

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

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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/>

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Appendices	<ol style="list-style-type: none">1. Follow through report – Broughton Primary School dated March 20152. Overall evaluations from 2013 report



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?*¹.

Here are the evaluations for Broughton Primary School.

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

Nursery class

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

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

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

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

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