities 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 and Learning Community representatives invited**

---

2.30 pm – Kaimes School

Ros Miller, Head Teacher  
Parent Representative

3.00 pm – Dalmeny Primary School and Nursery Class

Diane Forbes, 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](mailto: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](http://www.edinburgh.gov.uk/cpol).

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

**2:30pm Monday 8 June 2015**

**Present:**

Councillors Godzik (Convener), Aitken, Child and Redpath; and Mr A C Duncan (Religious Representative, Education, Children and Families Committee)

**Non-Members Attending:**

**Sighthill Primary School and Nursery Class**

Ann Gallagher, Head Teacher  
Marie Dunn, Principal Teacher  
Zoe Olford, Chair, School Parent Council

**Firrhill High School**

Sarah Brown, Head Teacher  
Catriona Luff, Chair, School Parent Council

**Learning Community Surrounding Firrhill High School**

Rab Byfield, Community Learning and Development (CLD) Manager  
Jackie Stewart, Senior Community Learning and Development (CLD) Worker

### 1. Minute

---

**Decision**

The minute of meeting of the Sub-Committee on Standards for Children and Families of 9 March 2015 was approved as a correct record.

### 2. Protocols for the Conduct of Meetings of the Sub-Committee on Standards for Children and Families

---

Protocols for the Sub-Committee on Standards for Children and Families were submitted.

**Decision**

To note the protocols.

(Reference – Protocols for the Conduct of the Sub-Committee on Standards for Children and Families, submitted)

### 3. Sighthill Primary School and Nursery Class - Inspection

---

Details were provided of an inspection which had been carried out by Education Scotland at Sighthill Primary School and Nursery Class. A letter dated 13 January 2015 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school and nursery class were doing.

The Head Teacher, Principal Teacher and Chair of the School Parent Council were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school and the nursery class.

#### Decision

- 1) To note the findings of the report including the areas where the education authority and the school should continue to improve the school.
- 2) To agree to receive an authority inspection follow through report within one year of the publication of the inspection letter from Education Scotland.

(Reference – report by the Director of Children and Families, submitted)

### 4. Firrhill High School - Inspection

---

Details were provided of an inspection which had been carried out by Education Scotland at Firrhill High School. A letter dated 2 June 2015 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was doing.

The Head Teacher and Chair of the School Parent Council were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school.

#### Decision

- 1) To note the findings of the report including the areas where the education authority and the school should continue to improve the school.
- 2) To agree to receive an authority inspection follow through report.
- 3) To thank Sarah Brown for her work as Head Teacher at Firrhill High School and congratulate her on her new post.

(Reference – report by the Director of Children and Families, submitted)

### 5. Inspection of the Learning Community Surrounding Firrhill High School

---

A report dated 5 May 2015 by Education Scotland provided details of the outcomes of an inspection of the learning community surrounding Firrhill High School, together with an evaluation of quality indicators to monitor the quality of the learning community.

The CLD Manager and Senior CLD Worker were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the learning community.

## **Decision**

To note the findings of the report including the areas where the education authority and the community learning and development partners should continue to improve the learning community.

(Reference – report by the Director of Children and Families, submitted)

## **Declaration of Interest**

Councillor Aitken declared a non-financial interest in the foregoing item as a Director of Oxfams Care.

## **6. Fox Covert Primary School – Inspection follow through**

---

HM Inspectors had published a report on the quality of education in Fox Covert Primary School in April 2013.

An education authority team had 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.

### **Decision**

- 1) To note the progress made to date from the original inspection in February 2013.
- 2) To note that the education authority would not publish further reports in connection with the 2013 inspection report and that the Council's Quality Improvement Officer would regularly monitor the school's progress with curriculum development.

(Reference – minute of the Sub-Committee on Standards for Children and Families 10 June 2013 (item 3); report by the Director of Children and Families, submitted)

## **7. Gracemount High School – Inspection Follow Through**

---

HM Inspectors had published a report on the quality of education in Gracemount High School in February 2013.

An education authority team had visited the school to identify the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

### **Decision**

- 1) To note the progress made to date from the original inspection in December 2012.
- 2) To note that the education authority would not publish further reports in connection with the 2012 inspection report.

(Reference – minute of the Sub-Committee on Standards for Children and Families 18 February 2013 (item 3); report by the Director of Children and Families, submitted)

## **PROTOCOLS FOR THE CONDUCT OF THE SUB-COMMITTEE ON STANDARDS FOR CHILDREN AND FAMILIES**

Item No. 4.1

Through its meetings, the aim of the Sub-Committee 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.

- The Convener of the Sub-Committee 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.

- 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-Committee will be organised to ensure that it is as welcoming as possible.
- The Director's representative will provide a thorough briefing to the Sub- Committee.
- 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. Any local elected member(s) in attendance 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:

<b>Grade</b>	<b>Evaluation</b>
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.

February 2014

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2.30 pm, Monday, 7 September 2015

### Special School Inspection at Kaimes School

<b>Item number</b>	5.1
<b>Report number</b>	
<b>Wards</b>	Ward 16: Liberton/Gilmerton

#### Links

---

<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

#### Gillian Tee

Executive Director of Communities and Families

Contact: Ruth Hendery, Service Manager Special Schools & Specialist Provision

E-mail: [ruth.hendery@edinburgh.gov.uk](mailto:ruth.hendery@edinburgh.gov.uk) | Tel: 0131 469 3960

# Executive summary

## Special School Inspection at Kaimes School

### 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
- receive an authority inspection follow through report within one year of the publication of the inspection letter.

### Measures of success

---

The report identified the following key strengths:

- the school's approaches to helping children and young people with autism to develop communication and social interaction skills;
- opportunities for young people to develop skills in expressive arts, particularly in digital imagery; and
- the school's partnerships with the community and other organisations and the positive impact on learning experiences for children and young people.

## 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

Executive Director of Communities and Families

## Links

---

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

16 June 2015

Dear Parent/Carer

**Kaimes School  
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 young people and worked closely with the headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports children and young people 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 health and wellbeing, how the school supports children and young people with autism and the impact of recent interdisciplinary projects. As a result, we were able to find out how good the school is at improving children's and young people's education.

**How well do children and young people learn and achieve?**

Across the school, children and young people are happy and motivated. Relationships with staff are very positive and this helps children and young people communicate confidently with adults and with their peers. The focus on personal and social development is helping children and young people understand their emotions and communicate their feelings. Staff provide good opportunities for children and young people to learn in the local and wider community. For example, the outdoor learning programme allows children and young people to participate in skiing, canoeing and orienteering. The school has very good links with a range of local partners such as the Midlothian Ranger Service and Drake Music. These links provide meaningful and interesting learning experiences. In a few classes, children and young people are beginning to understand what they are learning and what they need to do to improve. This now needs to happen in all classes across the school. Young people in the secondary department are developing skills to help them for life after school through work experience in local businesses such as restaurants and a local farm. Links with Edinburgh College are also helping young people extend their learning and gain qualifications. A recent animation project, *Unsung Stories*, helped children and young people learn about how to make films and develop skills in digital imagery. Some children and young people represent their class on pupil councils and the eco committee. There is scope for more children and young people to take on leadership roles.

Children and young people are making satisfactory progress in their learning. Across the school, they are able to read stories and other texts appropriate to their age. They

listen well to staff and to each other. Learners are thinking about how they can improve their communication and they participate well in group discussions. Children and young people are developing and applying number skills in a range of contexts. At the primary stages, children are developing a good understanding about number. They are using money within real life situations such as buying items and working out change. Some young people at the senior stages are able to use trigonometry and Pythagoras' theorem to solve problems about right-angled triangles. Young people at the senior stages have opportunities to gain National Qualifications. However, there is scope for them to attain more highly and across a wider range of subjects, if appropriate. The school should further develop partnerships with local mainstream schools to help young people access more subjects. Children and young people are making good progress and achieving well in health and wellbeing. The recent Food for Thought project has helped learners develop an awareness of food and health. Children and young people are able to demonstrate good understanding and application of personal hygiene around practical food activities. A few young people are now able to travel independently to school and recognise how to keep themselves safe whilst doing so. The school's focus on social communication and emotional wellbeing is having a positive impact on relationships across the school. Children and young people say that they have more friendships with others and the behaviour of children and young people has improved.

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

Staff work well together to provide a caring and nurturing environment for children and young people. They have improved their knowledge of autism and are skilled at adapting their approaches to take account of children's and young people's responses and interests. The school has developed good approaches to behaviour support. In most classes, tasks, activities and resources are appropriate to the needs of learners. In a few lessons, the pace of learning is too slow and the school needs to ensure that all children and young people have access to good quality learning opportunities throughout the whole day. The school works successfully with a range of partners and other agencies to support the needs of learners. Some parents would like more information about their children's progress and would like the school to communicate more effectively with them about what their child is learning.

Staff in the school have recently reviewed the curriculum using national guidance and agreed what improvements they will make over the next three years. Work on curriculum development is leading to improvements in literacy and numeracy programmes. The school now needs to further improve the curriculum and ensure children and young people are learning across all subjects. The curriculum at the senior phase needs further development to give young people more choices about subjects and qualifications. The school needs to ensure that young people can continue with their learning until the end of S6 to enable them to attain as highly as possible. Specialist programmes and courses which focus on social and communication skills are an important part of the curriculum and help children and young people develop skills for learning, life and work. A wide range of community partners contribute to the school's curriculum. For example, the Interact Project with the Thistle Foundation uses drama to engage young people using active enquiry and

character creation to build confidence. These partnerships are helping the school develop a curriculum which prepares children and young people for life beyond school.

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

The school's approaches to self-evaluation provide staff and stakeholders with clear information on priorities for improvement. The headteacher has developed self-evaluation roles and responsibilities for all staff across the school. Some aspects for improvement are having a positive impact on children and young people. For example, the school's approaches to improving behaviour are allowing children, young people and staff to work together to resolve issues and develop better relationships. Some priorities such as how the curriculum is being developed needs to be evaluated more rigorously to determine if they are having a positive impact on children and young people.

This inspection found the following key strengths.

- The school's approaches to helping children and young people with autism to develop communication and social interaction skills.
- Opportunities for young people to develop skills in expressive arts, particularly in digital imagery.
- The school's partnerships with the community and other organisations and the positive impact on learning experiences for children and young people.

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

- The school should continue to develop the curriculum in line with national guidance.
- Increase pace and challenge in learning in order to improve attainment.
- Further develop approaches to self-evaluation to secure improved outcomes for children and young people.

### **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 visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, The City of Edinburgh Council will inform parents about the school's progress.

Monica McGeever  
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/Kai mesSchoolEdinburghCity.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](mailto: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?*<sup>1</sup>. 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 Kaimes School.

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

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

---

<sup>1</sup> *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](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)  
Please note that the term "adequate" in the document has been replaced with "satisfactory".

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2.30 pm, Monday, 7 September 2015

### Primary School Inspection at Dalmeny Primary School and Nursery Class

Item number	5.2
Report number	
Wards	Ward 1: Almond

#### Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: [janice.macinnes@edinburgh.gov.uk](mailto:janice.macinnes@edinburgh.gov.uk) | Tel: 0131 529 6268

# Executive summary

## Primary School Inspection at Dalmeny 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
- receive an authority inspection follow through report within one year of the publication of the inspection letter.

### Measures of success

---

The report identified the following key strengths:

- happy, polite children who engage well in learning and make very good progress;
- valuable partnerships within and beyond the school which support children's learning and widen opportunities for achievement;
- the use of information and communication technology to inspire learning and children's confidence in using a wide range of software;
- the progress made in implementing Curriculum for Excellence; and

- the clear direction provided by the headteacher and the commitment of staff and children to lead improvements.

## 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

Executive Director of Communities and Families

## Links

---

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

19 May 2015

Dear Parent/Carer

**Dalmeny 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 well the school develops leadership skills at all levels. 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 primary and nursery classes learn and achieve very well. The school has developed a friendly and inclusive environment in which children are happy, feel safe and enjoy their learning. Consequently, children respond positively by showing respect for their teachers and each other. In the nursery, children enjoy exploring and investigating during their play, particularly outdoors. They are making very good progress in developing their early literacy and numeracy skills and enjoy learning about numbers and sounds during songs, games and through playroom routines. For example, staff regularly count with children when baking and measuring, and children enjoy making labels for around the playroom, and menus for their snack. Children love listening to stories, joining in with familiar parts and playing musical instruments in accompaniment. They follow instructions well and speak about their play to adults and each other with increasing confidence. Children were very excited about the baby chicks which had hatched recently and spoke knowledgeably and enthusiastically about how they would look after them. At the primary stages, teachers help children to learn in interesting and practical ways in the classroom and through the wider life of the school and community. Consequently, children engage well in their learning, and work respectfully together in pairs and groups, sharing their ideas and opinions. Through productive links with local businesses and community groups, children are developing a strong sense of citizenship and an understanding of the contribution they can make to their community. They take part in joint ventures with the local church and experience success in many sporting and cultural events, quizzes and competitions. These many and varied opportunities extend children's learning and help to build their confidence. Teachers have high expectations of what children can achieve. They help children to reflect on their work and provide them with helpful feedback on how to improve. This is helping children take an active role in their

learning and to take increasing responsibility for improving their work. With teacher support, children set themselves learning targets in literacy, numeracy and health and wellbeing. We have asked staff to develop this further, so that these goals are more meaningful to individual children, particularly in health and wellbeing. At all stages, children independently and confidently use a range of information and communication technology for research and to present their work. They use digital media to construct stories, produce a trailer for their school show, and to create animations. This use of laptops, tablets and other technology is motivating and inspiring children and developing useful skills for the future. Teachers use a wide range of assessment information to monitor children's progress. This is helping to ensure children make very good progress in all subjects. Children at the early stages make a strong start with their phonics and numeracy. As they move through the school, children read increasingly difficult texts with fluency and understanding. Children's writing is of a particularly high standard. Because they write in real and meaningful contexts, children confidently adapt the style of their writing to suit different purposes. Scots language is a regular feature of children's learning and those at the middle stages had produced entertaining poems to demonstrate their understanding of Scots verse and vocabulary. In mathematics, children's mental agility is improving because teachers have recently introduced new ways to teach these skills. Because the school ensures children revisit basic mathematical concepts regularly, children make very good progress as they move through the school. Children have a clear understanding of physical and nutritional health and through the Rights Respecting Schools award are learning about children's rights and responsibilities. In other subjects, such as science and expressive arts, children's progress is clear and teachers ensure that children can build on what they already know and can do.

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

In all classes, including the nursery, staff make very effective use of observations and assessments to monitor closely children's progress. This provides them with a very good understanding of children's learning needs. Consequently they are able to plan learning which provides the right level of support and challenge for the wide range of learning needs in their class. Children who need additional support with their learning are supported very well by class teachers. At the upper stages, teachers work alongside colleagues from secondary schools to ensure older children are challenged enough in their learning. Support assistants and the support for learning teacher provide valuable help for a few children who need help to develop their literacy and social skills. The school has fostered a wide range of very productive relationships with colleagues from other agencies, such as speech and language therapists, to provide support for children who need additional help to make progress. Parents are very supportive of the school, including the nursery. They welcome the ways in which the school works with them to share in their child's learning and development. A significant number of dedicated parents volunteer to help in classes and raise funds for the school. In recent years, staff have worked very hard to provide a broad, relevant and challenging curriculum. They have developed clear programmes for all subjects which ensure children make strong progress in all areas of their learning. They have implemented many improvements to teaching and learning so that children's experiences are deep and meaningful. They have begun to look at how children's skills for learning, life and work develop progressively as they move through the school and we have asked staff to continue with this good work.

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

Because there are well-established and effective approaches to gather the views of parents, children and staff, the school has a clear picture of what it does well and a comprehensive plan for how it can improve even further. Children have a strong voice in the school and are able to influence many decisions which affect them. For example, by serving on committees and leading initiatives, they have helped the school achieve accreditation as a Rights Respecting School, and gain a green flag award from Eco-Schools Scotland in recognition of its work on sustainability. Many children give freely of their time and develop their own leadership skills by running successful and well-attended lunchtime clubs or by acting as playground and reading buddies. Successes and achievements are recognised and celebrated widely in school and beyond, contributing to the school's positive reputation in the community. The headteacher provides the school with strong leadership and clear direction. She has successfully led and sensitively managed many changes in the school, bringing about significant improvement, particularly to the curriculum. The principal teacher has a wide remit which she carries out very effectively. She supports the school, particularly the nursery, very well. Her own teaching practice is a strong model for others to follow. Together, the headteacher and the principal teacher offer clear guidance and advice to teachers. This, alongside the commitment of staff to sharing and developing their own practice, is ensuring teaching and learning across the school and nursery are of a consistently high standard. Staff willingly lead developments in school and have worked very productively with colleagues from other local schools to improve the curriculum. The way in which everyone shares responsibility for leading initiatives is commendable and means the school has the capacity to continue to provide a very positive experience for the children of Dalmeny Primary and Nursery.

This inspection found the following key strengths.

- Happy, polite children who engage well in learning and make very good progress.
- Valuable partnerships within and beyond the school which support children's learning and widen opportunities for achievement.
- The use of information and communication technology to inspire learning and children's confidence in using a wide range of software.
- The progress made in implementing Curriculum for Excellence.
- The clear direction provided by the headteacher and the commitment of staff and children to lead improvements.

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.

- Help children to set themselves personal goals for improvement, particularly in health and wellbeing.
- Continue with plans to further enhance the curriculum.

## **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 visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, The City of Edinburgh Council will inform parents about the school's progress.

Elaine Merrilees  
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/DalmenyPrimarySchoolEdinburghCity.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](mailto: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?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. 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 Dalmeny Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

Nursery class

<b>Improvements in performance</b>	<b>very good</b>
<b>Children's experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

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

<b>The curriculum</b>	<b>very good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

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

<sup>1</sup> *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](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *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](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

2.30 pm, Monday, 7 September 2015

### Primary School Inspection Follow Through – Broughton Primary School

Item number	6.1
Report number	
Ward	Ward 5: Inverleith Ward 7: City Centre Ward 12: Leith Walk

#### Links

---

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: [janice.macinnes@edinburgh.gov.uk](mailto:janice.macinnes@edinburgh.gov.uk) | Tel: 0131 529 6268

# Executive summary

## Primary School Inspection Follow Through – Broughton 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 January 2013.
- Note the education authority will not publish further reports in connection with the 2013 HMIE report. However, the school and early years quality improvement officer will continue to work with the school on their nursery improvement plans.

### Measures of success

---

Broughton Primary School provides a good standard of education for its pupils. The school had made good progress since the inspection and had made improvements in light of the inspection findings. The leadership and teamwork in the school provided a very good basis for continued improvement.

## 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

Executive Director of Communities and Families

## Links

---

<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Follow through report – Broughton Primary School dated March 2015</li><li>2. Overall evaluations from 2013 report</li></ol>



CHILDREN AND FAMILIES

## **BROUGHTON PRIMARY SCHOOL**

### **FOLLOW THROUGH REPORT**

#### **1. The inspection**

HM Inspectors of Education (HMIE) published a report on the quality of education in Broughton Primary School in March 2013. 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. Improvements in the quality of education provided**

##### *2.1 Learning and achievement*

The children in Broughton Primary School including the nursery and language classes continue to learn and achieve well. Pupils were motivated, well behaved, polite and enthusiastic learners who were actively involved and engaged in their learning. Opportunities were provided for the learners to work independently, in pairs and in groups on a variety of appropriate challenging tasks and activities. Throughout lesson observations learning intentions were shared with all pupils and the school is well placed to further develop their work on creating the steps to success with pupils and ensuring pupils receive good quality feedback on their learning. The focus on the use of Bloom's taxonomy higher order questioning in all classes was increasing the support and challenge for both staff and pupils.

In the nursery a more responsive and reflective approach to planning was in the early stages of development ensuring a more pupil lead focus on learning. Staff were working with increased collegiality with clearer defined roles and responsibilities for curricular areas. Recent improvements to the learning environment has had a positive effect on climate and relationships for learning. Displays and information now inform learners and parents of progress and next steps.

The introduction of numeracy and literacy trackers in the nursery are helping to ensure appropriate pace, challenge and differentiation for learners.

The introduction of learning walls and floor books was helping to increase pupil voice and to help pupils plan their own learning. Pupils spoke highly of the opportunities which they have to share

these floor books and their class learning with their parents/carers 'drop in' sessions.

The introduction of scaffolded target setting approaches by class teachers was helping pupils assess aspects of their own learning and enabling them to be clearer about their strengths and progress. Teachers should continue their plans to help pupils reflect on their next steps in learning using some of their latest and best work gathered in their personal learning folders.

Pupils across the school continue to make good progress in their learning and had achieved good standards in reading, writing and mathematics. The school had introduced a robust attainment tracking system and staff now make consistent and systematic use of attainment data including the newly introduced standardised assessment in reading and mathematics to provide a clear overview of children's performance.

The new learning and teaching assessment framework and staff graffiti wall on best practice was helping staff develop a more consistent approach to learning and teaching across the school.

Pupils felt they have more ownership of their learning. They were consulted about the topics they are about to study and plan well with the teacher as to how their learning and assessment will progress. Pupils spoke positively about their input into their homework which was used well to reinforce their learning and provided a choice of creative challenges.

Pupils in P7 have leadership responsibilities such as, wet weather monitors, stair monitors, recycling and reading buddies to P1. Pupils in P5 received training as playground buddies and P6 pupils were reading buddies for P2 pupils. The Pupil Council recently introduced a House system within the school which pupils, parents and staff have all engaged with.

Other achievements were celebrated through interactive displays and through a widened and enhanced range of pupil groups. The Pupil Council report that they felt more involved in the decision making across the school and this was reflected in seeking the views of parents and the Parent Council.

The school had increased the allocation of specialist physical education (PE) time and had taken part in an extensive range of sporting events and activities. The successful Junior Award Scheme Scotland (JASS) programme was being developed within curriculum time to better target pupils who required support in experiencing wider achievements.

### 2.2 *Meeting pupils' learning needs*

Good progress had been made in the development of the curriculum. New progressive curriculum frameworks in all curriculum areas were helping staff plan a more cohesive and progressive learning experience. Staff had a clearer plan of how they were moving forward with *Curriculum for Excellence* and stated they feel much more confident using the Experiences and Outcomes and had a much clearer understanding of progression through the levels.

The school's focus on mathematics with the introduction of new resources and approaches was helping strengthen attainment in this area. Updated homework tasks and challenges were helping give pupils more personalisation and choice in their learning.

Commendably the school had introduced the 1+2 Modern Language policy and staff had been trained in teaching children German and French. The school had plans to further develop this work by producing a school modern languages framework.

Quality class termly newsletters were helping share curriculum experiences with parents/carers and were ensuring staff continue to reflect on the four contexts for learning.

Staff were given more opportunities to lead curricular areas and workshops. They shadow each other and plan their learning well with their stage partners.

Several staff had been leading work and working with some pupils on outdoor learning initiatives to enhance pupils learning opportunities outside the classroom and the pupils spoke positively about planned playground development using the 'Loose Play' creativity materials. The school was well placed to further develop a whole school approach to outdoor learning.

Pupils experienced two hours of high quality PE and had taken part in a wide range of Edinburgh Primary Schools Sports Association (EPSSA) sporting events such as basketball, football, swimming and cross-country and with Parent Council support have a programme of Gaelic football.

In consultation with staff, pupil and parents/carers the school had revisited their vision and values and had identified the need to work with their quality improvement officer to develop a flexible strategic plan for the next three years to ensure the curriculum provided well planned joined up learning across the curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.

The staff at Broughton Primary School continued to meet pupils learning needs well and all staff were committed to the 'Getting it Right for Every Child' (GIRFEC) principles.

The additional support for learning team had been successfully developed with a focus on teachers understanding and confidence in applying the SHANARI indicators and their role within the GIRFEC model. Teaching staff complete Wellbeing Concern forms which they used to make referrals to the additional support for learning team and to initiate the compilation of an Assessment of Need.

The use of the Circle document had increased knowledge of the pathways of support and the deployment of support staff.

Staff felt that the introduction of termly attainment meetings were beginning to have an impact on pace and challenge throughout the school and they were working together to continue to ensure their tasks, activities and resources were well planned to meet the needs of all learners.

### 2.3 *Leadership and direction*

The new headteacher was highly committed to the school. She demonstrated strong leadership and had a clear understanding of how to move the school from 'good to great'. Together with the deputy headteacher and the acting principal teacher they were committed to developing leadership at all levels and were working very well with the staff team to ensure continuous improvement. Staff spoke very positively about the improvements in the school since the inspection.

A detailed self-evaluation framework had been introduced and this alongside a rigorous approach to monitoring and tracking was helping staff become more reflective on their practice. High quality support for career-long professional learning was in place to support improvement.

Pupils felt as though they were involved in and consulted on a range of school initiatives and school improvements and spoke positively about the introduction of new house system. The next step in this process would be to involve pupils in dialogue about improvements in learning and teaching.

The school had just achieved their second Eco Schools Scotland green flag and had achieved their 'Recognition of Commitment' status to be a Rights Respecting School.

The school recognised the need to further develop a range of systems to ensure they gather and respond to the views of partners and all stakeholders in terms of monitoring and evaluating the quality of provision at Broughton Primary School.

### **3 Conclusion**

With support from the education authority, Broughton Primary School provided a good standard of education for its pupils. The school had made good progress since the inspection and had made improvements in light of the inspection findings. The leadership and teamwork in the school provided a very good basis for continued improvement.

The education authority will not publish further reports in connection with the 2013 HMIE report but will continue to work with the headteacher to ensure the school's robust self-evaluation and monitoring approaches lead to continuous improvement.

The school and early years quality improvement officer will continue to work with the school on their nursery improvement plans.

Janice MacInnes  
Quality Improvement Manager (Primary)  
March 2015

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?*<sup>1</sup>.

Here are the evaluations for Broughton Primary School.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

Nursery class

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

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

---

<sup>1</sup> *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](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2.30 pm, Monday, 7 September 2015

### Primary School Inspection Follow Through – Gilmerton Primary School

Item number	6.2
Report number	
Wards	Ward 16: Liberton/Gilmerton

#### Links

---

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: [janice.macinnes@edinburgh.gov.uk](mailto:janice.macinnes@edinburgh.gov.uk) | Tel: 0131 529 6268

# Executive summary

## Primary School Inspection Follow Through – Gilmerton 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 2013.
- Note the education authority will not publish further reports in connection with the 2013 HMIE report. However, the authority will continue to work with the head teacher to ensure the school's self evaluation and monitoring approaches focus more clearly on continuous improvement.
- The school and early years quality improvement officers will continue to work with the school in developing an appropriate improvement plan with a further follow through inspection carried out next session.

## Measures of success

---

Gilmerton Primary School provided a satisfactory standard of education for its pupils. The school had made good progress in some aspects of its action plan since the inspection. The strengthened leadership team with appropriate remits and enhanced teamwork across the school provided a good basis for continued improvement.

## 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

Executive Director of Communities and Families

---

## Links

---

<b>Coalition pledges</b>	PO5	
<b>Council outcomes</b>	CO2	
<b>Single Outcome Agreement</b>	SO3	
<b>Appendices</b>	1.	Follow through report – Gilmerton Primary School dated May 2015
	2.	Overall evaluations from 2013 report



CHILDREN AND FAMILIES

## GILMERTON PRIMARY SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Gilmerton Primary School in 2013. 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. Improvements in the quality of education provided

##### 2.1 *Learning and achievement*

The school's action plan planned for improvements to listening and talking, numeracy and literacy across the school.

Significant improvement had been made to the learning culture following a programme of interventions to support listening and talking by the deputy head teacher. Pupils were observed working well in pairs or groups and on independent tasks using active listening approaches. They collaborated well when discussing learning activities and were articulate when describing their involvement in the wider life of the school. Staff encouraged good use of listening skills in reading groups and collaborative group work and were in the early stages for planning for these in other curricular areas. Staff need to further make more use of small groups to encourage children to work together and become more aware of each other's needs while remaining on task.

The use of stages of early arithmetical learning (SEAL) as a focus for numeracy development was beginning to take effect with mental agility guidelines being used well in most classes across the school. In P1 pupils were actively engaged in appropriate and challenging activity and demonstrated good use forward and backward number sequencing and solving problems skills.

A focus on reading across the school was engaging learners in a rich variety of texts and activities. Pupils were benefiting from interdisciplinary learning activities and clearly enjoyed inviting parents in to see the work they had done recently on *The Titanic*. The adoption of the Literacy Rich Edinburgh programme was having a positive effect on early phonics teaching where

improved teacher confidence and the embedding of group rotation, good levels of resourcing and classroom support had raised attainment. Staff were leading the development of a literacy circles approach to reading and in a few classes are taking forward higher order questioning skills. This remains a priority action area for development as staff were not making full use of the authorities support materials to help children engage more in a wider range of questioning and problem solving activities. A wider range of questioning which would support the learning styles of different learners within the classroom should be developed consistently across the school.

Staff should ensure that learners were clear about what is expected of them when working independently and formative assessment should be used more frequently to inform appropriateness of tasks and level of challenge.

Very good steps had been taken to implement the 1+2 programme in all classes. This initiative had been well received by the pupils, staff and parents of the school. Simple activities such as registration, telling the date and good morning routines have helped embrace language acquisition.

Opportunities for pupils to participate in a wide range of sporting and social activities continued to be promoted well within the school and community. Achievement in a number of areas was celebrated at assembly and at 'Show your Talent' and concert time events where pupils talked about gaining in confidence and making the school a nicer place to be.

The pupils were well behaved and respectful of one another and gained house points for displaying nice manners. Older pupils were eagerly accepting a range of responsibilities from budding younger pupils to running clubs and societies and raising funds for global citizenship initiatives.

### 2.2 *Meeting pupils' learning needs*

Tracking attainment over time was beginning to have a positive effect on targeting support for pupils. A curriculum progression was being developed by the head teacher along with staff through working groups which ensured pupils entitlement to a broad general education. Tracking of experiences and outcomes remains in the early stages of implementation while appropriate paper or electronic formats were being explored.

Teachers were growing in confidence in delivering differentiated tasks and activities to meet the needs of most learners and pupil support assistants were supporting individuals and groups well. However the majority of lessons observed focused too much on whole class teaching with differentiation mainly by task to reflect summative assessments. In a few classes, learning activities were further being differentiated using a limited range of formative assessment strategies but as yet information collected was not being used well to support children during the learning process or as a response to learning.

While learning intentions were being set and shared success criteria were not yet co-constructed with pupils and therefore learners were unsure of their next steps in learning or in their ability to self and peer assess.

Pupils experienced two hours of physical education and a programme of work was being implemented across the cluster. Pupils had the opportunity to engage in physical activity outwith the school day through cycle training and links with Lismore Rugby Club. Outdoor learning initiatives such as developing the playground, ECO schools and the popular gardening club were enhancing the school environment.

Good home school links were being developed with regular newsletters and homework tasks related to curricular developments, target setting in the early years and personal projects in the upper school.

A number of learners across the school required individual work stations and the depute head teacher is supporting the support for learning (SfL) teacher and class teachers in planning for this. However, child friendly additional support plans and individualised educational programmes have still to be developed.

In some classes, pupils were able to discuss personal learning targets based on big writing criteria but would benefit from being able to discuss next steps in learning more widely across the curriculum. The school remains in the early stages of profiling and in the collection of learners latest and best work. A working party led by the depute head teacher is reviewing existing processes and best practice across the authority.

### 2.3 *Leadership and direction*

Gilmerton Primary School continued to support pupils and families well through the Getting it Right for Every Child (GIRFEC) model. Clear remits and responsibilities have been written for members of the senior management team (SMT) with responsibility for the care and welfare of pupils within their area of the school. Time has been allocated from within the management time available to the school for a depute head teacher to support learning and assist the SfL teacher in timetabling interventions and plan appropriate programmes of work. This is beginning to have a positive effect on learners being better supported within the classroom setting.

Further consideration of the management of support staff and other adults working in the school would benefit more learners within the classroom setting. A clearer understanding of the five roles of the SfL teacher would also support teaching staff in meeting learners needs better.

With the inclusion of the nursery provision within the management structures of the school now embedded, significant progress had been made in supporting transitions across the early years settings. Supporting and liaising with partner providers had also been strengthened by this remit and was having a positive impact on P1 progress and attainment.

A numeracy champion, working alongside each other in classrooms and the opportunity to shadow colleagues had led to renewed focus on early numeracy. Staff were committed to increasing their own skills and knowledge in this area but should be included in more formal learning rounds and monitoring by SMT.

Staff spoke highly of the reinstatement of short life working groups and the positive affect this was having on engagement with curriculum planning. Collectively they expressed a confidence in a clearer shared understanding and ownership of the change agenda and valued the support and guidance from SMT.

Staff are participating in a wider selection of distributive leadership opportunities with 1+2, SEAL, ECO or literacy and numeracy moderation and from sharing practice through informal shadowing opportunities such as literacy circles at learning and teaching meetings.

## 3. **Conclusion**

With support from the education authority, Gilmerton Primary School provided a satisfactory standard of education for its pupils. The school had made good progress in some aspects of its action plan since the inspection. The strengthened leadership team with appropriate remits and enhanced teamwork across the school provided a good basis for continued improvement.

The education authority will not publish further reports in connection with the 2013 HMIE report but will continue to work with the head teacher to ensure the school's self evaluation and monitoring approaches focus more clearly on continuous improvement.

## **Appendix 1**

The school and early years Quality Improvement Officers will continue to work with the school in developing an appropriate improvement plan with a further follow through inspection carried out next session.

Michael Urquhart  
Quality Improvement Officer  
May 2105

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?*<sup>1</sup>. 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 Gilmerton Primary School.

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

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

---

<sup>1</sup> *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](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2.30 pm, Monday, 7 September 2015

### Primary School Inspection Follow Through – St David’s RC Primary School

Item number	6.3
Report number	
Ward	Ward 4: Forth Ward 5: Inverleith

#### Links

---

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: [janice.macinnes@edinburgh.gov.uk](mailto:janice.macinnes@edinburgh.gov.uk) | Tel: 0131 529 6268

# Executive summary

## Primary School Inspection Follow Through – St David’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 2013.
- Note the education authority will not publish further reports in connection with the 2013 HMIE report.

### Measures of success

---

St David’s RC Primary School provided a good standard of education for its pupils. The school had made significant improvements in light of the inspection findings. The teamwork in the school had provided a very good basis for continued improvement.

## 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

Executive Director of Communities and Families

## Links

---

<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Follow through report – St David’s RC Primary School dated June 2015</li><li>2. Overall evaluations from 2013 report</li></ol>



CHILDREN AND FAMILIES

## ST DAVID'S RC PRIMARY SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors published a report on the quality of education in St David's RC Primary School in August 2013. 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?

There was a positive ethos for learning across the whole school community from Nursery to P7. Pupils were well mannered, polite, engaged, motivated and eager to share their learning. Pupils in the focus group were very proud of their school and were able to talk about the many learning opportunities they experienced at St David's RC Primary School. They were particularly proud of their personal learning profiles which clearly showed their many achievements. Opportunities were provided for the pupils to work independently, in pairs and in groups. In most classes learning intentions were shared with the pupils and in the best lessons success criteria were created with the pupils giving them ownership of their learning.

In the nursery, pupils clearly enjoyed and achieved through taking part in whole school activities as well as joint project work with Pirniehall Primary School Nursery. There was a strong focus on community involvement which allowed them to develop their skills and achieve out with the nursery. In the nursery almost all children were developing their literacy skills very well. Bilingual learners were making very good progress and were applying literacy skills in their play. Nursery pupils were given opportunities for wider achievement through participation in library activities and a Swim Start programme. The introduction of numeracy and literacy trackers in the nursery were helping to ensure appropriate pace and challenge for learners.

There was a clear focus on pace and challenge across the school. Careful analysis of standardised assessments, *Curriculum for Excellence* levels and spelling assessments clearly demonstrated that pupils were making progress from their prior levels of attainment in reading, writing, spelling and mathematics. The school was well placed to further improve attainment levels. Pupil attainment was carefully monitored and pace and challenge for all learners was discussed at termly tracking and attainment meetings. Pupils in the focus group were able to talk about the "learning conversations" they had with their peers, their class teachers and the senior management team. The pupils felt that these discussions gave them a greater understanding and confidence in their

learning and it helped them to know and be able to discuss their next steps in learning. The senior management team had used the significant aspects well to help staff, pupils and parents understand pupils' learning and next steps. Personal learning profiles had been reviewed and were used effectively to collect latest and best pieces of work. These were shared with parents each term and parents are encouraged to comment on the learning of their child and their achievements. In the nursery this was evidenced through the use of online journals. Whole school termly 'Sharing Our Learning' events with parents allowed staff to demonstrate teaching strategies. This enabled parents to support their child's learning at home.

Pupils in P1 – P7 continued to have opportunities for wider achievement. P5-P7 participated in residential experiences and activity weeks. P5 pupils took part in the John Muir Award and P6 and P7 pupils worked towards accreditation in the Junior Award Scheme Scotland (JASS) programme. Pupils felt they were treated fairly by staff and were proud of the inclusive and respectful ethos of St David's RC Primary School.

Pupil voice was strong in St David's RC Primary School and pupils from all classes contributed to the life and work of the school through the Eco Council, Pupil Council, Health group and Rights Respecting Schools. Recognition of the good work of the Pupil Council and Eco groups have resulted in the school achieving its third green flag and Level 2 accreditation in Health Promoting Schools. In partnership with the Parent Council, the pupils planned an evening event to demonstrate their learning about diversity to their parents and carers.

Joint campus meetings helped to build positive relationships between St David's RC Primary School and Pirniehall Primary School. Planned playground meetings involving staff and pupils from each campus will further improve relationships for pupils.

The recent health and well-being questionnaire found that the pupils at St David's RC Primary School felt included, safe and respected.

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

The re-establishing of the school's vision with staff, pupils and parents at the beginning of the session had ensured that the curriculum had a clear rationale based on shared values and learners' entitlements. The curriculum at St David's RC Primary School focused on the child as a learner, and allowed for breadth and depth of learning, offering challenge and enjoyment. Termly learning leaflets which have been introduced ensured pupils and parents had a greater understanding of the curriculum being taught. Parents reported that they now know what their children were learning. The development of progressive curricular programmes of work in all areas had ensured that pace and challenge was appropriate to all learners. The school will now link these progressions with the significant aspects of learning.

The school's curriculum working party had developed a progressive skills programme focusing upon skills for learning, skills for life and skills for work. The programme included a particular focus on: leadership, teamwork, enterprise and employability, organisation and problem solving skills. Teachers from nursery to P7 ensured that there are planned opportunities within the classes where pupils demonstrated these skills and 'Leaders of Learning' (LOL) were selected each week and their achievements celebrated at whole school assemblies.

There was a whole school progressive spelling programme which demonstrated clear progression and allowed pupils to have personalisation and choice built into their spelling and homework. The implementation of the cursive handwriting and the updated correction code ensured a more consistent approach to presentation across to the whole school. Evidence of the spelling and handwriting could be seen on the walls and in the jotters and pupils reported that they felt challenged in their spelling tasks and were motivated to complete homework tasks.

The implementation of Stages of Early Arithmetical Learning (SEAL) at the early stages, and City of Edinburgh Mental Agility guidelines across the whole school, had ensured that learners had a greater understanding and grasp of number work. Pupils were enthusiastic about the new reading resources which had been purchased for the early stages and these were having a positive impact on the motivation and enthusiasm of learners. Staff were now more confident when planning for Inter Disciplinary Learning (IDL) resulting in the learning being more meaningful and relevant for the pupils. The recent planned Diversity Day (Around the World in 90 minutes) reflected the many cultures celebrated at St David's RC Primary School.

Pupils from P5-P7 benefit from having one-to-one devices which have increased their motivation for learning. Pupils were being more creative in the way they display their work and were able to capture their 'latest and best' work through the use of Apps. P6/P7 pupils have piloted the one-to-one devices going home. This has transformed learning and teaching and has also improved home school links by increasing parental involvement in the learning process.

Staff have worked closely with colleagues within the cluster to develop specific aspects of the curriculum such as expressive arts, technologies, modern languages and assessment and moderation practices.

There was very good support in emotional health and wellbeing for all learners and targeted support for specific individual pupils.

Transition at all stages was effective and robust. Transition from home to nursery was innovative and provided parents and their child the opportunity to meet key workers and familiarise themselves with the nursery environment. The P1 transition programme included staff working alongside other agencies such as community learning and development, English as an additional language and the Pilton Community Health Project. There was a structured transition from stage to stage where class teachers were required to meet and pass on identified information to the next class teacher. The P7 to S1 transition programme allowed the school to work very closely with the associated high school. This included pupils with additional support needs engaging in an enhanced transition programme. This year the school invited staff from the associated high school to attend P7 child planning meetings which enhanced the transition process. English as an Additional Language (EAL) staff supported the enrolment process across the school by completing an enhanced transition report with the pupils.

Across the different nursery areas, including outdoors, staff provided children with broad, varied and exciting learning experiences and resources which met their needs very well. A number of partnership agencies worked very well with the school to help meet and support children's varying needs. This session the nursery and P1 staff and pupils participated in developing an exciting new music resource that engaged learners in literacy, numeracy and health and well-being through music.

In the primary stages the majority of lessons, tasks and activities were differentiated and were matched well to the needs of the pupils. A small cohort of children benefitted from high quality support in the nurture class.

Teaching staff confidently used pathways of support to identify relevant and appropriate teaching and learning experiences for all pupils. The school worked closely with visiting staff including EAL, speech and language therapist and Visiting Teaching and Support Services (VTSS). Regular child planning meetings identified needs of learners and allowed a plan to be put in place to meet their needs. Joint campus work ensured that positive relationships were being formed with staff and pupils.

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

All staff, parents, learners and partnership agencies were involved in self evaluation and were aware of the strengths and development needs. They were committed to take action to implement change. St David's RC Primary School used every opportunity to capture the views of staff, parents and pupils across a wide range of nursery and school activities. Positive feedback from a variety of evaluation opportunities throughout the year indicated a high level of parental satisfaction.

Nursery staff met on a regular basis to discuss and reflect on the outcomes of planned experiences for children. The deputy headteacher met monthly with the nursery team which ensured all staff were fully informed about school improvement and new early years initiatives such as building the ambition. This has impacted positively on the delivery of the curriculum at early level in nursery and P1.

The headteacher provided a strong culture of school improvement and effective support for career-long professional learning. She, along with her deputy headteacher and principal teacher provided very good leadership skills and displayed a very clear sense of direction for the school, empowering and enabling staff to demonstrate and take responsibility. All staff members at St David's RC Primary School were on working parties and were given the responsibility for updating the improvement plan and delivering training sessions to school and cluster colleagues. Close cluster working and cluster moderation days helped staff ensure a consistent and shared standard across the four primary schools and the associated high school. Staff focused continuously on the quality of learning and teaching across the school and termly self-evaluation meetings continued to ensure that pace and challenge was given a high priority. Pupils were taking responsibility for improving their own learning and they spoke with great enthusiasm about their personal learning plans. They discussed their progress and next steps with their teacher at "Take 5" sessions. The pupils in the focus group discussed the importance of sharing their learning with their parents and described how they invited their parents into their classrooms on a termly basis to demonstrate their learning to them.

**5 Conclusion**

St David's RC Primary School provided a good standard of education for its young people. The school had made significant improvements in light of the inspection findings. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2013 HMIE report.

Therese Laing  
Quality Improvement Officer  
June 2015

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?*<sup>1</sup>. 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 David's RC Primary School.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

Nursery class

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

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

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

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

---

<sup>1</sup> *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](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)