

Notice of Meeting and Agenda

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

2.30 pm, Monday 7 March 2016

Dunedin Room, City Chambers, High Street, Edinburgh

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

Contact

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Tel: 0131 529 4264

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 30 November 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 Nether Currie Primary School – Inspection – report by the Acting Executive Director of Communities and Families (circulated).
(Councillors Bill Henderson, Ricky Henderson and Heslop invited for ward/catchment interest)
- 5.2 Queensferry Primary School and Nursery Class – Inspection – report by the Acting Executive Director of Communities and Families (circulated)
(Councillors Shields and Work invited for ward/catchment interest)

6. Inspection Follow Through and Further Inspection Reports

- 6.1 Broomhouse Primary School – Further Inspection – report by the Acting Executive Director of Communities and Families (circulated)
(Councillors Dixon, Milligan and Wilson invited for ward/catchment interest)
- 6.2 Castlevew Primary School - Inspection Follow Through – report by the Acting Executive Director of Communities and Families (circulated)
- 6.3 Abbeyhill Primary School – Inspection Follow Through – report by the Acting Executive Director of Communities and Families (circulated).
- 6.4 Castlebrae Community High School – Inspection Follow Through – report by the Acting Executive Director of Communities and Families (circulated)

- 6.5 Liberton High School – Inspection Follow Through – report by the Acting Executive Director of Communities and Families (circulated)

Kirsty-Louise Campbell

Interim Head of Strategy and Insight

Committee Members

Councillors Godzik (Convener), Aitken, Child, Fullerton, Lunn, 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 – Nether Currie Primary School

Anna Hazel, Head Teacher

Parent Representative

3.05 pm – Queensferry Primary School and Nursery Class

Karen MacGregor, Head Teacher

Parent Representative

3.35 pm – Broomhouse Primary School

Jamie Petrie, Head Teacher

Parent Representative

3.45 pm – Castleview Primary School

Lindsey Watt, 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 Louise Williamson, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, East Market Street, Edinburgh; Tel 0131 529 4264; Email louise.p.williamson@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.

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

2:30pm Monday 30 November 2015

Present:

Councillors Godzik (Convener) and Child; A Craig Duncan.

Non-Members Attending:

Tynecastle Nursery School

Stella Brown, Head Teacher

Alison McRoberts, Teacher

Emily Ballard-Bairn, Parent Council

Marie Keen, Quality Improvement Officer

St Margaret's RC Primary School

Katy Westacott, Head Teacher

Gillian Maxwell, Chair, Parent Council

Therese Laing, Quality Improvement Officer

Clermiston Primary School

Gordon McIntyre, Head Teacher

1. Minute

Decision

The minute of meeting of the Sub-Committee on Standards for Children and Families of 7 September 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. Tynecastle Nursery School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Tynecastle Nursery School. A letter dated 15 September 2015 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the nursery 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 pre-school establishment should continue to improve the nursery.
- 2) To record the Sub-Committee's congratulations to the Head Teacher, staff and parents at the nursery for their hard work and commitment in achieving an exceptionally positive inspection report.

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

4. St Margaret's RC Primary School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at St Margaret's RC Primary School. A letter dated 25 August 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 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 receive an authority inspection follow through report within one year of the publication of the inspection letter by Education Scotland.

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

5. Craigentiny Primary School – Inspection Follow Through

Education Scotland had published a report on the quality of education in Craigentiny Primary School in June 2013.

The education authority 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 March 2013.
- 2) To note that the education authority would not publish further reports in connection with the 2013 inspection report but would continue to work with the head teacher to ensure the school's robust self-evaluation and monitoring approaches lead to continuous improvement.

(References – Sub-Committee on Standards for Children and Families 7 October 2013 (item 3); report by the Executive Director of Communities and Families, submitted)

6. Clermiston Primary School and Nursery Class – Inspection Follow Through

HM Inspectors had published a report on the quality of education in Clermiston Primary School in September 2014.

The education authority 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.

The Head Teacher was heard on the inspection process and on how the school had continued to improve.

Decision

- 1) To note the progress made to date from the original inspection in May 2014.
- 2) To note that the education authority would not publish further reports in connection with the 2014 inspection report.

(References – Sub-Committee on Standards for Children and Families 1 December 2014 (item 3); report by the Executive Director of Communities and Families, submitted)

7. Liberton Primary School – Inspection Follow Through

HM Inspectors had published a report on the quality of education in Liberton Primary School in October 2013.

The education authority 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 September 2013.
- 2) To note that the education authority would not publish further reports in connection with the 2013 inspection report but would continue to work with the Head Teacher to ensure priorities identified during the inspection and other quality improvement visits were taken forward.

(References – Sub-Committee on Standards for Children and Families 12 September 2013 (item 4); report by the Executive Director of Communities 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.
- 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:

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

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

How well do children/young people learn and achieve?

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

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

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

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

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

February 2014

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday, 7 March 2016

Primary School Inspection at Nether Currie Primary School

Item number	5.1
Report number	
Wards	Ward 2: Pentland Hills

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: janice.macinnes@edinburgh.gov.uk | Tel: 0131 529 6268

Executive summary

Primary School Inspection at Nether Currie Primary 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:

- welcoming and inclusive school;
- confident, capable and happy children; and
- strong teamwork and leadership of staff across the school.

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>

Alistair Gaw

Acting Executive Director of Communities and Families

Links

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

1 December 2015

Dear Parent/Carer

**Nether Currie Primary 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 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 community links, the development of modern languages and the use of digital technology. 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?

Almost all children are well behaved, motivated and enthusiastic and make good progress in their learning and achievement. Children feel cared for and safe. They have good relationships with each other and with staff in the school. Almost all children feel that staff listen to them and pay attention to what they say. Staff could do more to discuss children's learning with them, helping them to reflect and evaluate and focus on their personal targets. Children enjoy the opportunity to learn using digital technology, particularly in the upper stages of the school, where children have access to individual tablet computers. Children make good contributions to school life and to the wider community. They are able to express their views and influence decision making through a range of groups including the pupil council, the eco school committee and the rights respecting group. They also participate in the local community council and the Muirwood Park group. They enjoy opportunities to participate in a wide range of lunchtime and after-school clubs and activities, including sports, arts and crafts, chess and gardening, and most children attend at least one of these. The school encourages children to share their achievements and highlights these at assemblies, in the 'hive of achievement' display in the school foyer and in termly newsletters. The school is aware that it now needs to track and monitor children's participation and achievements more effectively to ensure that no child is at risk of missing out and so that teachers can build on the skills which children have already developed.

Across the primary school, almost all children make appropriate progress in literacy, numeracy and health and wellbeing. Children are enthusiastic readers and are introduced to an increasingly wide range of texts as they move through the school. In the upper stages they are motivated by opportunities to read widely and can talk

confidently about their favourite authors. Younger children enjoy exploring and playing with sounds and patterns of letters in words, and in later years they are learning to write in a wide range of genres, developing more sophisticated language and punctuation. Older children use tablet computers to create texts in a range of ways including word processing, presentations and animations. Whilst all children benefit from reading and writing opportunities in class, they would also benefit from greater opportunities to engage in talk activities, including evaluation of learning activities. Children are developing their skills and knowledge in mathematics and numeracy, although not as well as in English and literacy, and the school has identified this as an area which needs to be improved. Professional learning opportunities for staff and new resources have been organised to address this issue. Younger children are learning to recognise, name and count numbers within 100. Older children are developing their questioning and thinking skills in mathematics and apply their skills to challenging problems. Across the school, children are developing and applying their mathematical skills to other areas of the curriculum, such as presentation of data from a rainfall survey. Across the school, children are learning about how to be healthy and keep safe. They understand the benefits of healthy eating and enjoy opportunities to be active outdoors. Children have termly literacy, numeracy and health and wellbeing targets in their personal learning plans, which are shared and discussed with parents.

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

The school provides appropriate support for children to develop and learn. However, we have asked the school to ensure that teachers have a clear and shared understanding of what they want children to achieve through the curriculum they provide and that this reflects their local circumstances. The school is successfully developing modern languages provision and all children will have experience of two languages, French and German, by the time they leave school. Across the school, children are benefiting from access to the local environment, such as Muirwood Park, to broaden their learning experiences. The school is aware that there is scope to make even better use of outdoor learning. There are good relationships with a number of community groups, for example the local Rotary Club has helped to judge a 'Dragon's Den' competition. The school is aware that children would benefit from closer working with the local community and partner agencies to review and refresh the curriculum. Interdisciplinary learning opportunities are being developed in the school but staff now need to ensure that these experiences are progressively helping children to develop their knowledge and skills across different aspects of their learning. We have asked the school to continue to review the curriculum, as planned, and to ensure that it takes account of national advice so that children's entitlements are being fully met. There is a good transition from local early learning and childcare centres into primary, including regular opportunities for parents and children to visit the school. We have asked the school to work together with Currie High School to develop learning experiences so that children can move more smoothly from P7 into S1.

Staff mostly take account of the individual needs of children when organising tasks, activities and resources for them. At times the same tasks and activities are set for the whole class and do not take enough account of individual needs. The school is aware that children would benefit from greater differentiation of learning activities and greater pace and challenge, particularly those who could attain more highly. Support staff provide good support for children in their classes and in small groups, including those

with more complex needs. The school also has effective partnerships with other agencies to support children's learning. Staff have benefited from professional learning opportunities on a range of additional support needs to better support children in their classes. Reports for parents are comprehensive and include next steps in their child's learning.

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

The experienced headteacher is a well-respected leader of the school and is particularly appreciated by children, staff, parents and community members for her support and encouragement. The school has strong leadership at all levels and unpromoted staff, including support staff, are responsible for a variety of aspects of school life. Across the school, staff have been observed by the headteacher to evaluate their teaching. We have asked the school to ensure that next steps are always identified to help staff to improve their practice. The headteacher has been involving staff, children and parents in identifying improvement priorities for the school. The school's improvement priorities for the past year have mostly been achieved, including the introduction of new resources for literacy and numeracy, and the setting up of a rights respecting school initiative. The school is aware that it now needs to involve other partners in the evaluation of its work so that their contribution to children's learning is properly planned. We have also asked the school to ensure that planning always leads to improvements in children's learning.

This inspection found the following key strengths.

- Welcoming and inclusive school.
- Confident, capable and happy children.
- Strong teamwork and leadership of staff across the school.

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.

- Ensure that all children have the opportunity to reach their potential.
- Continue to develop the curriculum so that children's entitlements are fully met.
- Ensure that self-evaluation consistently leads to improvements in children's learning.

What happens at the end of the inspection?

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

Ken McAra
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/NetherCurriePrimarySchoolEdinburghCity.asp>

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

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

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

Here are the evaluations for Nether Currie Primary School.

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

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

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/NetherCurriePrimarySchoolEdinburghCity.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
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 March 2016

Primary School Inspection at Queensferry 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

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: janice.macinnes@edinburgh.gov.uk | Tel: 0131 529 6268

Executive summary

Primary School Inspection at Queensferry 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:

- motivate children who are fully engaged with their learning;
- an ethos of aiming high which is resulting in improved attainment and achievement;
- highly effective leadership and strategic vision;
- collegiate approaches to all aspects of school life with strong staff contribution; and

- effective partnership working which enhances the curriculum and support for children.

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>

Alistair Gaw

Acting Executive Director of Communities and Families

Links

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

26 January 2016

Dear Parent/Carer

**Queensferry 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 the school's approaches to assessment, the world of work and teaching reading skills through fiction. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

In the nursery classes, children are developing their independence through preparing snack and washing dishes, selecting resources and getting ready for going outside. They are motivated and work well together when they build with large construction materials and items from the garden. Children are learning to co-operate and share resources well. They talk confidently to staff about things that interest them and these discussions are recorded in the big floor books. The nursery staff should now consider other ways to allow children to reflect on their learning and think about the new things they have learned. Staff have already identified the need for children to take more ownership of their learning. For example, by giving greater freedom to access the rich learning environments within the garden and middle rooms. Across the school, children are thoughtful and considerate of each other and can talk about the school values. They enjoy very respectful and positive relations with staff and almost all children say that staff encourage them to do their best. Children's achievements are celebrated at assemblies and in newsletters. These are also recorded in the children's learning journeys. Children in P7 led a moving and thoughtful remembrance assembly following research into the First World War. Across the school, children enthusiastically gain points for achieving well and contributing to the life of the school. They are motivated to do well in support of their House.

Across the school, almost all children are making very good progress in their learning. They are becoming successful, confident learners who increasingly take more responsibility for their learning and show greater independence. In the nursery, children are learning to take responsibility for the environment, feeding the birds in winter and taking care of plants and seedlings. Most children are able to express themselves clearly and hold a conversation with adults and their peers. Children are

able to make marks to represent the written word during play. Some children are writing their names and simple words. Almost all are confident when counting during play. Attractive pictorial displays allow children to recognise written number and shapes. In the primary classes, children support one another very well in pairs and small groups. They enjoy discussions with their teachers about their work. As a result of the strong partnerships developed by the school, and children's involvement in a growing range of out-of-school activities in the local area, the school is held in high regard in its community. Children are developing their leadership skills and understanding of citizenship. They take on a range of responsibilities including serving as P6 and P7 buddies, acting as the recently introduced Queensferry Citizens and leading enterprise projects. Children demonstrate a sense of citizenship and community spirit through their fundraising and support for a variety of charities such as Queensferry Churches Care in the Community and Edinburgh North West Food Bank. The use of novels for reading from P3 upwards has developed an enjoyment of reading in children. They confidently identify and discuss a range of authors and genres they enjoy. A whole school approach to develop children's writing is well-embedded throughout the school. Children use this effectively to describe and improve their writing. Across the school, children have opportunities to work collaboratively on their numeracy and mathematics activities. In P2, children are able to identify examples of symmetry. In P4, children are able to explain how they use tables and tally marks to help them draw bar graphs. By P7, children are confident in a range of ideas and concepts including bearings, scale and time. At all stages, children understand the importance of an active and healthy lifestyle. A stimulating progressive physical education programme and swimming for children in P4 to P6 help to support learning in health and wellbeing. Overall, children are making very good progress in their personal development and learning.

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

Overall, the school's approaches to nurturing, supporting and including all children are very strong. In the nursery, children are treated fairly and with respect by staff who are kind and caring in the way they interact with children. Staff meet children's learning and social and emotional needs very well. In the primary classes, tasks, activities and learning groups are carefully planned to help children achieve success. The headteacher and depute headteacher work very closely with staff, parents and partners ensuring children's additional learning needs are identified early and planned for carefully. The programmes of support and approaches adopted by the staff are well targeted to build the skills and confidence of children who require extra support. Partners speak very positively about their engagement with the school. All talk about the way the school values the support they give to children and how responsive and pro-active the staff are in seeking their advice and professional expertise. Teachers use a wide range of strategies to assess and monitor children's progress in learning. The progress of individual children is tracked accurately and discussed regularly by staff. Collectively, the staff team strives to deliver high-quality education and support to all children and their families.

Staff plan carefully to provide motivating and stimulating learning activities for individual children, small groups and classes. They have developed Curriculum for Excellence programmes which ensure that children are making very good progress in their learning. The curriculum reflects strongly the school in its community. For

example, children in P6 plan, script and present in costume the Queensferry Heritage Trail. The audience consists of younger children, parents, local residents and sometimes tourists. The school takes a strong focus on preparing children for the world of work. Children in P2 visit a local farm to learn about food production. Children in P7 write a personal statement and apply for courses in Forth Valley College. They then have a one day taster of courses which include stone carving and sound production. Children develop their enterprise skills through a range of activities including bake sales and a theatre production. At all stages, classes have broad and rich experiences across the curriculum. Through effective assessment and careful tracking of progress, staff build successfully on children's learning when the children move to new classes at the start of each school session. There are very effective arrangements in place to support children as they start in P1. Staff prepare children in P7 well for their move to Queensferry Community High School.

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

Overall, the school has a very good awareness of its strengths and development needs and has developed effective systems to help it improve. The headteacher and her staff have skilfully built a school community which has high aspirations for the children to achieve the best experience and outcomes. The deputy headteacher and principal teachers are supporting well change and improvement. Teachers are using evaluations well to make improvements. They have termly meetings with the headteacher and deputy headteacher where they discuss the progress of individuals and groups of children. Teachers have benefited from working together with staff from their own and other schools to improve their practice. Staff are developing a culture where learners are being given a bigger role in school improvement. The school uses a range of strategies to include all stakeholders in improving experiences for children. Through interaction with HM Inspectors, the staff were able to show clear evidence of improvement for children.

During the previous Care Inspectorate inspection, the school had one requirement and three recommendations. From this, the requirement and three recommendations have been met. As a result of this inspection, there are no requirements and no recommendations.

This inspection found the following key strengths.

- Motivated children who are fully engaged in their learning.
- An ethos of aiming high which is resulting in improved attainment and achievement.
- Highly effective leadership and strategic vision.
- Collegiate approaches to all aspects of school life with strong staff contribution.
- Effective partnership working which enhances the curriculum and support for children.

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

- Continue to develop the curriculum in order to raise further the attainment and achievement of children.

- Increase opportunities for all children in the nursery to take greater responsibility for their learning and to experience challenge.

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, City of Edinburgh Council will inform parents about the school's progress.

Gary Johnstone
HM Inspector

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

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

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

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

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Queensferry Primary School.

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

Nursery class

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

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

The curriculum	very good
Improvement through self-evaluation	very good

Here are the Care Inspectorate's gradings for the nursery class.

Quality of care and support	very good
Quality of environment	very good
Quality of staffing	very good
Quality of management and leadership	very good

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".

Nursery class

At the last inspection that was conducted by the Care Inspectorate, there was one recommendation and three requirements. The recommendation and all three requirements have since been addressed.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/QueensferryPrimarySchoolEdinburghCity.asp> and <http://www.scswis.com/>

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 7 March 2016

Primary School Further Inspection at Broomhouse Primary School and Nursery Class

Item number	6.1
Report number	
Wards	Ward 7: Sighthill/Gorgie

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Alistair Gaw

Acting Executive Director of Communities and Families

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E-mail: Janice.macinnes@edinburgh.gov.uk | Tel: 0131 529 6268

Executive summary

Primary School Further Inspection at Broomhouse Primary School and Nursery Class

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 undertook the responsibility for this follow-through and produced this report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in November 2014.
- Note the education authority will not publish further reports in connection with the 2014 HMIE report.

Measures of success

- Broomhouse Primary School provided a good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

[http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

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

Alistair Gaw

Acting Executive Director of Communities and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Further Inspection report – Broomhouse Primary School dated December 20152. Overall evaluations from 2013 report

15 December 2015

Dear Parent/Carer

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

In November 2014, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Since the original inspection in September 2014, there have been notable improvements to the ways in which children learn and achieve. In particular, children's learning experiences are now of a consistently higher quality. Across the early learning and primary classes there is now a much calmer, purposeful and hardworking atmosphere which supports children's learning very well. Children are polite, respectful and now listen much better to teachers and to each other. In the early learning class, children engage well in their learning and enjoy their activities both inside and in the further-developed outdoor area. They now make positive choices in where they want to play and this has been supported very well by more direct access to the outdoors. Children are now more involved in planning their learning and saying what they have done well. They make meaningful links in their learning through, for example, exploring their numeracy skills in the 'Broomhouse Café'.

In all primary classes, children are much more involved in what they are learning and now engage very well in their learning activities. This is helping them be more aware of themselves as learners and how to reflect on their own progress. Staff are using recently-introduced initiatives such as 'learning walls' consistently well to encourage this. As a result, children now have very good opportunities to discuss their learning, set their own targets and are showing a greater level of confidence and independence. We have discussed with staff ways to continue to develop this and give children's personal learning planning folders a greater focus. Children play an active part in school life and feel that their views are listened to by staff through the pupil council, eco committee and work on the Rights Respecting School. They have taken on increased responsibility, for example, with children in P7 organising the

Christmas Fair. Activities such as this are now giving children more opportunities to learn about skills for life and work. Children's wider achievements are promoted and recognised and celebrated well in the school. This often involves the whole community with, for example, the early years class Summer Fair, held in St David's Church, being a well-supported community event. Across all stages, children are developing a positive awareness of sustainability with all classes taking a lead with issues such as recycling paper. Children are learning about healthy lifestyles through, for example, involvement with Bikeability and the school being recognised as a Cycling Friendly School.

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

Overall, the school is now supporting children to develop and learn well. The school now provides a warm, caring and more supportive learning environment for children. There have been major improvements to the way in which children are supported. This is all now much better managed and co-ordinated with all staff now being clearer about their own roles and responsibilities. Across the early learning and primary classes, tasks and activities are now matched more appropriately to the needs of children. As a result, there is now a higher level of challenge for children in most areas of the curriculum. The initial focus on literacy is working well and having a notable impact on children's progress. Children are now more confident in how they approach their reading and writing tasks. This has been supported very well by children being involved in meaningful activities such as older children creating their own non-fiction books and all children attending the Edinburgh Book Festival. We have discussed with the headteacher the need to continue with plans to continue to develop children's numeracy across the curriculum. Staff now work effectively together to support children in their learning. The expectation of what children can do is now more consistent across the school. The needs of children who require additional support in their learning are now met very well with almost all making good progress in their learning. Relevant planning is in place and now having a greater impact on children's progress

The school is improving its curriculum, in line with national Curriculum for Excellence guidance. Staff now have a clearer understanding of the curriculum they want the school to offer children. They have already improved learning in several areas including reading, writing and physical education. Plans to develop other areas of the curriculum are progressing well. Topics are now more motivating and engage children in applying and making meaningful links in their learning across different subjects. Teachers are now working very well in planning activities together. For example, all children are involved in regular and relevant whole-school topics, currently about 'The Community'. Older children are making comparisons between their own community and Malawi. They have explored the differences in cultures through, for example, creating a dance. Children in P1 are becoming aware of historical evidence as they discuss old school photographs. Across all classes, there has been a clear focus on science and outdoor learning which is building children's knowledge and skills well as they progress through the school. Staff are aware that they should continue, as planned, to develop the curriculum to ensure children benefit from all aspects of Curriculum for Excellence.

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

The school has made considerable improvements over the last year. There have been significant changes in staff throughout this time. Staff are now much more aware of the schools strengths and areas for development. They are now working more effectively as a team and show a high level of reflection in their work. All staff demonstrate their commitment to improving the school. The headteacher and depute headteacher are now an established senior management team and now provide stronger leadership to the school. The depute headteacher provides valuable support to the headteacher and carries out her role extremely effectively. Together, they have developed a more accurate vision for school improvement and the progress of children. They monitor the work of the school successfully following a yearly calendar of quality assurance activities. The school is tracking children's progress in reading, writing and mathematics and now using the information to improve children's experiences. This still needs to be extended to other areas of the curriculum. Overall, the senior management team now provide more relevant and focussed support for staff which is clearly improving learning and teaching and children's attainment. The views of children and parents are sought through, for example, questionnaires and the Parent Council. There is scope for the headteacher to involve the Parent Council more in having a greater role in improving the work of the school. All parents who responded to our pre-inspection questionnaire were happy with the school's work. The school has received commendable support from staff from The City of Edinburgh Council in helping make these clear improvements to the curriculum, children's learning and how children are supported. We are confident that Broomhouse Primary School is now in a much better position to continue to make improvements into the future.

What happens next?

As a result of the progress made by the school as outlined in this letter, 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.

Alan Urquhart
HM Inspector

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

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

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

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Broomhouse Primary School.

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

Nursery class

Improvements in performance	weak
Children's experiences	satisfactory
Meeting learning needs	satisfactory

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

The curriculum	weak
Improvement through self-evaluation	weak

Here are the Care Inspectorate's gradings for the nursery class.

Quality of care and support	adequate
Quality of environment	good
Quality of staffing	adequate
Quality of management and leadership	weak

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".

Nursery class

At the last inspection that was conducted by the Care Inspectorate, there were no requirements and no recommendations. As a result of this inspection, there are two requirements and five recommendations.

Requirements

1. The provider must evidence that:

- Staff have received guidance and are clear about the purpose of Personal Learning Plans.
- Learning outcomes are identified for each child.
- Parents and children are involved in setting next steps in learning.
- Every child has a personal plan which is reviewed at least every six months or when there is a change in circumstances or needs.
- Children with additional needs are given the support they require and accurate records are kept.

This is in order to comply with Scottish Statutory Instruments (SSI) 2011/210 Regulation 4(1)(a) Health and welfare and safety of service users. We have also taken into account the National Care Standards for Early Education and Childcare up to the age of 16. Standard 4 – engaging with children. Standard 6 – Support and development.

Timescale: To commence on receipt of this report and be implemented by 1 December 2014.

2. The provider must ensure that:

- An action plan is developed to meet the requirements and recommendations in this report.
- The manager familiarises themselves with current legislation and best practice to equip them to fulfil their role.
- Audit/monitoring systems are developed and implemented to evaluate the effectiveness of staff and how their practice ensures positive outcomes for children.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 SSI 2011/210 Regulation 3 - a regulation with regard to providing a service which promotes quality. The provider must improve all aspects of the quality of the service.

This requirement also takes into account the National Care Standards in Early Education and Childcare up to the age of 16. Standard 11: Improving the Service. Standard 12: Confidence in staff. Standard 13: A Well Managed Service.

Timescale: To commence on receipt of this report and be implemented by 5 January 2015.

Recommendations

1. The provider should ensure that staff now develop more formal approaches of consulting with children, for example floor books, and use this to enhance quality of care, support and learning. National Care Standards for Early Education and Childcare up to the age of 16. Standard 4 – Engaging with children.
2. The provider should ensure that the nursery daily routine is established to suit the needs of children and offers continual free-flow play between the garden and playroom. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 – Quality of experience.
3. The provider should ensure that staff interaction constantly encourages children to give their ideas, allow them to make mistakes and staff praise their attempts. National Care Standard for Early Education and Childcare up to the age of 16. Standard 7 – A caring environment.
4. The provider should ensure that as per the nursery policy, children are able to brush their teeth. National Care Standards for Early Education and Childcare up to the age of 16. Standard 3 – Health and wellbeing.
5. The provider should ensure that staff receive further training and support to update their practice. They should be given the opportunity to visit other settings to gain further knowledge on current best practice. The manager should then monitor effectively the quality of work of each member of staff and evaluate how effective their practice is in meeting the needs of the children. National Care Standards for Early Education and Childcare up to the age of 16. Standard 12 – Confidence in staff. Standard 13 – Improving the service.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

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

and

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 7 March 2016

Primary School Follow Through at Castlevue Primary School

Item number	6.2
Report number	
Wards	Ward 17: Portobello/Craigmillar

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: Janice.macinnes@edinburgh.gov.uk | Tel: 0131 529 6268

Executive summary

Primary School Follow Through – Castleview 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 undertook the responsibility for this follow-through and produced this 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.

Measures of success

- Castleview Primary School provided an excellent standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

<http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports>

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

Alistair Gaw

Acting Executive Director of Communities and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – Castlevie Primary School dated September 20152. Overall evaluations from 2013 report



CASTLEVIEW PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Castleview Primary School in September 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 Castleview Primary School and Nursery Class continue to learn and achieve very 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. There was a strong 'Castleview' identity in the school built on shared vision and values which has led to a well prepared, stimulating learning climate throughout the school.

UNICEF's Rights of the child are fundamentally embedded in Castleview. These permeate the children's learning experiences and together with a wide range of positive behaviour systems were having a positive impact on pupil's personal and collective responsibilities.

Pupils continued to know themselves well as learners through teachers' use of effective feedback and pupils own peer/self assessment and target setting. Commendably pupils throughout the school were self assessing using the 'Leuven Scale' of active engagement.

All pupils were being given opportunities to apply their knowledge and skills in a variety of real and relevant context e.g. in Primary 3 the pupils writing task was focusing on their 'eco zero waste' models they had created during the school's eco week.

In the pupil focus group, 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. Children felt safe and happy at Castleview Primary School and talked

positively about the clear systems that were in place to support one another.

Staff continued to use a wide range of strategies to focus on raising attainment. In the primary classes most children continued to make progress in reading, writing and mathematics based on their prior levels of attainment. In literacy the use of Word boost, Emotions talk, Fresh Start and Read, Write Inc are helping develop and enhance children's vocabulary. In mathematics, the teacher planners have been revised and refreshed to ensure progression and a focus on key mental agility skills.

Castleview Primary School is now one of the schools involved in the Scottish Attainment Challenge so this work will continue to help the school focus on closing the equity gap and raise attainment for all.

In the nursery class all the children were actively engaged in a wide range of quality indoor and outdoor learning experience with evidence of very positive interactions between staff and children to extend the learning experiences.

Children had a variety of choice in their learning and the activities planned were responsive to their needs. The children were involved in setting and reviewing their own learning with a key member of staff.

2.2 *Meeting pupils' learning needs*

The staff at Castleview Primary School continued to provide outstanding levels of care and support for their children. All staff had very high expectations for the pupils and ensure appropriate pace and challenge throughout all lessons. Staff had taken positive and proactive steps to ensure any factors which may hinder learning are promptly identified and addressed.

Exemplary practice was observed in creating the atmosphere for children to further develop their reading and writing skills using interventions such as Fresh Start and Read, Write Inc.

Within the nursery, staff used tracking sheets in literacy, numeracy and health and wellbeing to monitor the children's progress and identify next steps. There was clear evidence of a strong transition programme from home to nursery and from nursery to school and the nursery had established appropriate support groups to meet the needs of the children in their care.

The school has streamlined their additional support for learning policies and procedures to ensure they were continuing to 'get it right for every child' and the support for learning teachers continue to fulfil all aspects of their role well and offer excellent support to all.

A wide range of opportunities were provided to support parenting strategies e.g. Philosophy of parenting (POP), Parents early educators programme (PEEP), Families and schools together (FAST) and Growing Confidence programmes. Parents felt the key learning documents that was shared with them at the beginning of session was helping them support their child's learning at home.

In light of Education Scotland's Increased Expectations the school continues to offer an excellent curriculum and children across all stages are given well planned, broad, motivating and challenging learning experiences.

The curriculum continues to be enhanced through the involvement of a wide range of partners and the community. An excellent example of this is the work on outdoor learning and cultivating allotments undertaken by Castleview's parent partners using Millenium Wood and Bridgend Allotment. This partnership was highly commended in the recent Children and Families Achievement Awards.

There was strong leadership of the curriculum throughout the school and staff had a clear understanding of their responsibilities in developing pupils literacy, numeracy and health and well being skills.

The nursery staff had made effective use of the extended nursery hours to further develop and enhance the nursery curriculum.

The school had developed an assessment framework for each stage and is now well placed to continue moderation activities and evaluate the use of significant aspects of learning, learning journals and pupil profiles to help pupils and staff focus on individual learner's journeys.

Transition arrangements remain strong and tailored to the needs of individual pupils. Parents and staff in the nursery spoke positively about the early level transition project focused on the story of the 'Lighthouse Keeper's Lunch' which was jointly run by nursery staff and family learning. Primary pupils felt their end of year evaluations on their learning and their goal setting helped support their transition to the next stage.

The head teacher has played a pivotal role in developing and enhancing partnerships with Castlebrae Community High School and the wider community. During session 2104-2015, the head teacher spent two days a week at Castlebrae improving transition through the Broad General Education and as a result staff have worked together to produce an innovative interdisciplinary learning experience for primary pupils during their three day transition visit to the high school.

2.3 *Leadership and direction*

All staff were exceptionally committed to the 'Castlevew family' and ensuring they provided the very best experience possible for their pupils. Leadership at all levels was of a very high standard including the depute head teacher, principal teachers and commendably all staff take responsibility for learning and the progression of the ambitious school improvement plan. The staff have a clear understanding of the expected standards and were aspirational for their school community.

Tracking of attainment across the school was effectively used to identify trends, strengths and next steps for the school, cohorts and individuals. This information was strategically used by teachers and management staff to manage and lead improvements.

The head teacher leads by example and had an extremely clear vision for her school and community. Since the inspection in 2013, the head teacher had represented her school and City of Edinburgh Council at a wide range of local and national events to share her exemplary work with peers. Her energy and open approach ensured that research and best practice continue to inform her work in the school.

Parents felt that all staff were highly committed, open and transparent. They felt staff actively sought out new approaches to keep children engaged in their learning.

3 **Conclusion**

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

Appendix 1

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 priorities identified during inspection and other quality improvement visits are taken forward.

Janice MacInnes
Quality Improvement Manager
September 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. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Castleview Primary School.

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

Nursery class

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

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

The curriculum	excellent
Improvement through self-evaluation	very good

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

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

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 7 March 2016

Primary School Follow Through at Abbeyhill Primary School

Item number	6.3
Report number	
Wards	Ward 11 – City Centre Ward 12 – Leith Walk Ward 14 – Craigentinny/Duddingston

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Janice MacInnes, Quality Improvement Manager (Primary)

E-mail: Janice.macinnes@edinburgh.gov.uk | Tel: 0131 529 6268

Executive summary

Primary School Follow Through – Abbeyhill 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 undertook the responsibility for this follow-through and produced this report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in November 2013.
- Note the education authority will not publish further reports in connection with the 2013 HMIE report.

Measures of success

- Abbeyhill Primary School provided a satisfactory standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

<http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports>

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

Alistair Gaw

Acting Executive Director of Communities and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – Abbeyhill Primary School dated November 20152. Overall evaluations from 2013 report



ABBEYHILL PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Abbeyhill Primary School in November 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.

Significantly, the headteacher has been in post since August 2014 and two newly appointed principal teachers have subsequently been appointed.

2. Improvements in the quality of education provided

2.1 *Learning and achievement*

The children in Abbeyhill Primary School and Nursery Class continued to make progress in their learning. Most pupils were well behaved, polite and engaged in their learning with some creative opportunities for learning across the school eg. Collective Gallery and the Colony of Artists` Festival. 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 newly appointed acting principal teacher was leading literacy development across the school with targeted intervention strategies such as "Fresh Start" at P5, P6 and P7, with pupils who are benefitting from enhanced support for learning. Developments in reading for enjoyment were planned through improvements in the school library and children`s access to a wide range of reading materials.

There was also a focus on mathematics and numeracy, with the appointment of a principal teacher who leads on this area of the curriculum. The principal teacher was developing numeracy through a robust and progressive programme of study in Stages of Early Arithmetic Learning (SEAL). A whole school learner`s journey was under review incorporating real contexts for learning and an assessment framework to support progress.

A programme for progression in technologies, involving e-journals was currently in early stages of

implementation throughout the school. This was supporting the tracking and monitoring of progress through the Broad General Education.

The senior leadership team was currently creating a system for tracking and monitoring the school and individual pupils' progress.

Attendance was identified as a target for improvement in promoting attainment throughout the school. As a result of regular meetings and intervention by headteacher and education welfare officer, attendance had improved, with improved time-keeping monitored through a "lateness register".

The school was currently implementing systems to encourage pupil voice through a range of strategies such as weekly reflection of their progress in learning; decisions about their learning through Big Floor Planning, and the new action groups eg Junior Road Safety Officers, Pupil Council, Eco Warriors etc. The pupil house system has recently been reinstated with the election of pupil house captains and vice captains.

Most children had engaged in the whole school positive strategies for celebrating success including eg. Friday headteacher awards, Magic Balls, stickers and weekly achievement time.

The school made use of their central location to access some free activities eg. galleries and Salisbury Crags. There are some after-school clubs for the senior pupils to attend eg. computer, football and art, with many children engaging in clubs in the wider community eg. gymnastics, Scouts, judo etc.

The school had surveyed parents in exploring ways to maximise use of their local environment as well as outdoor residential experiences.

Residential experiences were planned for children in alternate P6/P7 classes visiting Lagganlia. The school should further explore routes to support families with the financial impact of this trip.

In the nursery, staff were using authority audit tools to identify ways to develop literacy and numeracy environmental print. The education authority support staff to take forward their action plan and to develop more response-shared planning with children and parents.

During reading sessions, with P4 and P7 children read with fluency, but showed a need for fuller appreciation of the range of vocabulary and comprehension of texts read.

In the nursery class, staff provided information to parents through more responsive planning. The learning environment continued to be developed to provide a more active learning experience for all the children. Some evidence of Environmental Print was evident in the internal space.

2.2 *Meeting pupils' learning needs*

Development of a 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 more firmly based on pupil progress, challenge and support.

Through the Scottish Indicator of Multiple Deprivation Index (SIMD), 30% of Abbeyhill Primary School children live within the bottom three deciles. Interventions were identified to support pupils who were not attaining according to the national average ie. Fresh Start and SEAL. Attainment for literacy and mathematics had yet to show expected improvements through the school improvement plan. With new principal teachers appointed, the focus for the school was on raising attainment. Support from the education authority will continue to enhance progress in attainment.

Some staff were implementing identified Assessment is for Learning (AifL) strategies for meeting learners needs in the classroom setting. There was a willingness from all staff to improve, but strategies, differentiation, pace and challenge of pupils needs to be more consistently applied across the school. The school, however, was making progress with this and has planned to make continued improvement.

The school was developing practices in supporting children with a range of additional needs through the Getting It Right For Every Child agenda. The headteacher and principal teacher provided clearer direction and focused on supporting pupils throughout the school.

There was now a focus on support for pupils through a range of intervention strategies and a presumption to class-based support and further development of the five roles of support for learning.

Despite a focus on home-learning and engagement with parents, an initiative such as homework club had not been well-supported by parents and children. The school amended their practice to enable learners to be supported at home by revised practices such as e-journals and “Book at Bedtime” initiatives. Further opportunities for parents to engage with the school were planned throughout the session in cultural events and through shared learning opportunities.

In the nursery, children were engaged with their planned context ie. friendship, and making good use of information communications technology (ICT) through interactive whiteboard and electronic profiling.

2.3 Leadership and direction

The headteacher and the leadership team were highly committed to the school. The headteacher has recently established an effective leadership team with clear remits for taking the school forward. The improvement action plan involved all staff with key roles and responsibilities, a clear professional learning programme and performance review and development (PRD) system. The school has engaged staff and parents in the review process, auditing their progress through the school improvement plan.

The senior leadership team were committed to the process of self-evaluation to enhance their practice and enable them to meet the needs of all their children. They have planned to work alongside a range of partners to ensure that children`s needs and experiences are of the highest quality. They recognise the challenges and barriers of engaging with parents but plan to creatively overcome this.

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 leadership team had created improved collegiality across the school which has enabled a period of focused improvement: 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, Abbeyhill Primary School provided a satisfactory standard of education for its pupils. The school had made progress in a number of areas identified since the inspection and had made improvements in light of the inspection findings. The leadership and teamwork in 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 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.

Michael Urquhart
November 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. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Abbeyhill Primary School.

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

Nursery class

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

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

The curriculum	satisfactory
Improvement through self-evaluation	good

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

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

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/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 March 2016

Secondary School Follow Through at Castlebrae Community High School

Item number	6.4
Report number	
Wards	Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton Ward 17: Portobello/Craigmillar

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Liz Gray, Quality Improvement Manager (Secondary)

E-mail: liz.gray@edinburgh.gov.uk | Tel: 0131 469 3229

Executive summary

Secondary School Follow Through – Castlebrae Community High School

Summary

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

Recommendations

- Note the progress made to date from the original inspection in March 2011.
- Note that the Area Lead Officer will continue to work with the City of Edinburgh Council to support the school and to build its capacity for further improvement.

Measures of success

- Castlebrae Community High School is beginning to take positive steps to improve young people's learning, attainment and achievement. Under the leadership of the new headteacher and a new senior leadership team, it is well placed to take forward further improvements.

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/>

Alistair Gaw

Acting Executive Director of Communities and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – Castlebrae Community High School dated January 20162. Overall evaluations from 2011 report



CASTLEBRAE COMMUNITY HIGH SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

In March 2011, HM Inspectors published a report on your child's school. We subsequently returned to the school to look at how it had continued to improve its work and published a letter to parents in April 2012. We visited the school again in May 2013 and published a letter to parents in August 2013. Education Scotland's Area Lead Officer visited the school in October 2014 to observe learning and teaching and discuss progress with school staff and an officer of the City of Edinburgh Council. A further visit took place in November 2015 with a team from Education Scotland and City of Edinburgh Council. We were able to find out how well young people are now learning and achieving and how the school is continuing to support them to do their best. This report sets out what we found.

2. Improvements in the quality of education provided

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

Areas for improvement from original report:

Improve attainment and achievement.

Overall, there had been improvements in learners' experiences since the last inspection. Improvements had been made to the learning environment and there was a positive climate for learning. Throughout the school, young people were well behaved and relationships were respectful. In most classes expectations of learning and of behaviour were high and young people responded well. Almost all engaged positively and were willing to learn. In most classes they were beginning to show confidence and to take ownership of their own learning, particularly in the senior phase.

Where learning was best, lessons were well planned and well structured. Young people were clear about what they were learning and how to be successful. In a few classes, young people received high quality feedback and had a clear understanding of what they needed to do to improve their learning. In some classes the learning was too teacher led with little opportunity for young people to work collaboratively or to engage meaningfully in active learning. The outstanding practice in some areas of the school should provide a model for planning learning and teaching. The school should continue to ensure that staff challenge their practice and that best practice is shared. This will improve the consistency of learners' experiences.

There were many opportunities for young people to achieve more widely. These included becoming involved in the student led Red Cafe, helping to crew a Tall Ship, and building and racing an electric powered racing car. Young people were looking forward to being presented with achievement ties at assemblies as recognition of their accomplishments.

Following the last inspection, staff had implemented a number of strategies to improve attendance and attainment. These included a clear focus on improving the quality of learning, more opportunities for young people to reflect on their progress with their teachers, and better analysis of data to ensure effective interventions. These approaches were beginning to have a positive impact. Attendance had improved across all year groups and the number of exclusions had reduced. Tracking and monitoring of attainment in the Broad General Education (BGE) was thorough, with a strong emphasis on interrogating the data to gather information on progress made from P7 to S2. Data made available by the school indicated that the majority of young people were working within the appropriate level by the end of S3. Improving attainment in literacy and numeracy should be a priority and should build on prior attainment from the associated primary schools. The school had identified the need to put in place S3 profiles. There was an improving trend in numbers achieving level 4 by the end of S4. In 2015, the number of young people in S5 achieving five or more awards at levels 4 and 5 improved, as did the number achieving one or more Highers. The number of young people achieving these levels in S4-S6 was lower than in schools with young people with similar needs and backgrounds. The school needs to maintain their focus on improving attainment at all stages. The number of young people moving into a positive destination had improved and was well the figures in similar schools. The very good work of school and community staff in this area was a significant strength.

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

Areas for improvement from the original report:

Provide more coherent and consistent learning and teaching to meet better the needs of all young people.

Improve arrangements for religious observance.

Overall in lessons, tasks and activities were well planned. Attention was required to ensure that pace and challenge was appropriate to the needs of individuals and groups of learners. More opportunities for differentiation within the classroom should also be planned.

The school had further developed its use of digital technology in learning. All young people had been given an iPad. These were well used in a few classes with scope for further development as a tool to enhance and support learning.

Close working relationships with community partners underpinned the work of the Student Monitoring Group which was a strong forum for supporting the social, emotional and wellbeing needs of the most vulnerable young people. Administrative support ensured that communications were accurate and up to date. Child plans were in place for clearly identified groups of young people. These plans were discussed and updated regularly. The nurture group provided a calm, reassuring and safe environment for a small number of young people. Staff across the school valued the support provided by the nurture group. The breakfast club provided a well needed positive start to the day for a few young people. This was run by highly committed members of staff. Other staff across the school also recognised the need for this type of support and many provided breakfast on an informal basis for individual learners. This attention by staff to the health and well being of the young people in their care was widespread across the school.

Staff continued to revise and improve aspects of courses offered to ensure they provided learning which would lead to successful outcomes for learners. There was lack of progression in some areas of the curriculum due to the relevant National Qualifications not being offered. Teachers need to plan consistently for the development of young people's literacy and numeracy across the curriculum. There was a need to review approaches to the delivery of PSE in order to meet the needs of all young people, especially in S3 and S4.

Young people enjoyed their learning in the BGE. They felt they had some choice in their learning, for example, how to present their work in English, what activity to do in physical education (PE)

and what topics to research in social studies. They looked forward to the range of activities planned beyond the classroom such as the forthcoming visit to Columba 1400 for S2 with a focus on developing leadership skills. Most participated in at least one lunchtime or after school club from the wide range available. They felt safe and happy and knew who to go to if they required support.

Partnership working was becoming embedded in the curriculum and enhanced the provision of engaging courses to meet a wide range of needs, particularly in the senior phase. Edinburgh International Festival and Edinburgh College supported National Qualifications in creative arts, photography, dance, and engineering. Film Studies was supported by Screen Education Edinburgh. The school continued to work well with business partners to help young people to develop their employability skills through work placements and careers advice.

Changes had been made to the curriculum to meet the needs of the immediate cohort. A longer term strategy now needs to be put in place to ensure that the curriculum is coherent from S1-S6. There is a need to plan for a smooth transition from the BGE to the senior phase in order to provide a progressive and meaningful curriculum. Transition from primary to secondary had been strengthened through a programme of cluster training events and greater links with staff in the associated primary schools. This stronger cross sectoral working had improved the transition experience of the young people moving into the secondary school.

Suitable arrangements had been put in place to address the requirements for Time for Reflection. An excellent assembly was held to mark Remembrance Day. Senior students commented on how proud they were of the S1 students who presented at the assembly.

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

Areas for improvement from the original report:

More effective use of self evaluation, together with partners, to improve the school.

The school had been through a number of changes in leadership since the original inspection. The recent permanent appointment of the headteacher had given much needed stability to the leadership of the school at senior management level. She had gained the confidence of the young people, the staff, and the community. Under her leadership, and with very strong support from her deputies, the school was beginning to have a clearer direction and a clearer sense of shared purpose. A comprehensive quality assurance calendar had been put in place to evaluate the quality of the school's work. Where this was implemented rigorously, staff showed increased confidence in evaluating their work and were able to set realistic but aspirational targets for young people. However, in some faculties, self evaluation did not result in challenge to bring about improvement. The curriculum leaders' forum provided an effective vehicle for challenge and professional dialogue. Discussion in this group had resulted in a wider range of self evaluation approaches being put into practice across the school. The senior leadership team now needs to ensure that clear expectations in relation to self evaluation processes and expected actions are in place across the school.

Pupil voice was an increasing strength. Young people felt they were consulted on many whole school issues, for example on the curriculum and on the future introduction of key adult time. They were involved in the recruitment of the new headteacher. Commendably, the headteacher had interviewed every young person as part of the school's commitment to improvement. The deputy headteacher had also held individual interviews with every young person and their parent/carer as part of the iPad relaunch. Overall, parental engagement continued to be a challenge. The few parents who did engage were very committed to the school and to its future in the community.

3 Conclusion

Overall, the school had taken some steps to address the areas for improvement in the original inspection. Young people, parents and staff are positive about these steps. With the arrival of the new headteacher, the school is ready to take forward further improvements. Education Scotland will continue to work with the City of Edinburgh Council to support the school and to build its capacity for further improvement. The Area Lead Officer will maintain contact with the school to monitor its progress.

Sharon Muir
Quality Improvement Officer
January 2016

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

Here are the evaluations for Castlebrae Community High School.

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

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

The curriculum	Satisfactory
Improvement through self-evaluation	Weak

HM Inspector: Alistair Kirkwood
15 March 2011

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday 7 March 2016

Secondary School Follow Through at Liberton High School

Item number	6.5
Report number	
Wards	Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton Ward 17: Portobello/Craigmillar

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Liz Gray, Quality Improvement Manager (Secondary)

E-mail: liz.gray@edinburgh.gov.uk | Tel: 0131 469 3229

Executive summary

Secondary School Follow Through – Liberton High School

Summary

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

Recommendations

- Note the progress made to date from the original inspection in March 2014.
- Note the education authority will inform parents about the schools progress by January 2017.

Measures of success

- Liberton High School provided a good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

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/>

Alistair Gaw

Acting Executive Director of Communities and Families

Links

Coalition pledges	PO5	
Council outcomes	CO2	
Single Outcome Agreement	SO3	
Appendices	1.	Follow through report – Liberton High School dated January 2016
	2.	Overall evaluations from 2014 report



LIBERTON HIGH SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

Inspectors from Education Scotland published a report on the quality of education in Liberton High School in March 2014. Subsequently the school, with support from the education authority, amended the school improvement plan to take account of the findings of the inspection. Education authority officers visited the school in March 2015 and November 2015 to assess the extent to which the school was continuing to develop the quality of its education, including the areas identified for improvement, and produced a progress report for parents.

This report tells you how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

Areas for improvement from original report:

Ensure young people benefit from high-quality learning experiences in all lessons and have their learning needs consistently well met across the school.

Continue to build young people's confidence in identifying their own strengths and next steps through regular high-quality feedback.

Increase expectations of what young people can achieve.

Improve attainment at all stages.

Overall, there have been improvements in young people's learning experiences since the original inspection. Across the school, young people were given opportunities to learn and achieve in a wide range of activities. They were well behaved, polite and helpful. They felt safe and well cared for and confident of getting help when needed. The ethos of respect was evident in all aspects of the life of the school.

In almost all lessons learners were motivated and fully engaged in their learning. Young people had more opportunities to review their learning and progress. There was an increased range of opportunities for them to learn independently and take responsibility for their own learning in particular in chemistry, music, craft, design and technology, English and modern languages. Young people in physical education were able to talk about their strengths and areas for development and exercise choice in their learning to best meet their interests and needs. Young people across the school had high expectations of what they could achieve.

The school had undertaken extensive work on tracking and monitoring learners' progress S1 to S6. Young people were fully involved in this process and had regularly engaged in discussions about their learning and progress in class. All young people also benefited from regular opportunities to discuss their progress and next steps in learning with a teacher who knew them well. Changes to reporting on progress to parents and carers had allowed young people to contribute to strengths and next steps in learning identified in their report.

At all stages, young people continued to benefit from a wide range of opportunities to develop skills for life and work. Young people were increasingly able to talk about the skills they were developing and identify how they could apply them.

Following the last inspection, staff implemented a number of strategies to raise attainment. These included a clear focus on improving the quality of learning, more opportunities for young people to reflect on their progress and better analysis of data to ensure effective interventions. Young people were making good progress in S1-S3 and there were improved systems in place for staff to monitor this. In S4 all learners gained a qualification in literacy and numeracy and increasing young people gained five or more awards at National 4 level. In S5 and S6 there had been an improvement in the number of young people gaining an award at Higher. The number of young people moving on to a positive destination had increased. The school is aware of the need to continue to maintain a focus on improving young people's attainment, including the number of young people in S4 achieving five or more National 5 awards.

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

Staff continued to be highly committed to young people's care and welfare. The identification of learning needs continued to be a strength. A variety of strategies were in place to monitor learning needs at every stage. Staff knew where to access the information in order to address the needs of individual learners in their classes.

Across the school, teachers planned a range of tasks and activities to meet the needs of individual learners and used a range of teaching approaches. The pace of learning was appropriate in most lessons.

The quality and management of young people's planning meetings had been identified by partners as good practice and was used as a model across the city. The school had recognised the need for class teachers to contribute to young people's plans so that the support for young people was more consistent.

Staff had continued to revise and improve aspects of the courses offered during the broad general education and courses leading to the new National Qualifications. Staff had increased the range of courses on offer to better meet the needs of young people. The school, continued to work with a wide range of partners including local businesses to provide a variety of well-planned opportunities for young people to develop skills for life and work. The school had made good progress in supporting young people to develop their literacy skills across learning. Young people had also been supported to develop their numeracy skills in a range of areas across the curriculum.

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

The school's approaches to improving the quality of its work had become more rigorous and systematic. The headteacher had taken a decisive lead in building an ethos of collegiality, collaboration and partnership working while identifying and addressing staff development needs. He had a clear vision for long term sustained improvements in attainment over time with systematic improvements to the quality of learning and teaching central to success in this. The headteacher was well supported in this by the very committed depute headteachers. They had embedded rigorous self evaluation of learning and teaching in their quality assurance processes and teachers now had clearer advice and guidance about evaluating their work. The views of learners', staff and parents' were sought regularly and acted upon.

As part of the school's wider commitment to continued improvement, there was greater emphasis on seeking views of learners and their parents on all aspects of the school's work. Young people and parents now feel they have more of a say in school improvement.

Staff were very positive about the school's approaches to improvements in learning and teaching. They had a greater understanding of their shared responsibilities for improving outcomes for all young people. They welcomed the opportunities to share and improve their practice through a range of professional learning events arranged by the school, including business breakfasts. The school recognises that continuing to improve attainment for all young people remains a priority.

5. Conclusion

Overall, the school had taken some important steps to address the areas for improvement from the original inspection and had progressed well. Young people, parents and staff were positive about this progress. We are confident that with continued support from the City of Edinburgh Council and Education Scotland the school has the capacity to continue to improve. We will inform parents about the schools progress by January 2017.

David Leslie
Quality Improvement Officer
January 2016

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

Here are the evaluations for Liberton High School.

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

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

The curriculum	good
Improvement through self-evaluation	satisfactory

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LibertonHighSchoolEdinburghCity.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. Please note that the term "adequate" in the document has been replaced with "satisfactory".