

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

14:30, Monday, 6 March 2017

Primary School Follow Through at Broomhouse Primary School

Item number	5.2
Report number	
Executive/routine	
Wards	Sighthill/Gorgie

Executive Summary

Education Scotland (ES) follow-through arrangements are 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. In this case, ES made a return visit in September 2015 and noted the successful progress made by the school. The City of Edinburgh Quality Improvement Team made a further Follow Through visit in October 2016.

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. The City of Edinburgh Council undertook the responsibility for this recent follow-through and produced this report (Appendix 1).

Links

Coalition Pledges	P05
Council Priorities	C02
Single Outcome Agreement	S03

Primary School Follow Through at Broomhouse Primary School

Recommendations

The Sub-committee is requested to:

- 1.1 Note the progress made to date from the original inspection in September 2014, the return visit in September 2015 and the City of Edinburgh Council Follow Through in October 2016.
- 1.2 Note the education authority will not publish further reports in connection with the 2014 and 2015 HMIE reports but will continue to work with the headteacher to ensure the school's self evaluation and monitoring approaches lead to continuous improvement.

Measures of success

- 2.1 Broomhouse Primary School provided a good standard of education for its pupils.
- 2.2 Learners in the nursery are motivated and eager participants in their learning and play. The environment is exciting and experiences offered to the children have improved. Children enjoy the opportunity to widen their vocabulary, knowledge and experiences, including time in the outdoor garden and wider community. Children continue to be more involved in planning their learning and discussing their learning experiences.
- 2.3 All pupils at Broomhouse continue to make progress in their learning and programmes of intervention have been put in place in Reading, Writing and Maths. Staff make consistent and systematic use of staged assessment information to provide a clear overview of children's performance. Staff now have a robust whole school approach to tracking and monitoring children's progress in Writing, Reading, Spelling and Maths.
- 2.4 The authority is confident that Broomhouse Primary School is in a much better position to continue to make improvements into the future.

Financial impact

- 3.1 There are no financial implications contained in the report.

Equalities impact

- 4.1 There are considered to be no infringements of the rights of the child.
- 4.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

- 5.1 None.

Consultation and engagement

- 6.1 Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading/external references

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

Alistair Gaw

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Links

Coalition Pledges	P05 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
Council Priorities	C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Follow through report – Broomhouse Primary School

BROOMHOUSE PRIMARY SCHOOL
FOLLOW-THROUGH REPORT – November 2016

1. The inspection

- 1.1 HM Inspectors published a report on the quality of education in Broomhouse Primary School in November 2014, with a Follow Up Visit in October 2015. Subsequently the school, with support from the education authority amended the school improvement plan to take account of the findings of the inspection.
- 1.2 An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.
- 1.3 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.
- 1.4 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. How well do young people learn and achieve?

- 2.1 Since the two visits by Education Scotland in 2014 and 2015, the school has continued to improve the quality of learning experiences for all children across from Nursery to P7. During the summer term of 2016, the school was decanted across four sites, due to building checks.
- 2.2 Broomhouse Primary has a warm, welcoming, happy atmosphere throughout the school.
- 2.3 Learners in the nursery are motivated and eager participants in their learning and play. The environment is exciting and experiences offered to the children have improved. Children enjoy the opportunity to widen their vocabulary, knowledge and experiences, including time in the outdoor garden and wider community. Children continue to be more involved in planning their learning and discussing their learning experiences.
- 2.4 Children across the school are well mannered and eager to share their learning experiences. They continue to develop their skills in articulating their progress in learning. Children continue to have involvement in the planning of their learning and are more able to reflect upon their progress. They are becoming confident in talking about and evaluating their learning together. They have a better understanding of purpose of learning and links to prior learning and experiences. Learning walls reflect this in classrooms.
- 2.5 All pupils at Broomhouse continue to make progress in their learning and programmes of intervention have been put in place in Reading, Writing and Maths. Staff make consistent and systematic use of staged assessment information to provide a clear overview of children's performance. Staff now

have a robust whole school approach to tracking and monitoring children's progress in Writing, Reading, Spelling and Maths.

- 2.6 Learning Intentions and Success Criteria are consistently shared and developed with pupils. Staff will continue to work on effective Assessment is for Learning strategies, with a particular focus on pupil voice, to ensure a consistency across the school. The authority has discussed with staff ways to continue to develop this.
- 2.7 Class teachers and the Active Schools Coordinator now offer a wide range of affordable lunchtime and after school clubs. All children are encouraged to participate in a club and are able to share their wider achievements. Open afternoons are held in all classes. Parent Consultations have improved attendance. Free books are on offer in the Parents Room – all families are encouraged to have books at home to share with their children. The school has been recognised with a Sustainable Travel Award. The school is working with the wider school community to develop Bikeability.

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

- 3.1 At the primary stages and in the nursery class, staff provide a supportive environment where children can achieve and feel valued. In the nursery children's learning needs are well met. Learning outdoors is having a very positive impact on meeting children's needs, enabling them to be curious and develop a sense of wonder about the world around them. At the primary stages, teachers plan tasks and activities that meet the needs of most learners well. In best practice, teachers differentiate lessons sufficiently well to support children to access their learning with an appropriate level of challenge. The authority has asked the school to ensure this approach is applied consistently across the school to ensure challenge for all pupils. Staff work closely with partners, support services and parents to meet children's learning needs. Support for Learning teaching is targeted to pupils in early and first level. Staff who work with children with additional support needs are deployed well, work effectively as a team and support children well, for example, the Sunshine Room.
- 3.2 Staff continue to develop an understanding of what they want the children to achieve through Curriculum for Excellence. Plans have been developed and implemented for a number of curricular areas. The school should now continue with its plans to further develop the four contexts for learning, including Interdisciplinary learning, which takes account of the local context of Broomhouse and its environment. The school continues to improve its work in relevance, depth, coherence and progression in children's learning across the curriculum.
- 3.3 The focus on Literacy and reading in particular continues to benefit the pupils in the early stages. The school's focus for this session is on Numeracy and to improve attainment in Literacy and Numeracy.

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

- 4.1 The school has continued to make improvements over the past year. Since the original HMIE inspection in September 2014, there have been significant

changes to staffing. The Headteacher is well supported by the Depute Headteacher, Principal Teachers and Business Manager. Together they have taken steps to improve approaches to evaluating and improving the quality of the school's work including regular discussions with staff and other stakeholders to monitor children's progress and attainment in key areas of Literacy and Numeracy. There is significant improvement in the pace of learning in almost all classes through the consistent use of Assessment is For Learning Strategies. Targeted intervention programmes in Literacy and Numeracy eg Fresh Start, Read, Write Inc and SEAL (Stages of Early Arithmetical Learning) has had a positive impact on the attainment of most of the pupils involved in these interventions. The Senior Management Team observes learning and teaching and sample children's work to ensure consistency across all classes. The Headteacher and Senior Management Team have improved team work and leadership amongst staff, raised the standards of attainment and achievement and enabled the transformation of the school's approaches to self evaluation. All staff are committed to their continuing professional development. Roles and responsibilities are now evident and effective throughout the school. The views of children and parents are sought through, for example, questionnaires and the Parent Council. The authority has asked the school to gather staff, pupil and parental views on an annual basis and continue to use the information to make improvements. The authority is confident that Broomhouse Primary School is in a much better position to continue to make improvements into the future.

5 Conclusion

- 5.1 With support from the education authority, Broomhouse Primary School provided a good standard of education. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2014 HMIE report.

Stephen Gilhooley
Quality Improvement Education Officer
November 2016