

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

### Secondary School Inspection Follow Through – Broughton High School

<b>Item number</b>	5.4
<b>Report number</b>	
<b>Wards</b>	Ward 5: Inverleith Ward 4: Forth Ward 12: Leith Walk

#### Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

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# Executive summary

## Secondary School Inspection Follow Through – Broughton High School

### Summary

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

### Recommendations

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- Note the progress made to date from the original inspection in June 2011.
- Note the education authority will not publish further reports in connection with the 2011 HMIE report.

### Measures of success

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

### Financial impact

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

## Equalities impact

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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

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None.

## Consultation and engagement

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Parents, staff and pupils discussions took place during the follow through.

## Background reading / external references

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[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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<b>Coalition pledges</b>	PO5	
<b>Council outcomes</b>	CO2	
<b>Single Outcome Agreement</b>	SO3	
<b>Appendices</b>	1.	Follow through report – Broughton High School dated September 2013
	2.	Overall evaluations from 2011 report



CHILDREN AND FAMILIES

## **BROUGHTON HIGH SCHOOL**

### **FOLLOW THROUGH REPORT**

#### **1. The inspection**

HM Inspectors from Education Scotland published a report on the quality of education in Broughton High School in September 2011.

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 during the inspection.

During the visit, the team visited classrooms, talked to young people and worked closely with the head teacher and staff, exploring how the school had continued to improve.

The team looked at particular areas that had been identified in the initial inspection and at aspects of the school's work as identified by the head teacher. As a result we were able to find out how well young people were now learning and achieving and how the school was continuing to support them to do their best. This report summarises the findings.

#### ***Areas for improvement from original report:***

1. Develop approaches to meeting the learning needs of the wide range of young people to improve attainment.
2. Increase expectations and improve consistency in learning and teaching.

#### **2. How well do young people learn and achieve?**

##### *1.1 Improvements in performance*

##### *2.1 Learners' experiences*

#### **Strengths and progress identified during the visit**

Across the school, young people's learning and achievement were improving. There was a stronger focus on improving learning and teaching and coherent approaches to this were in place. Priorities were clearly linked to the school improvement plan. Staff were aware of the school's priorities and the increased expectations for learning and achievement.

In lessons, young people benefited more consistently from learning experiences that involved them in their learning. They were particularly motivated when staff used cooperative learning approaches, where they were engaged in problem solving and where there was innovative use of information and communication technology (ICT). Young people enjoyed working together and collaborated well. In some lessons, young people were clearer about their learning targets and what

they needed to do to improve. There was a positive climate for learning. Learners' experiences in the specialist schools continued to be of a very high quality.

Young people took pride in the diversity of the school. They continued to contribute very well to the broader life of the school and community.

S4-S6 attainment in 2013 was the highest in the last three years in almost all key measures. Attainment in S4 and S5 improved in all key measures. Overall, attainment in S4 and S5 was at its highest level since 2001. In S4, the gap between the least able and the most able narrowed. There was an improving trend over the last three years of young people in S4 achieving five or more awards at Scottish Credit and Qualifications Framework Levels 3 (Standard Grade (SG) Foundation level or equivalent), Level 4 (SG General level) and Level 5 (SG Credit level).

The number of young people moving into employment, training or further education had improved significantly over the last three years from 75% in 2010 to 92% in 2012, well above the City of Edinburgh Council (CEC) schools' average.

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

*5.1 The curriculum*

*5.3 Meeting learning needs*

#### **Strengths and progress identified during the visit**

Action had been taken to address the needs of those at risk of missing out. A wide range of vocational courses and interdisciplinary opportunities was offered to enrich the curriculum at different stages. Extensive partnership working was in place to deliver this. There was a clear rationale for the curriculum. The school had taken important steps to develop both the broad general education (BGE) S1-S3 and in the senior phase. Commendably, the school had embraced the planning of interdisciplinary opportunities and short courses in line with national advice. There was a high level of personalisation and choice, particularly associated with learners following specialist programmes in dance, music and football. The school should now take the necessary steps to ensure that the experiences and outcomes are closely tracked in order to ensure that each learner receives their full entitlement to a broad general education in S1-S3.

Approaches to literacy, numeracy and health and well being across learning had been enhanced through the leadership of school improvement groups. Staff awareness of their role in extending and developing skills in these areas had been increased by a range of whole-school initiatives.

Extensive consultation with learners took place as part of the ongoing evaluation of curricular provision. Young people valued the choice of opportunities provided for them and staff responsiveness to extending curricular provision at their request. In the classes visited, a variety of active learning strategies were used to ensure that all pupils were included and that their needs were addressed. In most lessons the pace and challenge were appropriate. However, young people would benefit from a more consistent focus on pace of learning and higher order thinking skills.

Changes to positive pupil management were beginning to have a positive impact. Young people were clearer about standards and expectations regarding behaviour and dress code. Staff applied these standards more consistently. Curriculum Leaders took on a wider role in behaviour management. Young people welcomed the positive impact these changes were having on the quality of their learning experiences.

Integrated approaches to pupil support across Support for Pupils (SfP) and Support for Learning (SfL) were embedded. The comprehensive implementation of the CEC recommended reading intervention programme for identified groups of learners in S1/S2 was improving their skills. The implementation of nurture groups and other targeted transition groups provided effective additional

support for vulnerable young people in S1. The school made well-judged use of outside agencies to meet young people's needs at all stages.

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

##### *5.9 Improvement through self-evaluation*

##### **Strengths and progress identified during the visit**

The new head teacher provided strong leadership. He had worked very well with senior managers to develop a culture of self-evaluation at all levels that was having a positive impact on the quality of learning and achievement. He was well supported by the depute head teachers who worked very effectively as a team and had a clear understanding of the school's strengths and areas for development. They took positive steps to ensure any aspects for development were addressed. A range of approaches was promoting the development of a more self-evaluative and reflective culture across the school. Curriculum Leaders and Support for Pupils Leaders were taking forward curricular, pastoral and whole school developments in a well-structured manner through school improvement groups. Middle and senior managers welcomed the distributed leadership opportunities offered to them.

Approaches to school self-evaluation were more coherent and clearly linked to priorities set out in the annual school improvement plan. Sharing classroom experience remained a strong feature of self-evaluation. This had been enhanced by the peer programme in which all teachers took part. Many also contributed to the recently introduced in-school programme of professional learning, the staff development seminar programme.

Young people were articulate and confident. Senior students valued the opportunities for leadership the school offered them and staff's responsiveness to their views. Young people in the junior school felt that they had less influence on school improvement. They welcomed the re-launch of the school council as a way for younger learners, and a wider range of learners, to have a greater say in the future of the school.

#### **3 Conclusion**

With support from the education authority, Broughton High School provided a good and improving standard of education for its young people. The school had progressed very 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 2011 HMIE report.

Liz Gray  
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September 2013

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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?*<sup>1</sup>. 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 Broughton High School.

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

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

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

A copy of the full letter is available on the HMIE website [www.hmie.gov.uk](http://www.hmie.gov.uk) or by clicking this link <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=6647&type=3>.

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.