

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday, 30 November 2015

Primary School Inspection Follow Through – Liberton Primary School

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| Item number | 6.3 |
| Report number | |
| Ward | Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton |

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Executive summary

Primary School Inspection Follow Through – Liberton Primary School

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES delegated the responsibility for this follow-through to the education authority and its officers have produced the report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in September 2013.
- Note 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 priorities identified during inspection and other quality improvement visits are taken forward.

Measures of success

Liberton 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 – Liberton Primary School dated September 20152. Overall evaluations from 2013 report |



LIBERTON PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Liberton Primary School in October 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 Liberton Primary School and Nursery Class continue to learn and achieve well. Pupils were motivated, well behaved, polite and enthusiastic learners who had the opportunity to engage in a wide range of creative learning opportunities across the school. In most classes learners were provided with tasks and activities which actively engaged them in independent, paired or group work and on a variety of appropriate tasks and challenges.

The staff had devised a Framework for Learning which took account of the core practices to be consistently applied through good learning and teaching across the school. During class visits a number of these developments were observed becoming successfully embedded in to daily practice with a smaller number, such as *Assessment is for Learning* and Higher Order Questioning strategies mostly limited to planning formats, and yet to be developed further as a priority this session.

Much of the additional collegiate activity time had been deployed to develop courses and programmes which ensured appropriate progression and experience across the Broad General Education. Science programmes made good use of national on-line resources through Glow and a very successful 1+2 programme was in place. Spanish had been particularly well received by learners, parents and staff and was celebrated across the school and there were opportunities to experience German, Latin and Mandarin.

All pupils had an opportunity to develop leadership skills through the Libby Leaders programme and through a wide range of external links and agencies working in partnership with the school. A

recent partnership with the builders of the new Sick Children's Hospital, along with cluster schools, had raised the construction industries profile as possible future source of skills and employment and a stimulus for learning through Health and Wellbeing.

Further related business links were developing through renewable energy projects where parents were engaged as partners with the school and the provider.

'Libby Leaders' enabled learners to engage in a wide variety of rich tasks and to develop and apply skills across the curriculum. In addition the adoption of Big Floor Books and Learning Walls were enabling learners to lead learning through personalisation and choice and through pupil voice directed learning activities. Core courses and programmes provided teachers with autonomous flexibility within a progressive framework which provided consistency and progression across classes and stages.

Pupils spoke of their enjoyment in participating in active learning activities and in challenging work where less able pupils were well supported with the classroom setting.

In the nursery class pupils were benefitting from the adoption of responsive planning which is at the early stages of being shared with parents and carers. Literacy and numeracy trackers were used well for supporting transition and identifying need. After a period of staffing changes a new teacher was in post and will be supported in taking forward the action plan for improvement by the Early Years Quality Improvement Officer.

2.2 *Meeting pupils' learning needs*

Development of the forward planning consultation process between teachers and members of the senior leadership team was helping to identify and meet learners' needs more effectively. Discussion was now more firmly based on pupil progress, challenge and support.

In numeracy and literacy good progress was being made with raised attainment at P1, P4 and P7. The introduction of Stages of Early Numerical Learning (SEAL) is having a positive impact with good differentiation observed supporting learners with a range of numerical experience and language skills. A more active approach to mathematics had been adopted in P4-P7 where a new progression had replaced a previous cluster initiative which had failed to raise achievement and support teachers in identification of next steps.

The adoption of the getting it right for every child practices was supporting children with a range of additional needs. Very effective support for learners with English as an Additional Language (EAL) observed during a recent Quality Improvement Officer visit.

Learners were being supported at home by revised practices around sharing learning both within the class and at home. Curriculum evenings and class based sharing opportunities were increasing pupils and parents understanding of the curriculum.

The use of information technology (IT) such as tablets and other hand held devices to support learning is at the early stages of implementation. Although in some classes good use of interactive whiteboards was observed as is the timetabled use of a computer suite and movie-making within Libby Leaders.

Staff had positively engaged in learning and teaching meetings where reflection on current practice is being embraced. Working parties and pilot groups were leading learning across the school and the school was now well placed to consider the addition of learning rounds and other forms of shared leaning among staff.

The Professional Review and Development had provided staff with an opportunity to evaluate continuing professional development (CPD) activity and its impact on high quality learning and teaching.

Staff openly talked about their growing confidence in using the experiences and outcomes of *Curriculum for Excellence* within their planning for learning and the steps they were taking to improve the quality of success criteria and other forms of assessment to support learning.

Pupils engaged in a wide variety of learning styles and had very good opportunity to experience high quality expressive arts from designing tapestry or murals for the building projects, participation in the Edinburgh International Festival events to ukulele lessons and two hours of quality physical education from specialist teachers.

The nursery and school were blessed with exceptional grounds where an outdoor classroom and active outdoor learning is encouraged. Good use of orienteering skills being used to support map reading, mathematics (co-ordinates) and Scottish History was observed.

2.3 *Leadership and direction*

The headteacher and the leadership team are highly committed to the school. There was strong leadership across the team and the headteacher had a clear understanding of how to move the school from 'good' to 'great'. Together with the depute headteachers and the 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 positively about the improvements made to the curriculum and the wider life of the school.

A detailed self evaluation framework had been introduced within which the staff were encouraged to become equal partners, in not only the development of next steps, but in the collection of supporting data and evidence. The headteacher was a positive and proactive early adopter of guidance from the authority and this alongside an improving approach to monitoring and tracking was helping staff become more reflective on their practice.

The management team had created improved collegiality across the school which had enabled a period of rapid change: There was now a focus on more sustainable development and in the quality of direct learning and teaching practices.

3 **Conclusion**

With support from the education authority, Liberton 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 priorities identified during inspection and other quality improvement visits are taken forward.

The school and Early Years Quality Improvement Officers will continue to work with the school on their nursery improvement plans.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Liberton Primary School.

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

Nursery class

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|------------------------------------|-------------|
| 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.

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|--|---------------------|
| The curriculum | satisfactory |
| Improvement through self-evaluation | satisfactory |

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

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

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