

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

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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/>

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Links

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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